

TORONTO CATHOLIC DISTRICT SCHOOL BOARD SPECIAL VIRTUAL BOARD MEETING Public Session

REVISED AGENDA JULY 16, 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

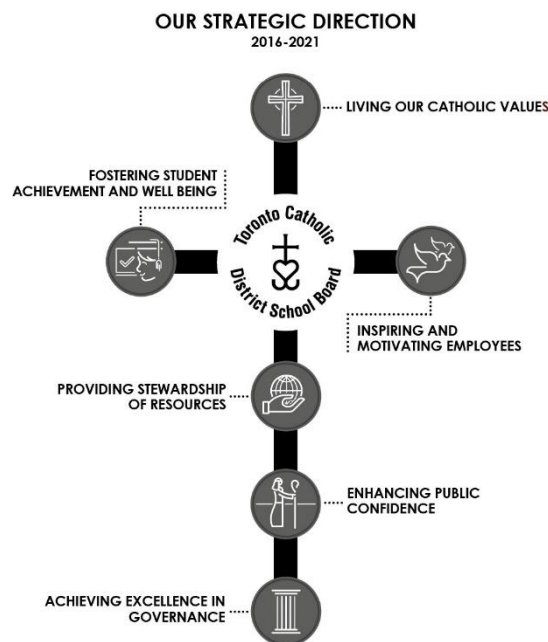
Ida Li Preti
Trustee Ward 3

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

OUR 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.

OUR VISION

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



REVISED AGENDA SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

Joseph Martino, Chair

Angela Kennedy, Vice-Chair

Thursday, July 16, 2020

7:00 P.M.

	Pages
1. Call to Order	
2. Memorials and Opening Prayer	
3. Singing of O Canada	
4. Roll Call & Apologies	
5. Approval of the Agenda	
6. Reports from Private Session	
7. Notices of Motions	
7.a From Trustee Kennedy regarding Board of Trustees Updates from Operational Committees	1 - 2
8. Declarations of Interest	
9. Approval and Signing of Minutes of the Previous Meetings	
9.a Regular Board Held June 11, 2020	3 - 34
9.b Special Board Held June 18, 2020	35 - 83

10. Presentations
11. Delegations
12. Consideration of Motions for which previous notice has been given
- 12.a From Markus de Domenico regarding Position of Toronto Catholic District School Board (TCDSB) regarding Cannabis Dispensary Locations near Schools, Parks and Community Centres 84 - 85
13. Unfinished Business from Previous Meetings
14. Matters Recommended by Statutory Committees of the Board
- 14.a Approved Minutes of the Audit Committee Held January 29, 2020 86 - 91
- Recommendation to Board from the June 22, 2020 Audit Committee Meeting
1. That an Ad Hoc Committee be established in September that provides meetings with Staff and Trustees to discuss issues at hand related to COVID-19 operations.
- From the June 11, 2020 Regular Board Meeting
- 14.b Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held May 20, 2020 92 - 100
- 14.c Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held May 11, 2020 101 - 112
- Recommendations to Board from the June 8, 2020 CPIC Meeting
- (I) WHEREAS: On Take a Break Tuesday during Mental Health Awareness Week May 4 to 10, 2020, the website suggested that looking at funny memes can immediately boost your spirits and linked a YouTube video on how to create your own;
- WHEREAS: The YouTube video had inappropriate comments and recommended a website where you can create your own memes;

WHEREAS: The website recommended had inappropriate content for our students;

WHEREAS: A parent's worst nightmare for their child is having a picture of their child being made fun of and circulating on the internet which can lead to cyber bully, impact on child's mental health or worse. In some cases, this meme can be circulating without the knowledge of the child or parent until it is too late;

WHEREAS: The website described how to create memes was posted the week before synchronous and asynchronous learning was to be announce by the MOE for the next phase of distance learning giving our educators and their unions more concerns as to why they shouldn't put their face out there in fear of a memes being create of themselves; and

WHEREAS: Parents of the TCDSB trust and have faith that all information posted on the TCDSB website, even external links are properly vetted and contain information that follows our learning beliefs and will not bring any harm or affect the mental wellness of our students.

BE IT RESOLVED THAT: CPIC recommends to the Board of Trustees that a report be requested:

1. As to how this inappropriate content made it to our website especially during the focus of mental health awareness wellness week.
2. That memes be incorporated into cyber bully teaching of the health curriculum and students are made aware how bad things start with a simple picture and comment
3. That the Mental Wellness Department re-evaluate the suggestion of using electronic devices as a mental break especially in a time in our society where the mental break required is from the electronic device.

<https://www.tcdsb.org/programsservices/specialeducation/mhs/news/mhw/pages/childrens-mental-health-awareness-week.aspx>

<https://www.youtube.com/watch?v=xRK6As4QHQ0>

(II) WHEREAS: Distance Learning for the TCDSB began with Phase 1, Check and Connect from March 23, 2020 to April 3, 2020. Determining the needs of our students through surveys and reaching out to the families of the TCDSB. Technology was a challenge that needed to be tackled;

WHEREAS: Phase 2 began on April 6, 2020 with students receiving the first of the online assignments. The students with available technology began to navigate the technical world, working on their own, receiving instruction through a screen with no personal connection. There was a learning curve for all in the beginning with the hope of gradual improvement as we went along;

WHEREAS: The MOE announced on May 19, 2020 that students in Ontario would not be returning to the classroom for the 2019-2020 school year however the learning will continue with enhanced techniques such as synchronous and asynchronous learning. We are not sure who has or has not enhanced their teaching; and

WHEREAS: In the upcoming school year of the 2020-2021 this fashion of educating our students may be required again and we be prepared to be more engaging with our students so that that education is not short changed as has been during distance learning.

BE IT RESOLVED THAT: CPIC recommends to the Board of Trustees that a report be requested:

1. A report be requested from the Director of Education documenting all metrics captured during distance learning:
 - a. the tools, programs, techniques, synchronous, asynchronous teaching, etc used,
 - b. the percentage of educators using these techniques,
 - c. how all educators have been kept accountable during distance learning,
 - d. how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.

2. Using this report, as we prepare ourselves to do this again in the fall; better and more efficient and give all our educators all the necessary tools and protections so that our students can get the education they rightly deserve.

15. Reports of Officials for the Information of the Board of Trustees	
15.a Consideration for the Re-Allocation of Elementary Vice Principals	113 - 124
16. Reports of Officials Requiring Action of the Board of Trustees	
16.a 2020-21 Budget Estimates Overall and Instructional	125 - 210
16.b 2020-21 Budget Estimates Non-Instructional	211 - 251
16.c 2020-21 Revised School Year Calendar (To Be Distributed)	
16.d The Toronto Catholic District School Board's Response to the COVID-19 Pandemic - July 16, 2020 Update	252 - 321
16.e Recommendation of New Name for Jean Vanier Catholic Secondary School	322 - 340
16.f St. John the Evangelist Catholic School Capital Project Budget Increase	341 - 345
<u>From the June 11, 2020 Regular Board Meeting</u>	
16.g Response to May 2020 CPIC Motions	346 - 354
17. Reports from External Committees / Organizations	
18. Listing of Communications	
18.a Abundant Life Centre - Loretto Sisters Project in Kenya (Refer to Video at the Meeting)	
19. Inquiries and Miscellaneous	
20. Updating of Pending Items List	
20.a Annual Report	355 - 359

21. Closing Prayer

22. Adjournment



*Markus de Domenico
Trustee Ward 2*

E-mail: Angela.Kennedy@tcdsb.org

To: Special Board Meeting , July 16, 2020

From: Angela Kennedy, Trustee Ward 11

Subject: Notice of Motion – Board of Trustees Updates from Operational Committees

MOVED BY: Angela Kennedy, Toronto Catholic District School Board

WHEREAS: There are many decisions to be made as we approach September 2020 relating to return to school;

WHEREAS: There may be policy changes necessary to be implemented before school opens;

WHEREAS: There will be Ministry directives, possibly legislation, feedback from parents, students, and teachers to be considered to inform the Board's decisions;

WHEREAS: Under the Education Act the board as a whole is legally accountable for its decisions, no individual trustee has authority to make decisions;

WHEREAS: Our role and responsibility as a corporate board is:

- 1) To make informed decisions so we need information.
- 2) Maintain focus on student achievement and well being.
- 3) Make policy and ensure that it is implemented.
- 4) Advocate on behalf of our ratepayers.
- 5) Hold the Director accountable.

WHEREAS: The way to carry out our responsibilities is with meeting together formally as a corporate board not assigning an individual trustee to be a member of a committee, having the matter appear on an agenda; and

WHEREAS: There is a short timeline to prepare for school re-opening, operational committees will be meeting throughout the summer.

THEREFORE BE IT RESOLVED THAT: The Corporate Board of Trustees shall be updated every 2 weeks with information from the committees that are responsible for the following (may not be the complete list):

1. Return to School
2. Transportation
3. Health and Safety
4. Communication
5. Staff engagement
6. Parent engagement
7. Special education
8. Mental Health
9. Nurturing our Catholic Community
10. Student Nutrition
11. Facilities
12. Daycares and before and after school programs

FURTHER BE IT RESOLVED THAT: The Board of trustees be given an opportunity to provide feedback before decisions are made that will impact the learning environment caused by Covid-19 Pandemic. Since 169.1 Education Act requires that Boards are accountable for their fiscal and overall performance and for academic achievement and well being of students and staff. Boards are also responsible for effectively communicating to parents and larger community;

FURTHER BE IT RESOLVED THAT: The Director of Education shall bring any and all major decisions re return to school to the Corporate Board of Trustees before the decision is finalized;

FURTHER BE IT RESOLVED THAT: This motion be discussed at the meeting that it is tabled at as a Notice of motion because the delay for discussion and decision will have negative impact on the students and their families.

OUR 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.*

OUR VISION

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



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

HELD THURSDAY, JUNE 11, 2020

- Trustees:** A. Kennedy, Acting Chair – In Person
N. Crawford
F. D’Amico
M. de Domenico
M. Del Grande
D. Di Giorgio
N. Di Pasquale
I. Li Preti
T. Lubinski
J. Martino
M. Rizzo
G. Tanuan
- Student Trustees:** T. Dallin
K. Nguyen
- Staff:** R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
M. Caccamo
S. Camacho
S. Campbell
F. Cifelli
N. D’Avella

P. De Cock
L. DiMarco
M. Eldridge
M. Farrell
C. Fernandes
D. Friesen
M. Gendron
G. Iuliano Marrello
L. Latham
M. Loberto
P. Matthews
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
S. Pellegrini, Assistant Recording Secretary

External Guests: E. Roher, External Legal Counsel
A. Robertson, Parliamentarian

5. Approval of the Agenda

MOVED by Trustee Rizzo, seconded by Trustee Martino, that the Agenda, as amended to include the Addendum, and that Item 18b) Legal Opinion: Trustee Code of Conduct, Eric Roher, External Legal Counsel be dealt with after Items 10 and 11, Presentations and Delegations respectively, be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico

Opposed

Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

7. Notices of Motion

- 7a) From Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools** will be considered at the June 18, 2020 Special Board meeting:

WHEREAS: The statement released by the Chair of the Board and the Director on June 2, 2020 regarding recent events of anti-Black racism expresses that “we have to face the truth that anti-black racism exists in our city and in our schools”;

WHEREAS: The deaths of Regis Korchinski-Paquet, George Floyd, Breonna Taylor, Chantel Moore, and countless other Black and Indigenous peoples were not isolated incidents; they were caused by a network of oppressive institutions and part of a long-standing pattern of systemic anti-Black and anti-Indigenous racism in which the education system plays a role;

WHEREAS: The education system as a whole has failed Black and Indigenous (BIPOC) students on numerous occasions and has been an active perpetrator of anti-Black and anti-Indigenous racism for far too long;

WHEREAS: Over 22 different incidents of racism within Toronto Catholic District School Board (TCDSB) schools were reported in the span of just five days in the Toronto Youth Cabinet’s recent #ReclaimOurVoice survey;

WHEREAS: A message in the TCDSB Equity Action Plan states, “Our schools and classrooms must be places where students’ lived experiences are valued and celebrated; where they see themselves in the curriculum; where they are authentically engaged; and where barriers to their success are identified and removed. Our governance and human resource practices will support welcoming, safe, and inclusive learning environments and ensure that those who serve our communities reflect our diversity ... Data collection, integration and reporting will help us to better understand our needs and our strengths, inform our decisions, and guide our actions”;

WHEREAS: The TCDSB Catholic Equity and Inclusive Education Policy H.M. 24 states that the Board “recognizes that we must uphold the protections entrenched in the Ontario Human Rights Code (the “Code”), the Constitution Act, 1867 and confirmed in the Constitution Act of 1982 – the Canadian Charter of Rights and Freedoms” and “recognizes that social or cultural discrimination is incompatible with Catholic moral principles”;

WHEREAS: Words mean nothing and are purely performative in nature if they are not coupled with tangible action;

WHEREAS: Extensive research and precedent supports many of the recommendations listed in this motion; and

WHEREAS: The recommendations below were written in consultation with and supported by TCDSB students and the TCDSB Equity and Human Rights Advisor.

BE IT RESOLVED THAT: Staff prepare a report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledge how important it is for students to be able to see themselves reflected in different fields and positions of leadership;

BE IT FURTHER RESOLVED THAT: Disaggregated race-based student data collection be initiated so that the TCDSB know the issues BIPOC students face and has numbers on representation;

BE IT FURTHER RESOLVED THAT: The School Resource Officer (SRO) program be reviewed as part of the aforementioned race-based student data collection in order to determine whether or not the program has fulfilled its mandate;

BE IT FURTHER RESOLVED THAT: The effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as part of the aforementioned race-based student data collection;

BE IT FURTHER RESOLVED THAT: The Chair of the Board, in collaboration with staff and the Board of Trustees, send a letter to the Minister of Education encouraging the revision of the curriculum to better incorporate Black and Indigenous histories and topics;

BE IT FURTHER RESOLVED THAT: Mandatory bi-annual anti-racism training for all teachers, administrators, and staff be put in place which helps break down the racial barrier between themselves and students and facilitates an understanding of BIPOC topics;

BE IT FURTHER RESOLVED THAT: The TCDSB allocate funding in the upcoming budget process towards the purchase of books that support culturally responsive and relevant pedagogy and are written by Black and Indigenous authors;

BE IT FURTHER RESOLVED THAT: Staff create resources for teachers to tackle racism in the classroom and initiate discussions;

BE IT FURTHER RESOLVED THAT: A communication be sent to all teachers with a specific focus on those who deal with racial justice-related texts (ex. English teachers) in order to educate them on why they should not use racial slurs in the classroom regardless of whether or not they are written in a text;

BE IT FURTHER RESOLVED THAT: Staff create mental health resources catered specifically to the unique experiences of BIPOC students;

BE IT FURTHER RESOLVED THAT: TTC tickets be provided to students attending Catholic Student Leadership Impact Team (CSLIT) General Assembly meetings in order to increase accessibility and ensure a diverse range of voices can be heard;

BE IT FURTHER RESOLVED THAT: The TCDSB engage with a multitude of relevant community organizations, including but not limited to the TAIBU Community Health Centre, Trust 15, the Harriet Tubman Community Organization, and Caribbean African Canadian Social Services (CAFCAN), in a more meaningful way to ensure that students have access to their immensely beneficial and life-changing resources;

BE IT FURTHER RESOLVED THAT: The TCDSB make an official commitment to tackling anti-Black racism given that the word “Black” was not mentioned a single time in the TCDSB Equity Action Plan;

BE IT FURTHER RESOLVED THAT: Staff write a human rights-specific policy modelled around the Ontario Human Rights Code which recognizes the enumerated grounds of the Charter, lays out wrongful behaviours, and details an investigation process;

BE IT FURTHER RESOLVED THAT: All TCDSB reports and policies go through a race equity lens prior to being published;

BE IT FURTHER RESOLVED THAT: Proper infrastructure be put in place to address equity needs within the TCDSB in the form of a more extensive and permanent equity team;

BE IT FURTHER RESOLVED THAT: The TCDSB commit to working with the African-Canadian Advisory Committee, the Indigenous Education Advisory Committee, and BIPOC students in implementing these recommendations; and

BE IT FURTHER RESOLVED THAT: All recommendations be put in place by June 2021 and that staff prepare monthly updates to the Board of Trustees regarding implementation.

- 7b) From Trustee de Domenico regarding Chrome Books Distributed for Distance Learning Remain with Students Until Graduation** will be considered at the June 18, 2020 Special Board meeting:

WHEREAS: Due to COVID 19, the TCDSB conducted a Technology Survey to identify students and families that needed assistance to learn online and what devices they had or needed. Based on the results of the survey, the Board acquired and distributed over 8,000 encrypted Google

Chrome Books to facilitate distance learning to students that did not have devices;

WHEREAS: The need for these devices is an ongoing need and the devices play a key part in providing equitable access to education to TCDSB students;

WHEREAS: The devices have proven to be highly effective and are a cost-efficient method for the Board to facilitate access to online learning;

WHEREAS: The need for these devices will not end in September and that the economic status of families may not improve in the next few months or even years;

WHEREAS: The TCDSB has an obligation through its equity initiatives to give all students in need an equal opportunity to succeed; and

WHEREAS: The Chrome Books were purchased by the Board without funding from the Ministry of Education.

BE IT RESOLVED: That the TCDSB allow the students who have currently been provided with a Google Chrome Book to keep these devices until they graduate from the Board or leave the TCDSB;

BE IT FURTHER RESOLVED THAT: The TCDSB send a letter to Minister Lecce requesting full reimbursement of the expense of the devices as the Ministry required the TCDSB to implement an online learning platform;

BE IT FURTHER RESOLVED THAT: The TCDSB work with Rogers Communications to make families aware of the Rogers “Connect for Success” Program that provides inexpensive internet access to families in need;

BE IT FURTHER RESOLVED THAT: The TCDSB establish a help line specifically for tech support of these devices; and

BE IT FURTHER RESOLVED THAT: The TCDSB acquire an internet safety training program for students.

8. Declarations of Interest

There were none in PRIVATE Session.

Trustees Del Grande and Kennedy declared an interest in the following Items as they have family members who are employees of the Board.

11a) Delegation from Julie Altomare-Di Nunzio, President, Toronto Elementary Catholic Teachers and Anthony Bellissimo, regarding Toronto Elementary Teacher Expenditures – Trustees Del Grande and Kennedy; and

19d) Update to 2020-21 Budget Timelines – Trustee Kennedy

Trustees Del Grande and Kennedy indicated that they would neither participate nor vote in the respective Items.

9. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Martino, seconded by Trustee de Domenico, that Item 9a) be adopted as follows:

9a) Regular Board Held May 7, 2020 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
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 9b) be adopted as follows:

9b) Regular Board Held May 21, 2020 approved.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Del Grande

The Motion was declared

CARRIED

10. Presentations

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

10a) From the Chair of the Board (Verbal) 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 Di Pasquale, seconded by Trustee Rizzo, that Item 10b) be adopted as follows:

10b) From the Student Trustee(s) 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

The Motion was declared

CARRIED

Trustee Tanuan did not vote/respond due to technical difficulties.

MOVED by Trustee Martino, seconded by Trustee de Domenico, that Item 10c) be adopted as follows:

10c) Farewell to Student Trustee Dallin 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

Trustee Kennedy relinquished the Chair to Trustee Martino.

Trustees Del Grande and Kennedy left the virtual room at 8:07 pm due to a Declaration of Interest in Item 11a), as earlier indicated.

11. Delegations

MOVED by Trustee de Domenico, seconded by Trustee Li Preti, that Item 11a) be adopted as follows:

- 11a) From Julie Altomare-Di Nunzio, President, Toronto Elementary Catholic Teachers and Anthony Bellissimo, regarding Toronto Elementary Teacher Expenditures received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Li Preti

Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustees Del Grande and Kennedy returned to the virtual room at 8:12 pm.

Trustee Kennedy reassumed the Chair.

MOVED by Trustee Rizzo, seconded by Trustee Li Preti, that Item 11b) be adopted as follows:

- 11b) From Christin Carmichael Greb, Chair, Catholic School Parent Committee, Blessed Sacrament Catholic School regarding Synchronous Learning received and referred to Staff.**

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 Martino, seconded by Trustee Crawford, that Item 11c) be adopted as follows:

- 11c) From John Del Grande, Catholic Parent Involvement Committee (CPIC) Chair regarding CPIC Recommendations and Parental Feedback** received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo, that the recommendations be referred to Staff for a report.

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo, seconded by Trustee Martino, that the report regarding the recommendations come back to the Board in the Fall.

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

In Favour

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

Opposed

Crawford

Rizzo
Tanuan

The AMENDMENT to the AMENDMENT was declared

CARRIED

Results of the Vote taken on the AMENDMENT, 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 AMENDMENT was declared

CARRIED

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

In Favour

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

Opposed

Lubinski

The Motion, as amended, was declared

CARRIED

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

MOVED by Trustee Del Grande, seconded by Trustee Martino, that Item 18b) be adopted as follows:

18b) Legal Opinion: Trustee Code of Conduct - Eric Roher, External Legal Counsel received and referred to Staff.

MOVED in AMENDMENT by Trustee Martino, seconded by Trustee Rizzo, that the Legal Opinion also go to the Interim Integrity Commissioner.

Time for business expired and by majority vote as follows, was extended by 15 minutes, as per Article 12.6, to complete the debate on the Item:

Results of the Vote taken, as follows:

In Favour

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

Opposed

Crawford
Di Giorgio

The Motion was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo that the legal opinion be referred to the Interim Integrity Commissioner.

There was no seconder.

The Chair ruled the AMENDMENT to the AMENDMENT out of order.

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

In Favour

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

Opposed

Li Preti
Lubinski
Martino
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

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

de Domenico
Di Pasquale
Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Li Preti, seconded by Trustee Lubinski, that the meeting resolve back into DOUBLE PRIVATE Session.

Following DOUBLE PRIVATE Session, the attendance list remained unchanged, with Trustee Kennedy in the Chair.

13. Consent and Review

The Chair reviewed the Order Page and all the Items were held.

The Director of Education advised that Items 19a) Monthly Procurement Approvals and 19d) Update to 2020-21 Budget Timelines were considered urgent.

MOVED by Trustee Rizzo, seconded by Trustee Martino, that we complete the Items considered urgent by the Director of Education, including Item 19b) Appointment of Trustees to the Integrity Commissioner Request for Proposal (RFP) Process and then resolve into PRIVATE Session.

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee Li Preti, that Item 18a) TCDSB Response to the COVID-19 Pandemic Crisis - June 11, 2020 Update be considered urgent.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford	Kennedy
D'Amico	Martino
de Domenico	
Del Grande	
Di Giorgio	
Di Pasquale	
Li Preti	
Lubinski	
Rizzo	
Tanuan	

The AMENDMENT was declared

CARRIED

Results of the Vote taken on the Main Motion, 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 Main Motion was declared

CARRIED

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

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 18a) be adopted as follows:

18a) Toronto Catholic District School Board's Response to the COVID-19 Pandemic Crisis - June 11, 2020 Update received.

Time for business expired.

Time to complete the debate on the Item was extended by 15 minutes, as per Article 12.6, based on unanimous vote as follows:

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 in AMENDMENT by Trustee de Domenico, seconded by Trustee Del Grande, that staff survey parents in Equity Poverty Action Network (EPAN) schools to gauge interest in a Grade 1-3 virtual summer learning program, and run a program where more than 20 parents show interest in a particular grade; and

That at a cost of \$5,000 per program, up to a maximum of \$100,000 be spent; funds to come from savings from hydro and other operating costs.

MOVED in AMENDMENT to the AMENDMENT by Trustee Martino, seconded by Trustee Rizzo, that \$5,000 per program be replaced with \$15,000 and up to a maximum of \$100,000 be replaced with \$300,000.

Time for business expired.

Time to complete the debate on the Item was extended by 15 minutes, as per Article 12.6, based on majority vote as follows:

Results of the Vote taken, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford D'Amico de Domenico Del Grande Di Giorgio Di Pasquale Kennedy Li Preti Martino Rizzo Tanuan	Del Grande

Trustee Lubinski did not vote/respond.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees D'Amico de Domenico Del Grande Di Giorgio Di Pasquale Li Preti Martino Rizzo Tanuan	Crawford Kennedy

The AMENDMENT to the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote/respond.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees D'Amico	Crawford
de Domenico	Kennedy
Del Grande	
Di Giorgio	
Di Pasquale	
Li Preti	
Martino	
Rizzo	
Tanuan	

The AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote/respond.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees D'Amico	Crawford
de Domenico	Kennedy
Del Grande	
Di Giorgio	
Di Pasquale	

Li Preti
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Trustee Lubinski did not vote/respond.

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

MOVED by Trustee Rizzo, seconded by Trustee Martino, that Item 19a) be adopted as follows:

- 19a) Monthly Procurement Approvals** that the Board of Trustees approve all procurement activities/awards listed in Appendix A of the report.

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
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Lubinski did not vote/respond.

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

19b) Appointment of Trustees to the Integrity Commissioner Request for Proposal (RFP) Process that in addition to the Chair and Vice-Chair, the Board appoint three Trustees to the Integrity Commissioner RFP Evaluation Committee.

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Trustee D'Amico be nominated.

Trustee D'Amico accepted.

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that Trustee Crawford be nominated.

Trustee Crawford accepted.

MOVED by Trustee Li Preti that Trustee Di Giorgio be nominated.

Trustee Di Giorgio declined.

The Chair ruled the nominations out of order.

MOVED in AMENDMENT by Trustee Martino, seconded by Trustee Tanuan, that the Integrity Commissioner RFP Evaluation Committee not include the Chair and that the Board appoint four Trustees.

The AMENDMENT was ruled out of order as the Chair's, as well as the Vice-Chair's, position is Ex-Officio.

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
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Lubinski did not vote/respond.

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that Trustee Di Pasquale be nominated.

Trustee Di Pasquale accepted.

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Trustee D'Amico be nominated.

Trustee D'Amico accepted.

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that Trustee Tanuan be nominated.

Trustee Tanuan accepted.

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Trustee Crawford be nominated.

Trustee Crawford accepted.

MOVED by Trustee Rizzo, seconded by Trustee Martino, that Trustee de Domenico be nominated.

Trustee de Domenico accepted.

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that the votes be taken viva voce.

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
Tanuan

Del Grande

The Motion was declared

CARRIED

Results of the Vote taken regarding Trustees Crawford, D'Amico, de Domenico, Di Pasquale and Tanuan, as follows:

<u>Trustees</u>	<u>Crawford (6)</u>	<u>D'Amico (6)</u>	<u>de Domenico (10)</u>
	Crawford	D'Amico	Crawford
	Del Grande	de Domenico	D'Amico
	Di Giorgio	Di Pasquale	de Domenico
	Kennedy	Li Preti	Di Giorgio
	Lubinski	Lubinski	Di Pasquale
	Tanuan	Rizzo	Kennedy
			Li Preti
			Martino
			Rizzo
			Tanuan

<u>Trustees</u>	<u>Di Pasquale (7)</u>	<u>Tanuan (6)</u>
	D'Amico	Crawford
	de Domenico	Del Grande
	Di Giorgio	Kennedy
	Di Pasquale	Lubinski
	Li Preti	Martino
	Martino	Tanuan
	Rizzo	

Time for business expired and by majority vote as follows, was extended by 15 minutes, as per Article 12.6, to complete the debate on the Item:

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico
Di Giorgio

Opposed

Del Grande
Lubinski
Martino

Di Pasquale
Kennedy
Li Preti
Rizzo
Tanuan

Results of the Vote regarding Trustees Crawford, D'Amico and Tanuan, as follows:

<u>Trustees</u>	<u>Crawford (5)</u>	<u>D'Amico (5)</u>	<u>Tanuan (2)</u>
	Crawford	D'Amico	Di Giorgio
	Del Grande	de Domenico	Martino
	Kennedy	Di Pasquale	
	Lubinski	Li Preti	
	Tanuan	Rizzo	

Results of the Vote regarding Trustees Crawford and D'Amico, as follows:

<u>Trustees</u>	<u>Crawford (7)</u>	<u>D'Amico (5)</u>
	Crawford	D'Amico
	Del Grande	de Domenico
	Di Giorgio	Di Pasquale
	Kennedy	Li Preti
	Lubinski	Rizzo
	Martino	
	Tanuan	

Trustees Crawford, de Domenico and Di Pasquale will join the Integrity Commissioner RFP Evaluation Committee.

25. Adjournment

MOVED by Trustee de Domenico, seconded by Trustee Di Giorgio, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Trustees D’Amico
de Domenico
Del Grande
Di Giorgio
Tanuan

Opposed

Crawford
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo

The Motion was declared

LOST

MOVED by Trustee Martino, seconded by Trustee Crawford, that Item 19d) be adopted as follows:

19d) Update to 2020-21 Budget Timelines:

1. That the Special Board meeting scheduled for June 25th, 2020 be cancelled; and
2. That a Special Board meeting be established on July 16, 2020 and July 23, 2020 in order to finalize the 2020-21 budget.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Kennedy did not vote/respond.

MOVED by Trustee Di Pasquale, seconded by Trustee Martino, that the meeting resolve into PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Pasquale
Kennedy
Li Preti
Martino

de Domenico
Di Giorgio
Lubinski

Rizzo
Tanuan

The Motion was declared

CARRIED

ITEMS NOT DISCUSSED

- 16a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held May 20, 2020;
- 16b) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held May 11, 2020 and Recommendations from the CPIC Meeting Held June 8, 2020 Meeting; and
- 19c) Delegating of Authority for Approval of Summer Contract Awards 2020 (All Wards)

SECRETARY

CHAIR

OUR 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.*

OUR VISION

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



MINUTES OF THE SPECIAL VIRTUAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

HELD THURSDAY, JUNE 18, 2020

- Trustees:**
- J. Martino, Chair – In Person
 - N. Crawford
 - F. D’Amico
 - M. de Domenico
 - M. Del Grande
 - D. Di Giorgio
 - N. Di Pasquale
 - A. Kennedy
 - I. Li Preti
 - T. Lubinski
 - M. Rizzo
 - G. Tanuan
- Student Trustees:**
- T. Dallin
 - K. Nguyen
- Staff:**
- R. McGuckin
 - D. Koenig
 - L. Noronha
 - A. Della Mora
 - M. Caccamo
 - S. Camacho
 - S. Campbell
 - F. Cifelli
 - P. De Cock

L. DiMarco
M. Eldridge
M. Farrell
C. Fernandes
D. Friesen
G. Iuliano Marrello
L. Latham
M. Loberto
L. Maselli-Jackman
P. Matthews
S. Vlahos
J. Wujek

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

External Guest: Robertson, Parliamentarian

5. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that the Agenda, as amended to include the Addendum, and four Inquiries: Items 20a) and 20b) From Trustee Di Giorgio regarding an Update on Motion passed at the December 12, 2019 Regular Board Meeting in respect of Item 17c) on that Agenda - Data to Inform the Allocation of Elementary and Secondary Vice Principals; and the Board's Hiring Practices for Summer School; 20c) From Trustee Rizzo regarding Flying Flags at Half Mast at the Toronto Catholic District School Board (TCDSB) as a Symbol of Mourning; and 20d) From Trustee Kennedy regarding Timelines for Investigations regarding Notre Dame Catholic School, be approved.

The Chair ruled that the Inquiry from Trustee Rizzo was not considered urgent.

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

In Favour

Trustees Del Grande
Martino
Lubinski
Tanuan

Opposed

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

The Chair's Ruling was not upheld.

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
Rizzo
Tanuan

Opposed

The Motion was declared

CARRIED

6. Reports from Private Session

MOVED by Trustee Kennedy, seconded by Trustee D’Amico, that the reports from PRIVATE Session regarding Student Delegation from Notre Dame Catholic School, St. John Henry Newman Catholic High School and Principal/Vice Principal Central Discussion Table be 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

7. Notices of Motion

7a) From Markus De Domenico regarding Position of TCDSB regarding Cannabis dispensary locations near Schools, parks and Community Centers will be considered at the July 16, 2020 Special Board Meeting:

WHEREAS: The Alcohol and Gaming Commission of Ontario (AGCO) is the regulator and approval authority for Cannabis retailers;

WHEREAS: Cannabis shops in Toronto are located in close proximity to schools, public parks and community centers;

WHEREAS: Many ratepayers have voiced their displeasure over these locations being close to schools and playgrounds;

WHEREAS: During the COVID 19 lockdown, the opportunity for public consultation and even public awareness was greatly reduced or in many cases non-existent;

WHEREAS: Medical studies have shown, that Cannabis use in teens and young adults under the age of 25, has a significant negative medical impact on users of Cannabis;

WHEREAS: The proximity and size of schools is not taken into account when the AGCO grants a license to open a retail location.

- 1) BE IT RESOLVED THAT: The TCDSB send a letter to the AGCO, the Minister of Health and Public Health Ontario stating our opposition to opening Cannabis retail locations within 1 km of a school or park;
- 2) BE IT RESOLVED THAT: The TCDSB send a letter to Premier Ford requesting a thorough review of the policies of the AGCO with a view to restrict licenses near schools and parks;
- 3) BE IT RESOLVED THAT: Principals in the TCDSB be made aware of Cannabis retail outlets in their area; and
- 4) BE IT RESOLVED THAT: Licenses for new Cannabis locations be put on hold until proper public consultation occurs.

8. Declarations of Interest

There were none in PRIVATE Session.

Trustees Del Grande, Kennedy and Rizzo declared an interest in the following Items as they have family members who are employees of the Board:

- 12a) Consideration of Motion from Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools, Resolution 7: That the TCDSB allocate funding in the upcoming budget process towards the purchase of books that support culturally responsive and relevant pedagogy and are written by Black, Indigenous and other diverse ethnic authors - Trustees Del Grande and Kennedy; and
- 20b) Inquiry from Trustee Di Giorgio regarding the Board's Hiring Practices for Summer School - Trustee Rizzo.

Trustees Del Grande, Kennedy and Rizzo indicated that they would neither participate nor vote in the respective Items.

10. Presentations

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 10a) be adopted as follows:

- 10a) **Sandhya Kohli, Interim Integrity Commissioner (Verbal)** 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 Kennedy, seconded by Trustee Crawford, that Item 10b) be adopted as follows:

10b) Verbal Update from the Chair of the Executive Search Ad Hoc Committee, Trustee Li Preti 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 Tanuan, seconded by Trustee Di Pasquale, that Item 10c) be adopted as follows:

- 10c) Catholic Parent Involvement Committee (CPIC) Recommendations to the Board (Refer Items 14b and 17b) – John Del Grande, CPIC Chair** received and referred to Staff.

Trustee Rizzo requested that the Question be split.

Results of the Vote taken on Receipt, as follows:

In Favour

Opposed

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

The Motion of Receipt was declared

CARRIED

Trustees Crawford and Lubinski did not vote/respond.

Results of the Vote taken regarding Referral to Staff, as follows:

In Favour

Trustees Del Grande
Kennedy
Li Preti
Lubinski
Tanuan

Opposed

D'Amico
de Domenico
Di Giorgio
Di Pasquale
Martino
Rizzo

The Motion of Referral to Staff was declared

FAILED

Trustee Crawford did not vote/respond.

11. Delegations

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Item 11a) be adopted as follows:

- 11a) From Monique Kasonga, representative of Toronto Youth Cabinet, regarding Anti-Black and Anti-Indigenous Racism received and referred to staff.**

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio

Opposed

Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

- 11b) From Vanessa Erhirhie, representative of Toronto Youth Cabinet, regarding Tackling Racism with the TCDSB** absent/withdrew her delegation.

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

- 11c) From Stephen Mensah, representative of the Toronto Youth Cabinet, regarding Tackling Systemic Racism in our Schools** received and referred to Staff.

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

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

- 11d) From Daniella Charles-Obazei, representative of Bishop Allen Academy Catholic Student Leadership Impact Team (CSLIT), regarding Tackling Anti-Black Racism in Schools** absent.

MOVED by Trustee Li Preti, seconded by Trustee Di Giorgio, that Item 11e) be adopted as follows:

- 11e) From Stephanie Brembridge, representative of St Jude, regarding Anti-Black Racism** received and referred to Staff.

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

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Li Preti, seconded by Trustee Tanuan, that Item 11f) be adopted as follows:

- 11f) From Andrea Vasquez Jimenez, representative of Latinx Afro-Latin-America, Abya Yala Education Network (LAEN), regarding Anti-Black and Anti-Indigenous Racism in Schools** received and referred to Staff.

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

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that Item 11g) be adopted as follows:

- 11g) From Philip Johnson, representative of TAIBU Community Health Centre, regarding Addressing Anti-Black Racism** received and referred to Staff for a report on how the TCDSB can work with TAIBU Community Health Centre.

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

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 11h) be adopted as follows:

- 11h) From Silvia Argentina Arauz, representative of MAAT Legal Services School Support Department, regarding Support of Motion put forward by TCDSB Student Trustee Dallin received and referred to Staff.**

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

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

12. Consideration of Motions for which Previous Notice has been Given

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

12a) From Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools:

WHEREAS: The statement released by the Chair of the Board and the Director on June 2, 2020 regarding recent events of anti-Black racism expresses that “we have to face the truth that anti-black racism exists in our city and in our schools”;

WHEREAS: The deaths of Regis Korchinski-Paquet, George Floyd, Breonna Taylor, Chantel Moore, and countless other Black and Indigenous peoples were not isolated incidents; they were caused by a network of oppressive institutions and part of a long-standing pattern of systemic anti-Black and anti-Indigenous racism in which the education system plays a role;

WHEREAS: The education system as a whole has failed Black and Indigenous (BIPOC) students on numerous occasions and has been an active perpetrator of anti-Black and anti-Indigenous racism for far too long;

WHEREAS: Over 22 different incidents of racism within Toronto Catholic District School Board (TCDSB) schools were reported in the span of just five days in the Toronto Youth Cabinet’s recent #ReclaimOurVoice survey;

WHEREAS: A message in the TCDSB Equity Action Plan states, “Our schools and classrooms must be places where students’ lived experiences are valued and celebrated; where they see themselves in the curriculum; where they are authentically engaged; and where barriers to their success are identified and removed. Our governance and human resource practices will support welcoming, safe, and inclusive learning environments and ensure that those who serve our communities reflect our diversity ... Data collection, integration and reporting will help us to better understand our needs and our strengths, inform our decisions, and guide our actions”;

WHEREAS: The TCDSB Catholic Equity and Inclusive Education Policy H.M. 24 states that the Board “recognizes that we must uphold the

protections entrenched in the Ontario Human Rights Code (the “Code”), the Constitution Act, 1867 and confirmed in the Constitution Act of 1982 – the Canadian Charter of Rights and Freedoms” and “recognizes that social or cultural discrimination is incompatible with Catholic moral principles”;

WHEREAS: Words mean nothing and are purely performative in nature if they are not coupled with tangible action;

WHEREAS: Extensive research and precedent supports many of the recommendations listed in this motion; and

WHEREAS: The recommendations below were written in consultation with and supported by TCDSB students and the TCDSB Equity and Human Rights Advisor.

- 1) BE IT RESOLVED THAT: Staff prepare a report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledge how important it is for students to be able to see themselves reflected in different fields and positions of leadership;
- 2) BE IT FURTHER RESOLVED THAT: Disaggregated race-based student data collection be initiated so that the TCDSB knows the issues BIPOC students face and has numbers on representation;
- 3) BE IT FURTHER RESOLVED THAT: The School Resource Officer (SRO) program be reviewed as part of the aforementioned race-based student data collection in order to determine whether or not the program has fulfilled its mandate;
- 4) BE IT FURTHER RESOLVED THAT: The effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as part of the aforementioned race-based student data collection;
- 5) BE IT FURTHER RESOLVED THAT: The Chair of the Board, in collaboration with staff and the Board of Trustees, send a letter to the Minister of Education encouraging the revision of the curriculum to better incorporate Black and Indigenous histories and topics;
- 6) BE IT FURTHER RESOLVED THAT: Mandatory bi-annual anti-racism training for all teachers, administrators, and staff be put in place which

- helps break down the racial barrier between themselves and students and facilitates an understanding of BIPOC topics;
- 7) BE IT FURTHER RESOLVED THAT: The TCDSB allocate funding in the upcoming budget process towards the purchase of books that support culturally responsive and relevant pedagogy and are written by Black, Indigenous and other diverse ethnic authors;
 - 8) BE IT FURTHER RESOLVED THAT: Staff create resources for teachers to tackle racism in the classroom and initiate discussions;
 - 9) BE IT FURTHER RESOLVED THAT: A communication be sent to all teachers with a specific focus on those who deal with racial justice-related texts (ex. English teachers) in order to educate them on why they should not use racial slurs in the classroom regardless of whether or not they are written in a text;
 - 10) BE IT FURTHER RESOLVED THAT: Staff create mental health resources catered specifically to the unique experiences of BIPOC students;
 - 11) BE IT FURTHER RESOLVED THAT: TTC tickets be provided to students attending Catholic Student Leadership Impact Team (CSLIT) General Assembly meetings in order to increase accessibility and ensure a diverse range of voices can be heard;
 - 12) BE IT FURTHER RESOLVED THAT: The TCDSB engage with a multitude of relevant community organizations, including but not limited to the Taibu Community Health Centre, Trust 15, the Harriet Tubman Community Organization, and CAFCAN, in a more meaningful way to ensure that students have access to their immensely beneficial and life-changing resources;
 - 13) BE IT FURTHER RESOLVED THAT: The TCDSB make an official commitment to tackling anti-Black racism given that the word “Black” was not mentioned a single time in the TCDSB Equity Action Plan;

- 14)BE IT FURTHER RESOLVED THAT: Staff write a human rights-specific policy modelled around the Ontario Human Rights Code which recognizes the enumerated grounds of the Charter, lays out wrongful behaviours, and details an investigation process;
- 15)BE IT FURTHER RESOLVED THAT: All TCDSB reports and policies go through a race equity lens prior to being published;
- 16)BE IT FURTHER RESOLVED THAT: Proper infrastructure be put in place to address equity needs within the TCDSB in the form of a more extensive and permanent equity team;
- 17)BE IT FURTHER RESOLVED THAT: The TCDSB commit to working with the African-Canadian Advisory Committee, the Indigenous Education Advisory Committee, and other relevant diverse ethnic committees and BIPOC students in implementing these recommendations;
- 18)BE IT FURTHER RESOLVED THAT: Bi annual anti-racism and sensitivity training be offered to the Board of Trustees; and
- 19)BE IT FURTHER RESOLVED THAT:
- (a) there be a review of the partnership between the Toronto Police Service and the TCDSB including the School Engagement Team Officers (SET) Support program;
 - (b) an equity lens be established upon inception of the review of these partnerships and be applied through all phases including community consultations with partnership organizations, as well as an equity lens for the data analysis and decision making;
 - (c) a statement be included on the first page of the review stating that the “primary goal of the review is to capture and centre the voices of those students, families, and communities who have traditionally been excluded, marginalized, and/or discounted”; and
 - d) that the school engagement team be requested to provide a presentation to Trustees

Time for business expired.

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that time be extended by 15 minutes, as per Article 12.6, to complete the debate on the Item.

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

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Trustee de Domenico requested that the Question be split.

Trustee Del Grande requested that Resolution 7 be voted upon first.

Trustees Del Grande and Kennedy left the virtual room at 10:13 pm due to a Declaration of Interest in Resolution 7, as earlier indicated.

Results of the Vote taken regarding Resolution 7, as follows:

In Favour

Opposed

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

Resolution 7 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Trustees Del Grande and Kennedy returned to the virtual room at 10:14 pm.

Results of the Vote taken regarding Resolution 1, as follows:

In Favour

Opposed

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

Lubinski
Martino
Rizzo
Tanuan

Resolution 1 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 2, as follows:

In Favour

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

Opposed

de Domenico

Resolution 2 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 3, as follows:

In Favour

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

Opposed

de Domenico
Kennedy
Lubinski

Resolution 3 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 4, as follows:

In Favour

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

Opposed

Li Preti
Lubinski
Martino
Rizzo
Tanuan

Resolution 4 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 5, as follows:

In Favour

Opposed

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

Resolution 5 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 6, as follows:

In Favour

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

Opposed

de Domenico
Di Giorgio
Lubinski

Resolution 6 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 8, as follows:

In Favour

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

Opposed

Lubinski
Martino
Rizzo
Tanuan

Resolution 8 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 9, as follows:

In Favour

Opposed

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

Resolution 9 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 10, as follows:

In Favour

Opposed

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

Resolution 10 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 11, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande

Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

Resolution 11 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 12, as follows:

In Favour

Opposed

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

Resolution 12 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 13, as follows:

In Favour

Opposed

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

Resolution 13 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 14, as follows:

In Favour

Opposed

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

Resolution 14 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 15, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Di Giorgio
Di Pasquale
Li Preti
Rizzo
Tanuan

de Domenico
Del Grande
Kennedy
Lubinski
Martino

Resolution 15 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 16, as follows:

In Favour

Opposed

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

Resolution 16 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 17, as follows:

In Favour

Opposed

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

Resolution 17 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 18, as follows:

In Favour

Opposed

Trustees D'Amico
Di Pasquale
Li Preti
Rizzo

Crawford
de Domenico
Del Grande
Di Giorgio
Kennedy
Lubinski
Martino

Tanuan

Resolution 18 was declared

FAILED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 19, as follows:

In Favour

Opposed

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

Resolution 19 was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Trustee de Domenico requested that Resolution 20 be split.

Results of the Vote taken regarding Resolution 20a), as follows:

In Favour

Opposed

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

de Domenico
Lubinski

Resolution 20a) was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 20b), as follows:

In Favour

Opposed

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

Lubinski
Martino
Rizzo
Tanuan

Resolution 20b) was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 20c), as follows:

In Favour

Opposed

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

Resolution 20c) was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken regarding Resolution 20d), as follows:

In Favour

Opposed

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

Resolution 20d) was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee de Domenico, seconded by Trustee Lubinski, that Item 12b) be adopted as follows:

12b) From Trustee de Domenico regarding iPads and Chrome Books Distributed for Distance Learning Remain with Students until June 2021:

WHEREAS: Due to COVID 19 the TCDSB conducted a Technology Survey to identify students and families that needed assistance to learn online and

what devices they had or needed. Based on the results of the survey the Board acquired and distributed encrypted 6,000 Google Chrome Books and 4,000 iPads to facilitate distance learning to students that did not have devices;

WHEREAS: The need for these devices is an ongoing need and the devices play a key part in providing equitable access to education to TCDSB student;

WHEREAS: The devices have proven to be highly effective and are a cost efficient method for the board to facilitate access to online learning;

WHEREAS: The need for these devices will not end in September and that the economic status of families may not improve in the next few months or even years;

WHEREAS: The TCDSB has an obligation through its equity initiatives to give all students in need and equal opportunity to succeed; and

WHEREAS: The Chrome Books were purchased and the iPads leased by the Board without funding from the Ministry of Education.

- 1) BE IT RESOLVED: That the TCDSB allow the students who have currently been provided with a Google Chrome Book or iPads to keep these devices until June 2021 or leave the TCDSB;
- 2) BE IT RESOLVED: That the TCDSB send a letter to Minister Lecce requesting an ongoing commitment to funding of the expense of devices as the Ministry required the TCDSB to implement an online learning platform;
- 3) BE IT RESOLVED: That the TCDSB work with Rogers Communications to make families aware of the Rogers “Connect for Success” Program or a similar program by another internet provider that provides inexpensive internet access to families in need;
- 4) BE IT RESOLVED: That the TCDSB establish a help line specifically for technical support of these devices; and

5) BE IT RESOLVED: That the TCDSB acquire an internet safety training program for students.

MOVED IN AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that Resolution 4 be revised as such:

BE IT RESOLVED: That the TCDSB consider to establish a help line specifically for technical support of these devices *when the costing can be provided.*

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

In Favour

Trustees Crawford
Del Grande
Kennedy
Li Preti
Lubinski
Tanuan

Opposed

D'Amico
de Domenico
Di Giorgio
Di Pasquale
Martino
Rizzo

The AMENDMENT was declared

LOST ON A TIE

Trustee Del Grande requested that the Question be split at Resolution 4.

Results of the Vote taken regarding Resolution 4, as follows:

In Favour

Trustees Crawford
D'Amico

Opposed

Del Grande
Lubinski

de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Rizzo
Tanuan

Martino

Resolution 4 was declared

CARRIED

Results of the Vote taken regarding Resolutions 1, 2, 3 and 5, as follows:

In Favour

Opposed

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

Resolutions 1, 2, 3 and 5 were declared

CARRIED

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

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that Item 17a) be adopted as follows:

17a) Computers for Students in Need:

1. That the Board of Trustees continue the current TCDSB student device loan program until September 2020;
2. That the Board of Trustees continue to support students who are identified as needing internet access, by covering the cost of Rogers Long Term Evolution (LTE) data services for loaned iPads at an estimated cost of \$180,000 for at least 3 months (July, August, and September); and
3. That future device programs such as formal bring-your-own-device (BYOD) and low-income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic.

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 Rizzo, seconded by Trustee Tanuan, that Item 17c) be adopted as follows:

- 17c) Delegating of Authority for Approval of Summer Contract Awards 2020 (All Wards)** that the Board delegate authority to the Director of Education or designate, and the Chair or Vice-Chair of the Board, or the Chair of the Corporate Services, Strategic Planning and Property Committee, to award contracts and approve purchases over \$50,000 from June 12, 2020 to August 31, 2020, in consultation with the local Trustee.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Tanuan, that *in consultation with* be replaced with *and inform*.

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

In Favour

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

Opposed

Di Pasquale
Martino
Rizzo

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

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

Rizzo

The Motion, as amended, was declared

CARRIED

Time for business expired.

Time to complete the meeting was extended by 15 minutes, as per Article 12.6, based on majority vote as follows:

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Li Preti

Del Grande
Kennedy
Lubinski
Martino

Rizzo
Tanuan

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that all the urgent Items in PUBLIC Session be completed.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Kennedy

The Motion was declared

CARRIED

20. Inquiries and Miscellaneous

- 20a) From Trustee Di Giorgio regarding an Update on Motion passed at the December 12, 2019 Regular Board Meeting in respect of Item 17c) Data to Inform the Allocation of Elementary and Secondary Vice Principals noted.**

MOVED by Trustee Di Giorgio, seconded by Trustee Di Pasquale, that Item 20b) be adopted as follows:

- 20b) From Trustee Di Giorgio regarding the Board's Hiring Practices for Summer School** received and referred to Staff.

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

Trustee Rizzo did not vote due to a Declaration of Interest, as earlier indicated.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 20c) be adopted as follows:

- 20c) Thank you from Trustee Rizzo regarding Flying Flags at Half Mast at the TCDSB as a Symbol of Mourning** 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 Kennedy, seconded by Trustee Lubinski, that Item 20d) be adopted as follows:

20d) From Trustee Kennedy regarding Timelines for Investigations regarding Notre Dame Catholic School 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 Tanuan, that Item 16b) Ontario Catholic School Trustees' Association (OCSTA) 2020 Annual General Meeting Resolutions be dealt with.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

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

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 16b) be adopted as follows:

16b) Ontario Catholic School Trustees' Association (OCSTA) 2020 Annual General Meeting (AGM) Resolutions that the recommendations as presented by the OCSTA Resolutions Committee be approved.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that the member who attends the OCSTA AGM move for approval of all three motions.

The Chair ruled that the AMENDMENT was in order.

Trustee Crawford challenged the Chair's ruling.

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

In Favour

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

Opposed

Crawford
Del Grande
Kennedy
Lubinski
Tanuan

The Chair's Ruling was upheld.

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

In Favour

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

Opposed

Crawford
Del Grande
Kennedy
Lubinski
Tanuan

The AMENDMENT was declared

CARRIED

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

In Favour

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

Opposed

Crawford
Del Grande
Kennedy
Lubinski
Tanuan

The Motion, as amended, was declared

CARRIED

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

Results of the Vote taken, as follows:

In Favour

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

Opposed

Crawford

The Motion was declared

CARRIED

ITEMS NOT DISCUSSED

- 14a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held May 20, 2020;
- 14b) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held May 11, 2020;
- 16a) 2020-21 Grant for Students Need Update Report (Verbal); and
- 17b) Response to May 2020 CPIC Motions

SECRETARY

CHAIR



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Special Board Meeting , July 16, 2020

From: Markus de Domenico, Trustee Ward 2

Subject: Consideration of Motion – Position of the TCDSB regarding Cannabis dispensary locations near schools, parks and community centres.

MOVED BY: Markus de Domenico, Toronto Catholic District School Board

WHEREAS: The Alcohol and Gaming Commission of Ontario (AGCO) is the regulator and approval authority for Cannabis retailers;

WHEREAS: Cannabis shops in Toronto are located in close proximity to schools, public parks and community centres;

WHEREAS: Many ratepayers have voiced their displeasure over these locations being close to schools and playgrounds;

WHEREAS: During the COVID 19 lockdown, the opportunity for public consultation and even public awareness was greatly reduced or in many cases non-existent;

WHEREAS: Medical studies have shown, that Cannabis use in teens and young adults under the age of 25, has a significant negative medical impact on users of Cannabis; and

WHEREAS: The proximity and size of schools is not taken into account when the AGCO grants a license to open a retail location.

BE IT RESOLVED THAT: The TCDSB send a letter to the AGCO, The Minister of Health and Public Health Ontario stating our opposition to opening Cannabis retail locations within 1 km of a school or park;

BE IT RESOLVED THAT: That the Toronto Catholic District School Board (TCDSB) send a letter to Premier Ford requesting a thorough review of the policies of the AGCO with a view to restrict licenses near schools and parks;

BE IT RESOLVED THAT: Principals in the TCDSB be made aware of Cannabis retail outlets in their area; and

BE IT RESOLVED THAT: Licenses for new Cannabis locations be put on hold until proper public consultation occurs.

Markus de Domenico
Trustee, Ward 2

OUR 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.*

OUR VISION

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



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

HELD WEDNESDAY, JANUARY 29, 2020

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

Non-Voting Trustee: J. Martino

External Members: N. Borges
R. Singh

Staff: R. McGuckin
L. Noronha
M. Eldridge
S. Camacho
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

4. Approval of the Agenda

MOVED by Nancy Borges, seconded by Ryan Singh, that the Agenda be approved.

On the Vote taken, the Motion was declared

CARRIED

5. Declarations of Interest

There were none.

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

MOVED by Ryan Singh, seconded by Trustee Del Grande, that the Minutes of the Meeting held November 13, 2019 be approved with the following amendment:

Page 6 – Item 3(ii) – remove closed quotation marks from *Permitted*

On the Vote taken, the Motion was declared

CARRIED

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

8. Presentation

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

On the Vote taken, the Motion was declared

CARRIED

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

13. Staff Reports

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

On the Vote taken, the Motion was declared

CARRIED

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

13b) 2019-20 First Quarter Financial Status Update received.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Nancy Borges, that staff come back with an analysis in PRIVATE Session of the expenditures with respect to absenteeism over the last five years.

MOVED in AMENDMENT to the AMENDMENT by Ryan Singh, seconded by Trustee Di Giorgio, that the analysis include any non-financial qualitative factors.

On the Vote taken, the AMENDMENT to the AMENDMENT was declared

CARRIED

On the Vote taken, the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee Del Grande, that staff explore alternatives to replace the funding lost due to the removal of Priority Schedule Initiative (PSI) funds.

On the Vote taken, the AMENDMENT was declared

CARRIED

On the Vote taken, the Motion, as amended was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Nancy Borges, that Item 13c) be adopted as follows:

13c) Schedule of 2020 Internal School Audits received and that the proposed schedule of internal schools audits be approved.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Nancy Borges, that Item 13d) be adopted as follows:

13d) Enterprise Risk Management Framework Review received.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Ryan Singh, that staff include legal claims as an item under Emerging Risks and list it as private.

On the Vote taken, the AMENDMENT was declared

CARRIED

On the Vote taken, the Motion, as amended, was declared

CARRIED

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

- 13e) Audit Committee 2020 Annual Agenda/Checklist** received.

On the Vote taken, the Motion was declared

CARRIED

16. Updating of Pending List

MOVED by Nancy Borges, seconded by Trustee Di Giorgio, that Item 16a) be adopted as follows:

- 16a) Pending List as at January 29, 2020** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Trustee Del Grande, that the meeting resolve into Closed (PRIVATE) Session.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

OUR 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.*

OUR VISION

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



**MINUTES OF THE REGULAR VIRTUAL
MEETING OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

PUBLIC SESSION

HELD WEDNESDAY MAY 20, 2020

PRESENT:

Trustees: N. Crawford, Chair – In Person
D. Di Giorgio
A. Kennedy

**Non-Voting
Trustees:** M. de Domenico
N. Di Pasquale
I. Li Preti

**External
Members:** George Wedge, Vice Chair
Melanie Battaglia
Lori Mastrogiuseppe
Sandra Mastronardi
Tyler Munro
Deborah Nightingale
Mary Pugh

Staff: D. Koenig
L. Maselli-Jackman
V. Cocco
M. Gendron
R. Macchia
J. Mirabella
D. Reid
P. Stachiw

S. Pellegrini, Acting Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

2. Roll Call & Apologies

Apologies were extended on behalf of Lori Ciccolini.

Glenn Webster was absent.

3. Approval of the Agenda

MOVED by Trustee Kennedy, seconded by Mary Pugh, that the Agenda, as amended to include the Addendum be approved.

On the Vote being taken, the Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes of the Meeting

MOVED by Tyler Munro, seconded by George Wedge that the Minutes of the Special Meeting held May 4, 2020 be approved with the following amendment:

That the point of order raised by Tyler Munro regarding future Special Education Advisory Committee Meetings being made available to the public is noted.

On the Vote being taken, the Motion was declared

CARRIED

9. Reports of Officials for Information by the Board/Other Committees

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

9a) Special Education Superintendent Update (May) received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 9b) be adopted as follows:

9b) Verbal Update – Student Grants (GSN) for Special Education 2020-2021 received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Trustee Kennedy, that Item 9c) be adopted as follows:

9c) Verbal Update – Special Equipment Allocation (SEA) Claims Update received.

Time for business expired.

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that time be extended by an additional 15 minutes, as per Article 12.6, to complete the debate on the Item.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken, the Main Motion was declared

CARRIED

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

- 9d) Special Education Advisory Committee Sub-Committee for the Special Education Plan** received.

Time for business expired.

MOVED by George Wedge, seconded by Tyler Munro, that time be extended by an additional 15 minutes, as per Article 12.6, to complete the debate on the Item.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken, the Main Motion was declared

CARRIED

The Chair declared a ten-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

Trustees: N. Crawford, Chair – In Person
A. Kennedy
D. Di Giorgio

**Non-Voting
Trustees:** M. de Domenico
N. Di Pasquale
I. Li Preti

**External
Members:** George Wedge, Vice Chair
Lori Mastrogiuseppe
Sandra Mastronardi
Tyler Munro
Deborah Nightingale
Mary Pugh

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 9e) be adopted as follows:

- 9e) Accessibility of Public Meeting Rooms for Deaf and Hard of Hearing Community** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 9f) be adopted as follows:

- 9f) The Toronto Catholic District School Board’s Response to the COVID-19 Pandemic Crisis – May 7 Update** received.

Time for business expired.

MOVED by Sandra Mastronardi, seconded by George Wedge, that time be extended by an additional 15 minutes, as per Article 12.6, to complete the debate on the Item.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken, the Main Motion was declared

CARRIED

MOVED by George Wedge, seconded by Mary Pugh, that Item 9g) be adopted as follows:

- 9g) Toronto Catholic District School Board Communication to Minister of Education – SEAC Motion May 11, 2020 received.**

On the Vote being taken, the Motion was declared

CARRIED

14. List of Communications

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 14a) be adopted as follows:

- 14a) Letter from Nipissing-Parry Sound Catholic District School Board and Special Education Advisory Committee to Hon. Stephen Lecce**

regarding **Minister's Advisory Council on Special Education (MACSE)** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Mary Pugh, that Item 14b) be adopted as follows:

- 14b) Resignation of Sandra Mastronardi, Association Representative for Autism Ontario** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Tyler Munro, that Item 14c) be adopted as follows:

- 14c) Ontario's Framework for Continued Learning** received.

On the Vote being taken, the Motion was declared

CARRIED

17. Annual Calendar/Pending List

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 17a) be adopted as follows:

17a) SEAC Annual Calendar received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 17b) be adopted as follows:

17b) Pending List as at May 20, 2020 received.

On the Vote being taken, the Motion was declared

CARRIED

18. Adjournment

MOVED by George Wedge, seconded by Deborah Nightingale, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

**APPROVED MINUTES OF THE REGULAR MEETING OF
THE CATHOLIC PARENT INVOLVEMENT COMMITTEE
PUBLIC SESSION**

VIRTUAL MEETING VIA ZOOM

HELD MONDAY MAY 11, 2020

1. Call to Order

The Chair called the Meeting to Order at 7:11PM and opened the video/teleconferencing bridge.

The Chair indicated that the Board is still pending appointing a Recording Secretary to CPIC. Minutes are being captured by the Chair.

2. Opening Prayer

Opening prayer was led by Trustee Tanuan.

3. Roll Call & Apologies

Trustees: T. Lubinski (W4)
G. Tanuan (W8)
N. Di Pasquale (W9)

Elementary Parent Members:

John Del Grande (W12), Chair
Joe Fiorante (W3), Vice-Chair
Jennifer Di Francesco (W1)
Natalia Marriott (W2)
A.J. Hepburn (W4)
Daniel Oliveira (W5/W)
Gus Gikas (W6)
Dan Kajioka (W7)
Jennifer Traer (W9)
Annalisa Crudo-Perri (W10)
Isabel Starck (W11/S)
Anthony Antinucci (W12)

Secondary Parent Members:

Kathleen McGinnis (Central)
Geoffrey Feldman (West)

Staff: J. Wujek (Director Designate)
M. Sequeira (Parent Engagement Coordinator)
E. Szekeres-Milne (Communications)

Apologies were extended on behalf of Wendell Labrador (W8/W) and Katie Piccinnini (OAPCE-Toronto)

4. Approval of the Agenda

MOVED by Natalia Marriott, seconded by Isabel Starck, that the draft Agenda & Addendum as presented be approved.

By Unanimous consent, the Motion was declared

CARRIED

5. Declarations of Interest

None declared by Members present.

6. Approval & Signing of the Minutes of the Regular Meeting Held April 20, 2020 for Public Session

MOVED by Daniel Oliveria, seconded by Gus Gikas, that the minutes of the meeting held April 20, 2020 be approved.

By Unanimous consent, the Motion was declared

CARRIED

7. Presentations & Reports from Committee Officials

7a) Chair Report & Appendices

The Chair read the report and updated the Committee on advocacy work CPIC has been undertaking with OAPCE-Toronto.

MOVED by Gus Gikas, seconded by Joe Fiorante that the report from the Chair be received.

By Unanimous consent, the Motion was declared

CARRIED

7b) Treasurer Report

MOVED by Joe Fiorante, seconded by Daniel Oliveria that the Report from the Treasurer as of April 30, 2020 be received.

By Unanimous consent, the Motion was declared

CARRIED

8. Delegations

No delegations were registered or appeared before the Committee.

9. Unfinished Business & Matters Arising Out of Minutes

9a) TCDSB 2020-2021 Budget Recommendations

The projected Grants for Student Needs (GSN) have not yet been released by the Ministry of Education. The Board will be considering budget reports throughout June. It was suggested that the Chair of CPIC add school block budgets to any delegation being considered.

Joe Fiorante assumed the role of Chair.

10. Notice of Motion

10a) From J. Del Grande (W12): PRO Grant Allocations

MOVED by John Del Grande, seconded by Gus Gikas that CPIC recommend to the Board of Trustees:

Whereas: PRO Grants allocations were made available to TCDSB schools wards in Feb 2020

Whereas: Schools were not able to spend or schedule PRO Grant sessions due to the COVID-19 lockdown.

Whereas: Schools have outstanding PIC grants that were not spent and will likely to continue receive yearly PIC grants.

Whereas: School Communities need practical ideas & supports to best utilize this grant.

Whereas: Learnings from the application process & forms need refinement to ensure that schools have demonstrated the capacity and plans to effectively spend the grant with continued priority towards EPAN schools.

BE IT RESOLVED THAT:

1. The Pro-Grant Ward and school allocations for 2019-2020 school year be rescinded.
2. That the funds be deferred to the 2020-2021 school year (subject to approval by the Ministry of Education)
3. A revised application process for 2020/21 to come back in June be recommended by CPIC.

By Unanimous consent, the Motion was declared

CARRIED

10b) From J. Del Grande (W12): CPIC Recording Secretary Support

MOVED by John Del Grande, seconded by Daniel Oliveria that CPIC recommend to the Board of Trustees:

Whereas: CPIC has undertaken efforts to reform its Committee with updated Bylaws.

Whereas: CPIC aims to be a full statutory Committee of the Board.

Whereas: Public agendas should be produced with sufficient material to aid Members in their meeting and being transparent to the community

Whereas: Agenda preparation is taking an excessive amount of manual preparation time from parent volunteers.

Whereas: Agendas for all other TCDSB committees are supported centrally.

Whereas: The TCDSB has invested in E-Scribe agenda software.

BE IT RESOLVED THAT:

1. Agendas for CPIC be compiled & distributed through E-Scribe with the support of the TCDSB Recording Secretary.
2. The Chair/Vice-Chair of CPIC to approve the final agenda before distribution consistent with in-force CPIC Bylaws.
3. Recording Secretary support be provided for creation of minutes of CPIC starting September 2020.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting continued with John Del Grande in the Chair

10c) From J. Di Francesco (W1): CSPC Email Lists

MOVED by Jennifer Di Francesco, seconded by Geoffrey Feldman that CPIC recommend to the Board of Trustees for implementation by September 2020:

1. Add a checkbox to annually collected parent consent/information forms & the online soars system to Include a checkbox to allow parents to consent to the sharing of their email with school's school council
2. That the TCDSB setup a working group to implement Procedures & tools within the board's email, communications and/or crm systems for the purposes of allowing School Councils to effectively timely communicate with parents of their school community while respecting privacy & unsubscribe requests.

A discussion took place and the following list of suggestions were made:

- a) Correct the terms: SOAR and Catholic School Parent Council
- b) Add CPIC as a recipient
- c) Add TCDSB staff as appropriate to the working group
- d) Add TCDSB Email account
- e) Add CSPC Chairs or CPIC reps
- f) Add short-term and long-term plans

MOVED by Annalisa Crudo-Perri, seconded by Isabel Starck that the matter be tabled and the Chair reword a draft motion after a brief recess.

The Chair declared a 10 minute recess.

The Meeting resumed at 8:56PM with John Del Grande in the Chair.

MOVED in AMENDMENT by Jennifer Di Francesco, seconded by Geoffrey Feldman that the original presented motion be rescinded and replaced with CPIC recommend to the Board of Trustees for implementation by September 2020:

Whereas: The Ontario Education Act, Regulation 612/00 (School Councils) Consultation with Parents s23. states: A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council.

Whereas: The Ontario Ministry of Education School Councils, A Guide for Members (2001): states that: Characteristics of Effective School Councils: Communicate with the community about their activities.

Whereas: School Council Chairs require means to timely communicate with their school community on important issues of concern to parents or activities of the council.

Whereas: The Alberta School Council Guide: Alberta School Councils'

Association (2007) states: “Communication is the most useful tool to get people interested in the work of school council. Letting parents and community members know about school council meetings and sharing information about school council decisions, directions and activities helps keep them interested. · Collect and maintain a list of parents’ names, addresses, phone numbers and email addresses. · Use email to send meeting notices, event announcements, requests for help and updates on school issues.”

Whereas: The Toronto District School Board of Trustees approved a similar recommendation on Parent Email Sharing with School Councils from PIAC (Parent Involvement Advisory Committee) in May 2019: “ That school registration forms include a checkbox to allow parents to consent to the sharing of their email with school’s school council to facilitate communication increased engagement by the school councils with the school community. PIAC requests that this be completed to be included in the 2019 Fall welcome packages to parents. · Collect and maintain a list of parents’ names, addresses, phone numbers and email addresses. · Use email to send meeting notices, event announcements, requests for help and updates on school issues.”

BE IT RESOLVED THAT:

1. The TCDSB add appropriate checkbox(es) to the annually collected parent consent/information form & the online SOAR system to allow parents to consent to receiving communications via email directly from their CSPC & CPIC (using only the respective [cspcchair/cpicchair]@tcdsb.org accounts)
2. The TCDSB setup a working group made up of Board staff & parent representatives to: implement procedures & tools (both addressing short-term & long-term) using various systems for the purposes of allowing school councils to effectively & timely communicate with parents of their school community while respecting privacy & unsubscribe requests.

By Unanimous consent, the Motion was declared

CARRIED

10d) From I. Starck (W11S): Engagement of non-CSPC school parents

MOVED by Isabel Starck, seconded by Annalisa Crudo-Perri that CPIC refer to the Communications & Parent Resource Standing Committee to develop materials & best practices on ‘ideas to allow non-elected parents of CSPCs the opportunity to engage, assist & help within their school community’.

By Unanimous consent, the Motion was declared

CARRIED

Joe Fiorante assumed the Chair.

10e) From J. Del Grande (W12): CPIC Meeting Broadcasts

MOVED by John Del Grande, seconded by Natalia Marriott that CPIC recommend to the Board of Trustees:

Whereas: The COVID-19 school lockdown has required all school Board committee meetings to occur virtually

Whereas: CPIC has basic access to tools & technology for facilitating virtual meetings between its Members.

Whereas: The Education Act requires Parent Involvement Committee meetings to be open to the public

Whereas: The TCDSB has facilities & technology to broadcast to the public

Whereas: The TCDSB recently broadcast the meeting for SEAC

Whereas: CPIC needs to keep the credentials & access to its meetings private to prevent unauthorized individuals from entering and/or disrupting the meeting.

BE IT RESOLVED THAT:

That the Board facilitate broadcasting of virtual meetings of CPIC in a similar fashion to the Board of Trustee meetings or other mutually agreeable publicly accessible format.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting continued with John Del Grande in the Chair

11. Communications Received

11a) From Trustee Li Preti: Ward 3 Joint TCDSB-TDSB Event Flyer

Joe Fiorante spoke to the Committee on the origin of the Trustee meeting and invited Members to share with their parent contacts who live in the area.

12. Program/Policy Consultation (Committee of the Whole)

12a) Input into search for next TCDSB Director of Education

MOVED by Daniel Oliveria, seconded by Gus Gikas that CPIC recommend to the Board of Trustees that The Board of Trustees engage parents in the recruitment & selection of the next Director of Education for the TCDSB by seeking input into the Director of Education profile.

By Unanimous consent, the Motion was declared

CARRIED

12b) TCDSB Policy S.10

MOVED by Joe Fiorante, seconded by Gus Gikas that the matter be deferred to the next meeting of the Committee.

By Unanimous consent, the Motion was declared

CARRIED

13. Subcommittee & Special Committee Reports

13a) Budget & Priorities Standing Subcommittee

MOVED by Joe Fiorante, seconded by Gus Gikas that the recommendations of the Budget & Priorities Standing Committee on the revised surplus allocation plan be approved.

By Unanimous consent, the Motion was declared

CARRIED

13b) Conference & Events Standing Subcommittee

MOVED by Isabel Starck, seconded by Natalia Marriott that CPIC endorse moving forward with a catalogue of webinar events and that proposed topics be referred to the Events Coordinator.

By Unanimous consent, the Motion was declared

CARRIED

13c) Communications & Parent Resource Standing Subcommittee

13d) Making Your Voices Heard Special Subcommittee

No updates from Committee Chairs at this time - Meetings to be scheduled.

15. Reports from TCDSB Board Officials

15a) Director-Designate for CPIC: Superintendent Wujek - Monthly Update

Superintendent Wujek gave an update on the TCDSB continued response to COVID-19 and the shift to Learn-At-Home model. A revised framework document is now available for parents.

16. Report from Trustee or Trustee Designate

Trustees Tanuan & Di Pasquale updated the Committee on matters before the Board of Trustees.

17. Parent Member & Community Member Reports

No reports from Parent Members at this time.

18. Update from the Board on prior CPIC resolutions recommended

No outstanding CPIC recommendations.

19. Pending List

Pending list was reviewed and no corrections or changes were noted

20. Adjournment

MOVED by Geoffrey Feldman, seconded by A.J. Hepburn that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 10:28PM



CPIC SECRETARY



CPIC CHAIR



REPORT TO

SPECIAL BOARD

CONSIDERATION FOR THE RE-ALLOCATION OF ELEMENTARY VICE PRINCIPALS

All hard work brings a profit, but mere talk leads only to poverty. Proverbs 14:23-24

Created, Draft	First Tabling	Review
March 3, 2020	July 16, 2020	Click here to enter a date.

Adrian Della Mora – Executive Superintendent of Education, Human Resources and Employee Relations

INFORMATION REPORT

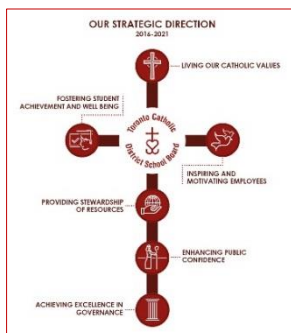
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report responds to a Board motion, which requests that staff review weighted enrolment figures and current thresholds to address any disparities that exist in the allocation of existing Vice Principals (VP) at the elementary level. The report provides changes in the current allocation of elementary VPs and operational considerations, which will further inform this annual process.

The cumulative staff time required to prepare this report was 30 hours

B. PURPOSE

1. At the December 12, 2019, Regular Board Meeting, Trustees approved the following motion:
 - i) That the Staff address the aforementioned disparities at the elementary level immediately adhering to weighted enrolment figures outlined in this report;*
 - ii) That staff report to Board in January on the recommendations of their pending review on threshold levels and any changes in VP allocations at the elementary & secondary levels from those outlined in this report; and*
 - iii) That Staff update Trustees on VP allocations across our Board on an annual basis in March of each year.*
2. This report responds to requests ii) and iii) in the above motion as they relate to the elementary panel. It outlines updated variables and enrolment thresholds, which will inform September 2020 elementary administrator placements. This process is impacted by budgetary restrictions and local variables, and must, therefore, be revisited on an annual basis.
3. The presentation of this report to the Board was delayed because of the need to streamline the frequency of meetings and meeting agendas during the COVID pandemic. Relevant revised information about new or reduced elementary Vice-Principal allocations was shared with the appropriate Trustees in a timely fashion and it informed placement decisions.

C. BACKGROUND

1. The allocation of elementary and secondary vice-principals is impacted by GSN funding, budgetary restrictions, enrolment fluctuations, and informed by local circumstances. The number of vice-principals allocated to schools is determined during the annual Spring budget-setting process.
2. Enrolment fluctuations during September of a new academic year are closely monitored, and this information is used to further inform conversations among the Senior Team regarding possible re-allocations. Respectful of budgetary limitations, intra-area vice-principal re-allocations are reviewed in November and early December to address possible inequities primarily arising out of student enrolment changes. These decisions are made with a heightened sensitivity to the impact on school communities and cognizant of historical and current needs.
3. For staffing purposes, vice-principals complete assignment preference sheets by mid-December of each academic year. These preference sheets are considered over the period March to June of the current academic year when assigning vice-principals to budgeted positions for the following academic year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Every November, the Research Department provides an assessment of weighted enrolment figures for all elementary schools. This weighted enrolment figure is different than pupil count as it is informed by fluid demographic and local indexes, hence providing more qualitative information about a school. The demographic index is updated via Statistics Canada databases and was currently updated in March 2020. The local index, consisting of areas such as special education, ESL, and attendance-related needs, is updated annually in February.
2. Senior staff has used a revised formulaic approach to establish benchmark weighted enrolment figures for each elementary school on a go-forward basis. This formulaic approach embeds the above-noted indexes and staff's assessment of local community needs.

3. These new weighted enrolment figures will be guided by revised eligibility thresholds, which are informed by GSN funding to meet budgetary requirements. The goal is to budget for an equitable and efficient allocation of vice-principals for the 2020-2021 academic year and beyond. The revised eligibility thresholds for the 2020-2021 academic year are included below:

Elementary .5 VP allocation	450 – 564
Elementary 1.0 VP allocation	565 – 899
Elementary 1.5 VP allocation	900+

4. Based on revised weighted enrolment figures, adjusted threshold parameters, and a Budget recommendation for a one-time 1.0 additional Vice-Principal allocation for the 2020-2021 academic year, **Table A** represents the new elementary VP allocations for each school, summarized by Trustee Ward, for the 2020/2021 academic year compared to the 2019/2020 academic year. Schools allocations that have been changed are highlighted for ease of reference.

Table A

Trustee	Ward	Elementary School	2019-20 VP Allocation	2020-21 VP Allocation
J. Martino	1	Holy Child	0.0	0.0
J. Martino	1	Msgr. John Corrigan	0.0	0.0
J. Martino	1	St. Andrew	1.0	1.0
J. Martino	1	St. Angela	1.0	1.0
J. Martino	1	St. Benedict	1.0	1.0
J. Martino	1	St. Dorothy	0.0	0.0
J. Martino	1	St. John Vianney	0.0	0.0
J. Martino	1	St. Stephen	1.0	1.0
M. De Domenico	2	All Saints	1.5	1.0
M. De Domenico	2	Father Serra	0.5	0.5
M. De Domenico	2	Josyf Cardinal Slipyj	1.0	0.5
M. De Domenico	2	Mother Cabrini	0.0	0.0

Trustee	Ward	Elementary School	2019-20 VP Allocation	2020-21 VP Allocation
M. De Domenico	2	Nativity of Our Lord	0.0	0.5
M. De Domenico	2	Our Lady of Peace	1.0	1.0
M. De Domenico	2	St. Clement	0.0	0.0
M. De Domenico	2	St. Demetrius	0.0	0.0
M. De Domenico	2	St. Eugene	0.0	0.5
M. De Domenico	2	St. Gregory	1.0	1.0
M. De Domenico	2	St. Marcellus	0.0	0.5
M. De Domenico	2	St. Maurice	0.0	0.0
M. De Domenico	2	Transfiguration	0.0	0.0
I. Li Preti	3	Blessed Margherita	0.0	0.0
I. Li Preti	3	St. Andre	1.0	1.0
I. Li Preti	3	St. Augustine	1.0	1.0
I. Li Preti	3	St. Charles Garnier	1.0	1.0
I. Li Preti	3	St. Francis de Sales	0.5	0.5
I. Li Preti	3	St. Jane Frances	1.0	1.0
I. Li Preti	3	St. Jude	1.0	1.0
I. Li Preti	3	St. Roch	0.0	0.0
I. Li Preti	3	St. Simon	0.5	1.0
I. Li Preti	3	St. Wilfrid	1.0	1.0
I. Li Preti	3	Venerable John Merlini	0.0	0.0
T. Lubinski	4	Holy Angels	1.0	1.0
T. Lubinski	4	Holy Family	0.0	0.0
T. Lubinski	4	James Culnan	1.0	1.0

Trustee	Ward	Elementary School	2019-20 VP Allocation	2020-21 VP Allocation
T. Lubinski	4	Our Lady of Sorrows	1.0	1.0
T. Lubinski	4	St. Ambrose	0.0	0.0
T. Lubinski	4	St. Cecilia	1.0	1.0
T. Lubinski	4	St. Elizabeth	0.0	0.0
T. Lubinski	4	St. James	0.0	0.0
T. Lubinski	4	St. Josaphat	0.0	0.0
T. Lubinski	4	St. Leo	0.0	0.0
T. Lubinski	4	St. Louis	0.0	0.0
T. Lubinski	4	St. Mark	0.0	0.0
T. Lubinski	4	St. Pius X	0.5	0.5
T. Lubinski	4	St. Vincent de Paul	0.0	0.0
T. Lubinski	4	The Holy Trinity	1.0	1.0
M. Rizzo	5	Blessed Sacrament	0.5	1.0
M. Rizzo	5	Our Lady of the Assumption	0.0	0.0
M. Rizzo	5	Regina Mundi	0.0	0.0
M. Rizzo	5	St. Agnes	0.0	0.0
M. Rizzo	5	St. Antoine Daniel	0.0	0.0
M. Rizzo	5	St. Charles	0.0	0.0
M. Rizzo	5	St. Conrad	1.0	1.0
M. Rizzo	5	St. Cyril	0.0	0.0
M. Rizzo	5	St. Edward	1.0	0.5
M. Rizzo	5	St. Gabriel	0.0	0.0
M. Rizzo	5	St. Jerome	1.0	1.0

Trustee	Ward	Elementary School	2019-20 VP Allocation	2020-21 VP Allocation
M. Rizzo	5	St. Margaret	1.0	1.0
M. Rizzo	5	St. Martha	0.0	0.0
M. Rizzo	5	St. Norbert	0.0	0.0
M. Rizzo	5	St. Paschal Baylon	1.0	1.0
M. Rizzo	5	St. Raphael	1.0	1.0
M. Rizzo	5	St. Robert	1.0	1.0
M. Rizzo	5	Sts. Cosmas and Damian	0.0	0.0
F. D'Amico	6	Bishop Macdonell	0.0	0.0
F. D'Amico	6	St. Anthony	0.0	0.0
F. D'Amico	6	St. Clare	0.0	0.0
F. D'Amico	6	St. Helen	0.5	0.5
F. D'Amico	6	St. John Bosco	0.0	0.0
F. D'Amico	6	St. Luigi	0.0	0.0
F. D'Amico	6	St. Mary of the Angels	0.0	0.0
F. D'Amico	6	St. Nicholas of Bari	1.0	1.0
F. D'Amico	6	St. Paul VI	0.0	0.0
F. D'Amico	6	St. Rita	0.0	0.0
F. D'Amico	6	St. Sebastian	0.0	0.0
F. D'Amico	6	Stella Maris	0.0	0.0
M. Del Grande	7	Epiphany of Our Lord	0.0	0.0
M. Del Grande	7	Holy Spirit	0.5	0.5
M. Del Grande	7	Our Lady of Wisdom	0.0	0.0
M. Del Grande	7	Precious Blood	1.0	1.0

Trustee	Ward	Elementary School	2019-20 VP Allocation	2020-21 VP Allocation
M. Del Grande	7	St. Aidan	0.0	0.0
M. Del Grande	7	St. Albert	0.5	0.5
M. Del Grande	7	St. Henry	0.0	0.0
M. Del Grande	7	St. Kevin	0.0	0.0
M. Del Grande	7	St. Lawrence	0.5	0.5
M. Del Grande	7	St. Nicholas	0.0	0.0
M. Del Grande	7	St. Sylvester	0.0	0.0
M. Del Grande	7	St. Victor	0.0	0.0
G. Tanuan	8	Blessed Pier Giorgio Frassati	0.0	0.0
G. Tanuan	8	Cardinal Leger	0.0	0.0
G. Tanuan	8	Our Lady of Grace	0.0	0.0
G. Tanuan	8	Prince of Peace	0.0	0.0
G. Tanuan	8	Sacred Heart	0.0	0.0
G. Tanuan	8	St. Barnabas	0.0	0.0
G. Tanuan	8	St. Bartholomew	0.0	0.0
G. Tanuan	8	St. Bede	0.0	0.0
G. Tanuan	8	St. Brendan	1.0	0.5
G. Tanuan	8	St. Columba	0.0	0.0
G. Tanuan	8	St. Dominic Savio	0.0	0.0
G. Tanuan	8	St. Elizabeth Seton	0.0	0.0
G. Tanuan	8	St. Florence	0.0	0.0
G. Tanuan	8	St. Gabriel Lalemant	0.0	0.0
G. Tanuan	8	St. Ignatius of Loyola	0.0	0.0

Trustee	Ward	Elementary School	2019-20 VP Allocation	2020-21 VP Allocation
G. Tanuan	8	St. Jean de Brebeuf	0.0	0.0
G. Tanuan	8	St. Malachy	0.0	0.0
G. Tanuan	8	St. Marguerite Bourgeoys	0.0	0.0
G. Tanuan	8	St. Martin de Porres	0.5	0.5
G. Tanuan	8	St. Rene Goupil	0.0	0.0
G. Tanuan	8	The Divine Infant	0.0	0.0
N. Di Pasquale	9	D'Arcy McGee	0.0	0.0
N. Di Pasquale	9	Holy Rosary	0.0	0.0
N. Di Pasquale	9	Our Lady of Lourdes	1.0	1.0
N. Di Pasquale	9	Our Lady of Perpetual Help	0.0	0.0
N. Di Pasquale	9	Pope Francis	0.0	0.0
N. Di Pasquale	9	St. Alphonsus	0.0	0.0
N. Di Pasquale	9	St. Bruno - St. Raymond	0.0	0.0
N. Di Pasquale	9	St. Francis of Assisi	0.0	0.0
N. Di Pasquale	9	St. Mary	0.0	0.0
N. Di Pasquale	9	St. Michael	0.0	0.0
N. Di Pasquale	9	St. Michael's Choir (Jr)	0.0	0.0
N. Di Pasquale	9	St. Paul	0.0	0.0
N. Di Pasquale	9	St. Thomas Aquinas	1.0	1.0
D. Di Giorgio	10	Immaculate Conception	1.0	1.0
D. Di Giorgio	10	Our Lady of Victory	1.0	1.0
D. Di Giorgio	10	Santa Maria	0.0	0.0
D. Di Giorgio	10	St. Bernard	1.0	1.0

Trustee	Ward	Elementary School	2019-20 VP Allocation	2020-21 VP Allocation
D. Di Giorgio	10	St. Fidelis	1.0	1.0
D. Di Giorgio	10	St. Francis Xavier	1.0	1.0
D. Di Giorgio	10	St. John the Evangelist	0.5	1.0
D. Di Giorgio	10	St. Matthew	1.0	1.0
A. Kennedy	11	Annunciation	0.0	0.0
A. Kennedy	11	Blessed Trinity	0.0	0.0
A. Kennedy	11	Canadian Martyrs	0.0	0.0
A. Kennedy	11	Holy Cross	0.0	0.0
A. Kennedy	11	Holy Name	0.0	0.0
A. Kennedy	11	Our Lady of Guadalupe	0.0	0.0
A. Kennedy	11	St. Anselm	0.0	0.0
A. Kennedy	11	St. Bonaventure	1.0	1.0
A. Kennedy	11	St. Brigid	1.0	1.0
A. Kennedy	11	St. Catherine	0.0	0.0
A. Kennedy	11	St. Denis	0.0	0.0
A. Kennedy	11	St. Gerald	0.0	0.0
A. Kennedy	11	St. Isaac Jogues	0.0	0.0
A. Kennedy	11	St. John	0.0	0.0
A. Kennedy	11	St. John XXIII	0.5	0.5
A. Kennedy	11	St. Joseph	0.0	0.0
A. Kennedy	11	St. Kateri Tekakwitha	0.0	0.0
A. Kennedy	11	St. Matthias	0.0	0.0
A. Kennedy	11	St. Monica	0.0	0.0

Trustee	Ward	Elementary School	2019-20 VP Allocation	2020-21 VP Allocation
A. Kennedy	11	St. Timothy	1.0	1.0
N. Crawford	12	Immaculate Heart of Mary	0.0	0.0
N. Crawford	12	Our Lady of Fatima	1.0	1.0
N. Crawford	12	St. Agatha	0.5	0.5
N. Crawford	12	St. Barbara	0.0	0.0
N. Crawford	12	St. Boniface	0.0	0.0
N. Crawford	12	St. Dunstan	0.0	0.0
N. Crawford	12	St. Edmund Campion	0.0	0.0
N. Crawford	12	St. Joachim	0.0	0.0
N. Crawford	12	St. Maria Goretti	1.5	1.5
N. Crawford	12	St. Richard	0.5	0.5
N. Crawford	12	St. Rose of Lima	0.5	0.5
N. Crawford	12	St. Theresa Shrine	0.0	0.0
N. Crawford	12	St. Thomas More	0.0	0.0
N. Crawford	12	St. Ursula	0.0	0.0

5. Threshold parameters will be established on an annual basis with a heightened awareness of GSN funding changes and the need to efficiently allocate these resources subject to all of the factors cited in this report. In light of the connection to variable GSN funding and the fluid nature of factors, threshold parameters are subject to change.

6. Staff will continue to consider the following factors when exploring possible operational re-allocations:
 - Demographic and local indexes and the related impact on weighted enrolment

- Historical considerations – i.e. enrolment fluctuations linked to transiency or boundary changes
- Recent exigent circumstances – i.e. safety concerns and police involvement, and the influx of newcomers
- Student success initiatives requiring targeted support
- Level of principal experience in the role – need for possible vice-principal support during the first-year transition
- Proactive succession planning – allocating .5 vice-principal positions allowing one vice-principal to benefit from serving in two communities
- Sensitivity to workplace accommodations, which can involve both the principal and vice-principal.
- Providing a school community with stability given their exposure to rotating retired principal/vice-principals covering for short-term leaves.

E. METRICS AND ACCOUNTABILITY

1. The Senior Team will continue to review data provided by the Research Department and will use it to inform the potential re-allocation of vice-principals on an annual basis.
2. The historic thresholds will be reviewed and updated to reflect current educational realities.
3. The Executive Superintendent of Human Resources will liaise with all field and central Superintendents to maintain a working knowledge of local factors that may impact vice-principal allocations.
4. The Executive Superintendent of Human Resources will update Trustees if VP re-allocations are required during the academic year and will update Trustees on VP allocations across our Board in March 2021.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

SPECIAL BOARD

2020-21 BUDGET ESTIMATES OVERALL AND INSTRUCTIONAL

“For the love of money is the root of all evils; it is through this craving that some have wandered away from the faith and pierced their hearts with many pangs.”

1 Timothy 6:10

Created, Draft	First Tabling	Review
July 7, 2020	July 16, 2020	Click here to enter a date.

D. De Souza, Coordinator of Grants & Ministry Reporting
 G. Sequeira, Coordinator of Budget Services
 P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

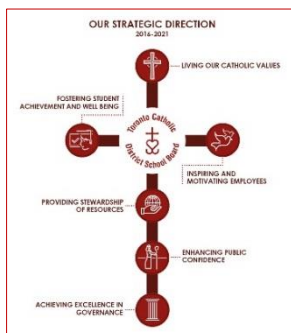
Vision:

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

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

As per the requirements set out in the Education Act, TCDSB's proposed budget estimates are balanced. The 2020-21 budget expenditure and revenue estimates appearing in the Budget Book including approved motions to date are balanced; based on consensus enrolment and staffing projections, calculated Grants for Student Needs (GSNs), Other Program and Partnership (PPFs) funding projections.

Two budget related reports have been submitted to facilitate Trustees with conflicts of interest on instructional related funding, at their own discretion, the opportunity to participate in non-instructional and reserve funding related discussions. Volumes 1 to 4 focus on both the overall budget as well as instructional related expenditures, while Volume 5-6 focus on non-instructional expenditures and financial sustainability.

The overall Grants for Student Needs are projected to increase. TCDSB is projected to derive approximately 93% of its operational revenues from the Provincial Grants for Student Needs (GSNs). The remaining funds are received in the form of Priorities and Partnership Funds (PPF) and other government agencies. Total funding is expected to increase by approximately \$24.9M. 2020-21 Revenue projections are as follows:

<i>Panel</i>	<i>2019-20</i> <i>(\$B)</i>	<i>2020-21</i> <i>(\$B)</i>	<i>Change</i> <i>(\$B)</i>
GSNs	1.06	1.09	0.003
Other Revenues	0.09	0.08	(0.001)
Total	1.15	1.17	0.002

The projected enrolment and estimated GSNs provide the capacity to determine the TCDSB's instructional and support service levels. The Education Act and its regulations concerning class sizes and required instructional minutes, consequently, prescribes TCDSB's service levels. It should be noted that service levels are maintained and increased in almost all areas of budget due to Support for Students and System Priority funding.

Operating revenues are estimated to balance with operating expenditures.

(\$M)	2019-20	2020-21
Operating Revenues	\$1,147.9	\$1,172.8
Less: Operating Expenditures	<u>\$1,150.7</u>	<u>\$1,174.4</u>
Surplus/(Deficit)	\$(2.8)	\$(1.6)
Operating Contingency Reserve	<u>\$2.8</u>	<u>\$1.6</u>
Balanced Budget	\$0.0	\$0.0

The proposed budget maintains all service levels across the system. Full-time Equivalent (FTE) 67.5 positions ranging from Teachers to Education Assistants to Custodians were maintained through the new Support for Student Funding and System Priority Funding, which positions may have otherwise had to be reduced. An additional 29.17 FTE are included to enhance service levels in several areas including: Mental Health/STEM/Specialty Secondary Teachers, Custodial staffing to address COVID-19 cleaning protocols, Autism Team enhancements, Math Resource Teachers and strengthening of Human Resource services.

The cumulative staff time required to prepare this report was 36 hours

B. PURPOSE

1. This report has been prepared for the Board of Trustees in order to receive the Introduction (Volume I) and approve the 2020-21 Budget Estimates for Revenues (Volume II) and Instructional Expenditure Categories (Volume III & IV), appearing in the attached 2020-21 Budget Book (Appendix A).

C. BACKGROUND

1. *Based on analysis and review of the announcements to date, service levels across almost all program and service areas are maintained with some targeted increases while balancing the budget.* The Ministry of Education announcements on June 19th affected many program and service areas in order to fund recently ratified Provincial Bargaining Table Central Agreements. In addition, the 2020-21 Budget Estimates include targeted service level increases arising from new Support for Students and System Priority funding.

2. ***The Ministry of Education announced Secondary class size changes.*** The new class size requirements for grades 9-12 impacts the TCDSB budget by approximately \$2.9M for the 2020-21 school year and reduces secondary teacher positions by approximately 26.3 Full-Time Equivalent (FTE) positions. The new class size ratio for grades 9-12 is 23 students to 1 teacher (23:1).
3. ***Provincial Bargaining Table Central Agreements resulted in new Support for Students Funding and System Priorities Funding.*** The ratification of Central Collective Agreements will increase GSN funding by approximately \$9M. It equates to approximately 115.0 new and retained Full-Time Equivalent (FTE) positions that spans almost all employee groups. The overall net change to all staffing levels equates to 96.67 FTE when other factors are considered such as enrolment changes, transfer of program funding into the GSN, and other system investments.

D. EVIDENCE/RESEARCH/ANALYSIS

Budget Consultation Feedback

1. The 2020-21 budget consultation launched on April 8th, 2020, and included an enhanced webpage with supporting documents and tools for local school communities to initiate consultations in a number of ways. Consultation tools included website, online and paper surveys, and Frequently Asked Questions (FAQs).
2. A public consultation and virtual town hall was held on April 28th, 2020, and staff held several meetings with stakeholders including unions, associations, Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education (OAPCE), Special Education Advisory Committee (SEAC) and Catholic Student Leadership Impact Team (CSLIT).
3. This broad, multi-faceted plan was designed to reflect the compassion and care demanded by applying the Catholic lens when considering how best to support our students. Emphasizing the importance of parent and community voice in these consultations underscores the Board's commitment to maintaining public confidence to ensure feedback is considered while complying with the Ministry of Education's directive to submit a balanced budget for the 2020-21 fiscal year.
4. A report to Regular Board on May 21, 2020 provided a detailed version

of the results of the public consultation. At a high level, public consultation showed a great deal of support for classroom resources and special education supports in both the elementary and secondary panels. In the event funding enables additional investments, the survey revealed a preference for classroom resources, guidance counsellors and special education teachers. Responses to identifying strategic investments include increased access to technology, special education and mental health supports in light of the Covid-19 Pandemic.

5. Staff attempted to use much of the public input provided as a guide towards maintaining and augmenting service levels, however, there are legislative restrictions, collective agreements and funding restrictions factored into making these difficult decisions.

Overall Service Level Changes

1. ***The 2020-21 GSNs and PPF sources of funding maintain existing service levels with targeted increases while balancing the budget.*** The Ministry of Education consistently communicated the general flat nature of the 2020-21 funding for education. The primary funding changes are derived from the recently ratified Provincial Bargaining Table Central Agreements with most employee groups. Several new investments are proposed that will help to maintain current service levels in all areas and increase service levels in certain areas. The following analysis provides a high-level summary of incremental changes to the 2020-21 operating expenditure estimates.

Draft 2020-21 TCDSB Key Year Over Year Budget Impacts		
	<u>\$M</u>	<u>FTE</u>
<u>Revenue Impacts</u>		
Support for Student Funding (OECTA) and System Priority Funding (CUPE/APSSP)	9.40	
Impacts from moving Secondary Class size to 23:1	2.07	
Absenteeism Related Adjustments	2.05	
Temporary Accommodation Grant Increase	0.50	
Learning Opportunities Grant Increase	0.46	
Principal / Vice-Principal Allocation for Campuses	0.37	
Costs Adjustment for Online learning	(0.40)	
Enrollment Related Adjustments	(1.40)	(26.33)
Removal of (2nd half) Employee Paid Parking Revenue	(3.20)	
Net Change to Revenues	9.85	
<u>Expenditures Impacts</u>		
Elementary/Secondary Teacher Positions (New and Maintained) ¹	5.60	
Fifth Block Teachers (Elementary)		25.00
English as a Second Language Teachers (Elementary)		11.10
Special Education Teachers (Secondary)		6.00
Mental Health/STEM/Specialty Teachers (Secondary)		11.00
EAs, CYWs, Speech/Language and Custodial positions (New and Maintained) ¹	3.80	
Education Assistants (CUPE 1328)		28.50
Custodians (CUPE 1280)		15.50
Clerical/Technical Positions (CUPE 1328)		13.90
Child and Youth Workers (CUPE 1328)		2.00
Speech and Language Pathologists (APSSP)		2.00
ELHT Benefit Cost Increase	1.60	
Increased Education Assistant Supply costs	1.00	
2020-21 COVID-19 Contingency	1.00	
Net Utility Cost Increases	0.70	
Enhancements to Human Resources Services	0.50	5.00
Enhancements to Autism Team - (Psychologist and Speech/Language Pathologist)	0.20	2.30
Enhancements to Autism Team (Elementary and Secondary Teacher)	0.20	2.00
Transportation Boundary Requirements	0.20	
Culturally Responsive and Relevant Pedagogy	0.20	
New Math Resource Teachers (Supports to Grades 7 to 12)	0.20	2.00
Integrity Commissioner Office	0.15	
New Vice-Principal Allocation	0.12	1.00
Parliamentarian Services	0.05	
TTC Tickets for CSLIT Members to attend General Assembly Meetings	0.02	
Elementary Teacher Salary Cost and Allocation Adjustment	(5.69)	(4.30)
	-	
Net Change to Expenditures	9.85	
Total Estimated Year Over Year Impacts (Funding Shortfall)²	-	96.67
Delayed Bell time Optimization at International Language Schools (Funded from Reserve)	(1.60)	
¹ Maintained positions are those related to previous loss of 2018-19 System Priority Funding		
² 67.5 FTE are considered to be "Maintained" and are therefore not new service levels, but represent maintained service levels that may have otherwise been reduced due to previous loss of funding (Net new FTE = 29.17)		

2. *Over the course of the year, the Board of Trustees passed previous motions for items to be considered in the 2020-21 Budget.* Appearing in the table below is a list of budget items that require consideration and decision to be included in this year’s operating budget. In summary, the budget impact amounts to another \$5.0M to the operating budget for which additional service level changes are required.

Description	\$M
Increased Investment in Special Education (SEAC Motion)	4.20
Permanent Reinstatement of Priority Schools Initiative	0.80
Total Impact	5.00

Reinstatement of the Priority Schools Initiative, which provides discounted permit rates to not-for-profit youth based programs in communities on an equity basis, is referred to in the Reserve section (Volume VI) of the Budget Book. Trustees may wish to consider allocating \$0.8M on a one-time basis from the Equity Reserve to fund this program for 2020-21.

Trustees also received a Special Education Advisory Committee motion to increase Special Education supports totalling \$4.2M. Some components added to the operating expenditure budget as new investments partially address the motion from SEAC. Should any additional items be included then an offsetting reduction in another expense area would be required.

SEAC recommended to the Board of Trustees for budget consideration of the following:

- a) That \$2M be added to supplement the existing full-time equivalent allocation in the Special Services – Mental Health Division;
- b) That the Special Education Budget for 2020-21 at least remain the same as previously;
- c) That the Psychology Department of Special Services be augmented with additional funds of \$1.0M

The proposed 2020-21 Budget Estimate partially addresses motions (a) and (c) and fully responds to motion (b) listed above. As noted earlier in this report, the Province has yet to define TCDSB’s allocation of the new \$10M provincial investment in Mental Health supports. This funding source will likely also work towards responding to the SEAC motion (a).

- 3. *The TCDSB retained Parliamentarian and Integrity Commissioner Services in the 2019-20 fiscal year.*** The 2020-21 Budget Estimates includes a funding allocation to address the motions approved by the Board of Trustees during the Special Board meeting on December 9th, 2019 relating to retaining both an Integrity Commissioner’s Office and Parliamentarian services. In the March Corporate Services budget report, these were shown as presumed cost pressures and have therefore been incorporated directly in to the balanced budget.
- 4. *The Board of Trustees recently approved a motion to invest in resources that are culturally responsive and enable greater student engagement.*** A Student Trustee introduced a multi-faceted motion during the Special Board meeting on June 18th, 2020 in which a couple of motions had 2020-21 budget implications. The 2020-21 budget estimates contain funding allocations of \$200K for culturally responsive and relevant pedagogy resources and \$20K for TTC tickets to engage students during General Assembly meetings. These budget items have been directly incorporated in to the balanced budget.
- 5. *This is the first year in which Reserve fund investments have been identified.*** Volume VI of the Budget Book provides details on a number of reserve funds that have been set-up pursuant to the Board’s new Strategic Reserve Policy. The section also provides recommended investments to be made out of these reserves for the 2020-21 fiscal year and commitments in years beyond. Highlights of these investments include items such as a new Student Information System (as previously approved by Board), investments in iPads for distance learning on an equity basis (as approved by Board), needed renovations to the Catholic Education Centre / East and West Facilities and enhancements to school block budgets on an equity basis, among others. The final report on July 23rd 2020 will contain a separate recommendation to approve all investments out of the reserve funds.
- 6. *The delayed Bell-time optimization to September 2021 will require additional funding from the Operating Contingency Reserve.*** The Board of Trustees approved a delayed implementation of the bell-time optimization during the Regular Board meeting on May 28th 2020. This decision responded to feedback received during the budget consultation process requesting additional time for communication with affected school communities and employee groups. The bell-time optimization deferral creates a one-time cost pressure of \$1.6M funded by the Operating Contingency Reserve. It also technically creates an in-year deficit. On July 23rd, 2020, the Board will need to approve an in-year deficit recovery plan to be submitted to the Ministry that outlines how the Board will eliminate this deficit by the 2021-22 fiscal year.

7. The chart below provides a comparison between the 2019-2020 revised budget and the 2020-2021 budget estimates by category. Following the table is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget. As noted, the overwhelming changes originate from classroom teachers and service level changes.

	Instructional Related Expenditure Categories	2019/20 Budget Revised Estimates	Net Change Increase / (Decrease)	2020/21 Budget Estimates
1	Classroom Teachers	644,441	8,332	652,773
2	Occasional Teachers	32,730	592	33,322
3	Education Assistants	54,295	1,736	56,031
4	Designated Early Childhood Educators	27,296	845	28,142
5	Professional & Para-professionals	56,312	1,905	58,217
6	Textbooks & Classroom Supplies	24,022	(219)	23,803
7	Computers	10,233	549	10,782
8	Staff Development	2,493	(19)	2,474
9	In School Administration	69,016	1,840	70,856
10	Teacher Consultants & Coordinators	4,654	1,657	6,311
11	Cont. Ed. (incl. International Language./Summer Schools.)	22,237	360	22,597
12	Other Operating Expenditures	37,239	(990)	36,249
	Sub-total Classroom	984,969	16,588	1,001,557

Instructional Related Expenditures Variance Analysis – Additional Details can be referenced in Appendix 3A, 3B, 3C of the Budget Book-Volume III

1. Classroom Teacher costs have increased by \$8.3M due to the increase in salary and benefits of \$11.6M and a decline in enrolment has resulted in a reduction of (\$3.3M)
2. The Occasional Teachers' costs have increased by \$0.6M due to an increase in salary and benefits.
3. Education Assistants costs have increased by \$1.7M mainly due to the increases in salary and benefits of \$0.7M and an increase of \$1.0M to the EA supply costs.
4. Designated Early Childhood Educators costs have increased by \$0.8M mainly due to increases in salary and benefit costs.
5. Professionals and Para-professionals have increased by \$1.9M mainly due to increase in salary and benefit costs of \$0.9M and transfer of funds from Priorities and Partnerships funding of \$0.6M to the GSN funding for Mental Health workers and Experiential Learning \$0.4M was moved to GSN funding.
6. Textbook and Classroom Supplies have decreased (\$0.2M) due to increased funding for Cultural responsive and relevant Pedagogy of \$0.2M and increase in visa student costs of \$0.1M, offset by a transfer of funds for computers to the computer line of (\$0.5M)
7. Increase in computer costs of \$0.5M due to transfer of funds from Textbook and Supplies budgeted line.
8. Staff Development budget decreased by (\$0.02M).
9. In School Administration, costs have increased by \$1.8M due to the addition of 1 Vice-Principal of \$0.15M and increases in salary and benefits of \$0.8M. Increase of 13.9 School secretaries due to the increase funding from the Systems Priority funding totalling \$0.9M. Please note that the 13.9 School secretaries is a placeholder until further consultation with CUPE 1328 is completed. The positions may be allocated to another employment category requiring CUPE 1328 Technical/Clerical staff.
10. Teacher Consultants and Coordinators Increases by \$1.7M due to increases in salary and benefits of \$0.2M, 2 Autism teachers, 0.8 Psychologist, 1.5 Speech

and Language staff and 2 Math resource teachers for a total of \$0.8M.
Transfer of 6.5 FTE due to change in funding from Board Administration at a cost of \$0.7M.

11. Continuing Education increased by \$0.4M due to an increase in salary and benefits cost for International Languages and an increase in Summer School costs due to expected increase in enrolment.
12. Other Operating costs have decreased due to a reduction in funding for Priorities and Partnerships Fund (PPF) of (\$1.0M) as well some amounts have been transferred to GSN funding.

E. STAFF RECOMMENDATION

1. That staff bring a finalized overall balanced budget to the Special Board meeting on July 23, 2020, for approval, that consolidates all input and direction received by Trustees.

TORONTO CATHOLIC
DISTRICT SCHOOL

2020 - 2021
BUDGET
ESTIMATES

Instructional



BOARD OF TRUSTEES

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

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

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

Trustees are available to help taxpayers, parents and others address any issues they may have about the Catholic school system.



Trustee Joseph Martino
Ward 1: Etobicoke



Trustee Markus de Domenico
Ward 2: Etobicoke



Trustee Ida Li Preti
Ward 3: North York



Trustee Teresa Lubinski
Ward 4: Toronto/York/Etobicoke



Trustee Maria Rizzo
Ward 5: North York



Trustee Frank D'Amico, CD
Ward 6: York



Trustee Michael Del Grande
Ward 7: Scarborough/North York



Trustee Garry Tanuan
Ward 8: Scarborough



Trustee Norm Di Pasquale
Ward 9: Toronto



Trustee Daniel Di Giorgio
Ward 10: Toronto



Trustee Angela Kennedy
Ward 11: East York/Toronto



Trustee Nancy Crawford
Ward 12: Scarborough



Trustee Taylor Dallin
Student Trustee: All TCDSB Schools



Trustee Kathy Nguyen
Student Trustee: All TCDSB Schools

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
Volume I: THE TCDSB CONTEXT	10
Book Introduction	11
Our Students	11
Our Staff	13
Transportation	13
How We Develop the Budget	14
Linking the Budget to the Multi-Year Strategic Plan	16
Volume II: TCDSB OPERATING REVENUES	19
Grants for Student Needs Overview	20
TCDSB Revenue Overview	22
TCDSB 2019-20 Operating Grants & Other Revenues	23
Appendix 2A: Description of GSN Funding	25
Volume III: INSTRUCTIONAL RELATED OPERATING EXPENDITURES	38
Expenditure Overview	39
Expenditure Variance Analysis	40
TCDSB - Balance the Budget	42
Appendix 3A: Detailed Budget Sheets – Elementary	47
Appendix 3B: Detailed Budget Sheets – Secondary	50
Appendix 3C: Detailed Budget Sheets – Central	53
Volume IV: SPECIAL EDUCATION	63
Special Education Grant	64
Special Education Grant and Expenditure	65
Appendix 4A: Detailed Budget Sheets – Revenues and Expenditures	69

EXECUTIVE SUMMARY

Balancing fiscal responsibility with service to our students

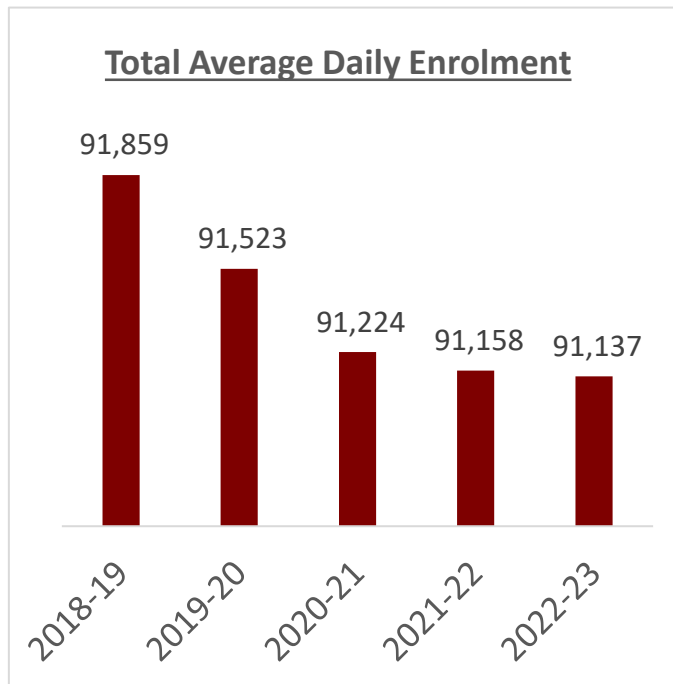
The Toronto Catholic District School Board's (TCDSB) budget process is largely about balancing the ongoing cost pressures associated with operating a large urban school board, and ensuring that students receive the best possible environment to encourage achievement and well-being through the lens of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

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

For the 2020-21 Operating Budget Estimates, staff expect that service levels across all program and services areas will be maintained, and in some areas enhanced, in order to develop a balanced budget based on the announcements made by the Ministry of Education.



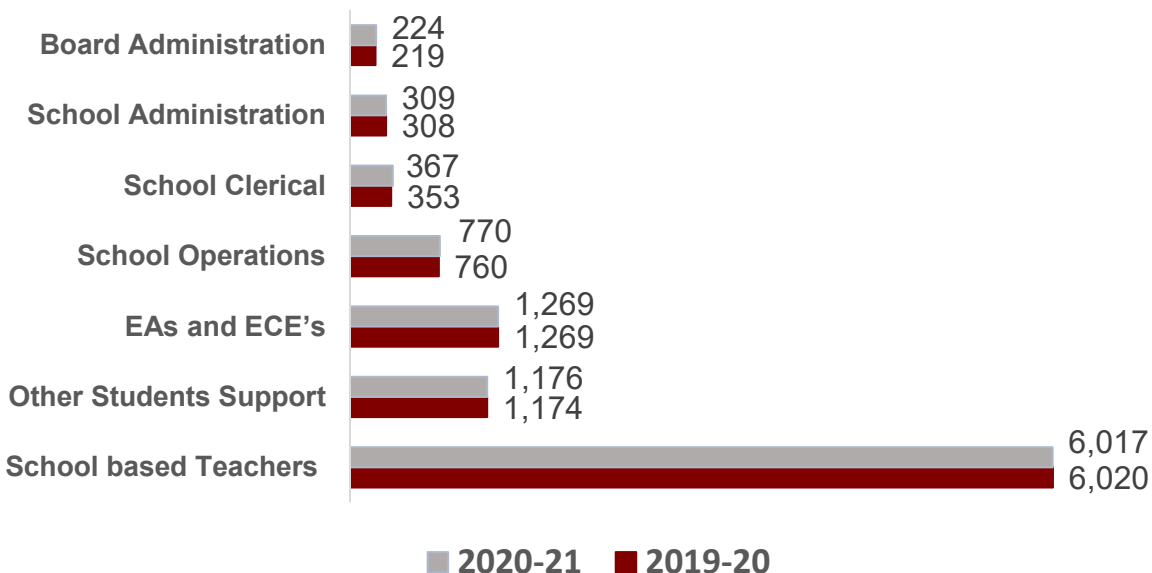
Our students and staff are at the Centre of the budget



The primary cost drivers of TCDSB's budget are student enrolment and the related staffing levels required in the classroom. Student Enrolment will decline by 299 students in the 2020-21 school year and is then expected to stabilize at this level for a few years subject to the COVID-19 Pandemic impacts.

TCDSB currently has 10,102 Full Time Equivalent (FTE) positions working at its 197 schools, Board Office and other administrative facilities. 2020-21 will see a net increase in staffing of 29.17 FTEs driven mostly by announcements made by the Ministry of Education (EDU)

Staffing Full Time Equivalents (FTEs)



**Note: School Clerical includes 13.9 new CUPE FTE from the System Priority Funding that have been included as a placeholder. These FTE may be redistributed to other employee categories subject to consultation with CUPE 1328. These consultations are ongoing and have not concluded before the publishing of this budget book.*

Provincial Announcement Highlights – Grants for Student Needs (GSN)

GSN Funding changes are nominal. The Ministry of Education noted that changes to grants and allocations in the GSNs will increase the average per pupil funding by approximately 2% or \$250 per pupil when compared to 2019-20. The GSN increases are largely due to new investments responding to the COVID-19 Pandemic, and additional funding resulting from the recently ratified central agreements with unions. Other adjustments to the Pupil Foundation Grant includes a \$0.49 amount for additional educational software licensing costs equating to approximately \$44K for the TCDSB.

Additional allocations from the Province are expected to respond to the COVID-19 Pandemic and Return to School Challenges.

The Ministry of Education announced new investments in order to respond to challenges brought on by the COVID-19 Pandemic. Provincially the funding provides \$10M in mental health supports for students returning to school in September, and \$15M to address technology related costs associated with distance/remote learning. The TCDSB allocations of these investments has not yet been announced, but will be incorporated in to the Revised Budget Estimates in the fall.



Secondary Class Sizes funded at 23 students to one teacher. As previously announced by the Ministry of Education, GSN funding for Elementary class sizes remain the same, however, the funding for Secondary classes for Grades 9-12 will be reduced from 28:1 to 23:1. The GSNs will provide funding according to this ratio and the Job Protection funding will continue in 2020-21 in order to ensure no teacher lay-offs arising from the transition towards 23:1. Funding for secondary students returning to school to complete more than 34 credits remain funded at the Continuing Education reduced rate.

Cost Adjustment for Online Learning. The Ministry of Education requires students to complete two online courses with a class size of 30:1, however, further updates are expected concerning the Opt-out clause that parents/guardians can exercise. The GSNs will include a cost adjustment to recognize the larger class size for students enrolled in online courses. The negative adjustment to the TCDSB amounts to approximately (\$391K).

Support for Students Fund replaces Local Priorities Fund. The GSNs introduced flexible funding to support the learning needs of students. This funding effectively replaces the Local Priorities Fund as both funds exist as a function of the central agreements. (It should be noted that for CUPE and APSSP this funding is now known as “System Priority Funding”). This new funding, which applies to all union groups has been critical to maintaining 67.5 Teacher, Education Assistant, Child and Youth Worker, Custodial and Special Education positions that had been lost when the Local Priority funding from 2018-19 had been removed. TCDSB had attempted to save these positions through a paid parking program, but that program did not materialize for a number of reasons. These positions are now able to be maintained with new funding stream and in fact, 47.5 new positions have been created.

GSNs provide more funding for the costs associated with staff absenteeism. The Ministry of Education responded to the increasing rate of staff absenteeism observed across all school boards in the province. The funding benchmark rate for Occasional Teachers increased by the cost of one additional day.

Additional funding for School Operations continues in 2020-21. Similar to previous GSN announcements in the past, the Ministry of Education increased the non-staff related funding benchmark rates by 2% in order mitigate increasing commodity costs, i.e. electricity, natural gas, water, insurance, etc.

Transportation funding for 2020-21 remains at approximately the same level. Overall, funding for 2020-21 remains at approximately the same level, however, the current Ministry of Education review of student transportation may affect future GSN provisions.

Additional Enveloping restrictions for Learning Opportunities Grant.

The GSNs for 2020-21 imposed further restrictions upon particular components of the Learning Opportunities Grant. The funding associated with the newly termed Experiential Learning Envelope and the Targeted Student Supports Envelope must be spent for the associated programs; and any unspent funds must be carried forward to the next fiscal year for

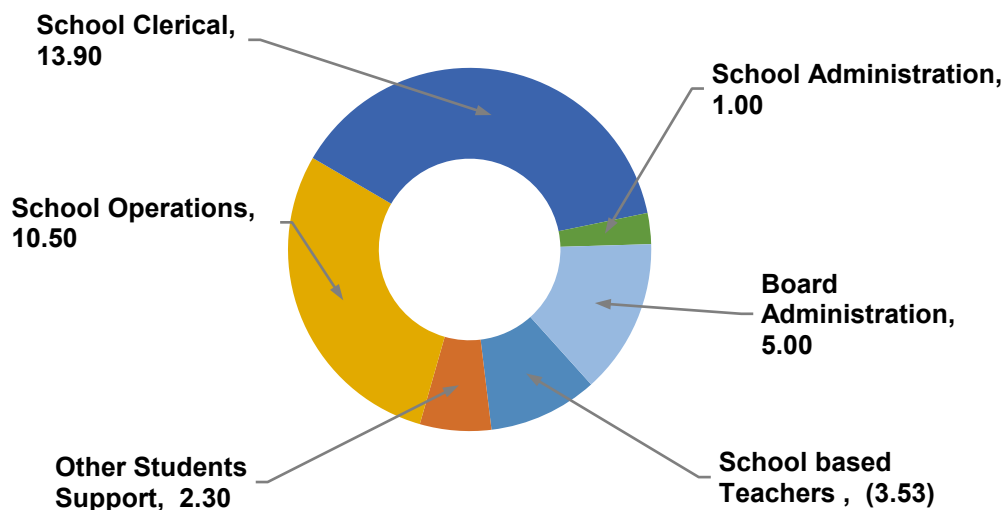


the same programs. The Experiential Learning Envelope includes programs such as Specialist High Skills Major (SHSM) and Outdoor Education. The Targeted Student Supports Envelope includes Literacy & Math Outside the School Day, Student Success, and Tutoring allocation

Operating revenues are estimated to balance with operating expenditures. Based on legislation, school boards are not permitted to plan for in-year deficits in their budget setting process, unless permitted under certain circumstances. TCDSB has followed some fiscally prudent approaches over the last several years to balance its budget. Given the announcements by the Ministry of Education on additional funding, the 2020-21 budget has provided an opportunity to make several new investments while maintaining a balanced budget.

New investments in the system are recommended to bolster service levels. The 2020-21 budget contains several new investments ranging from classroom teachers to In-School administration to custodial staff, that will help the board continue to provide high service levels to its students during this COVID-19 pandemic. The majority of these investments are seen as critical and positive new resources in a board that has had to reduce staffing in several areas to balance its fiscal position over the last few years.

FTE Increased by 29.17



**Note: School Clerical includes 13.9 new CUPE FTE from the System Priority Funding that have been included as a placeholder. These FTE may be redistributed to other employee categories subject to consultation with CUPE 1328. These consultations are ongoing and have not concluded before the publishing of this budget book.*

Draft 2020-21 TCDSB Key Year Over Year Budget Impacts			
	\$M	FTE	
		New	Saved
Revenue Increases			
Support for Student Funding (From OECTA Central Agreements)	5.60		
Secondary Class size moving to 23:1	2.90		
System Priority Funding (From CUPE & APSSP Central Agreements)	3.80		
Increased Funding for Teachers Short Term Absenteeism (1 day)	1.40		
Declining Enrollment Adjustment	0.70		
Discontinued Earned Leave Plan (Clawback)	0.65		
Elementary Enrolment Increase	0.50		
Temporary Accommodation Grant	0.50		
Learning Opportunities Grant	0.46		
Principal / Vice-Principal Allocation for Campuses	0.37		
Revenue Decreases			
Removal of (2nd half) Employee Paid Parking Revenue	(3.20)		
Enrolment Decrease for Secondary	(2.60)	(26.33)	
School Operations School Area Factor (SAF) moving to 23:1	(0.83)		
Costs Adjustment for Online learning	(0.40)		
Net Change to Revenues	9.85		
Expenditures Increases			
2020-21 COVID-19 Contingency	1.00		
Elementary/Secondary Teacher Positions Added Back ¹	3.10		30.00
EAs, CYWs, Speech/Language and Custodial positions Added Back ¹	2.30		37.50
ELHT Benefit Cost Increase	1.60		
New Custodial and Clerical/Technical positions added from System Priority Funding	1.50	24.40	
New Elementary/Secondary Teachers added from Support for Student Funding	2.50	23.10	
Increased Education Assistants Supply costs	1.00		
Net Utility Cost Increases	0.70		
Enhancements to Human Resources Services	0.50	5.00	
Enhancements to Autism Team - (Psychologist and Speech Pathologist)	0.20	2.30	
Enhancements to Autism Team (Elementary and Secondary Teacher)	0.20	2.00	
Transportation Boundary Requirements	0.20		
Purchase of Books Culturally Responsive and Relevant Pedagogy	0.20		
New Math Resource Teachers (Supports to Grades 7 to 12)	0.20	2.00	
New Vice-Principal Allocation	0.12	1.00	
Integrity Commissioner Office	0.15		
Parliamentarian Services	0.05		
TTC Tickets for CSLIT Members to attend General Assembly Meetings	0.02		
Expenditures Decreases			
Elementary Teacher Salary Cost and Allocation Adjustment	(5.69)	(4.30)	
	-		
Net Change to Expenditures	9.85		
Total Estimated Year Over Year Impacts (Funding Shortfall)	-	29.17	67.50
Delayed Bell time Optimization at International Language Schools (Funded from Reserve)	(1.60)		
¹ Related to previous loss of 2018-19 System Priority Funding			

LINKING THE BUDGET TO THE MULTI-YEAR STRATEGIC PLAN



The Multi-Year Strategic Plan (MYSP) provides the overarching directions and principles that should drive the budget process.

Students are always the Board's primary focus and are represented in all six strategic directions found within the MYSP. TCDSB is committed to offering programs and services, which challenge all students to achieve their personal best.

TCDSB also strives to make efficient, effective, and innovative use of resources, based on sound planning, and the best available information. Inherent in the budget process is the allocation of available resources to address student needs.

This budget process includes some preliminary work on linking the budget to the MYSP. Staff allocated various portions of the budget to each of the six strategic directions to provide a conceptual level view of how the budget delivers on the MYSP.

Operating revenues are estimated to balance with operating expenditures

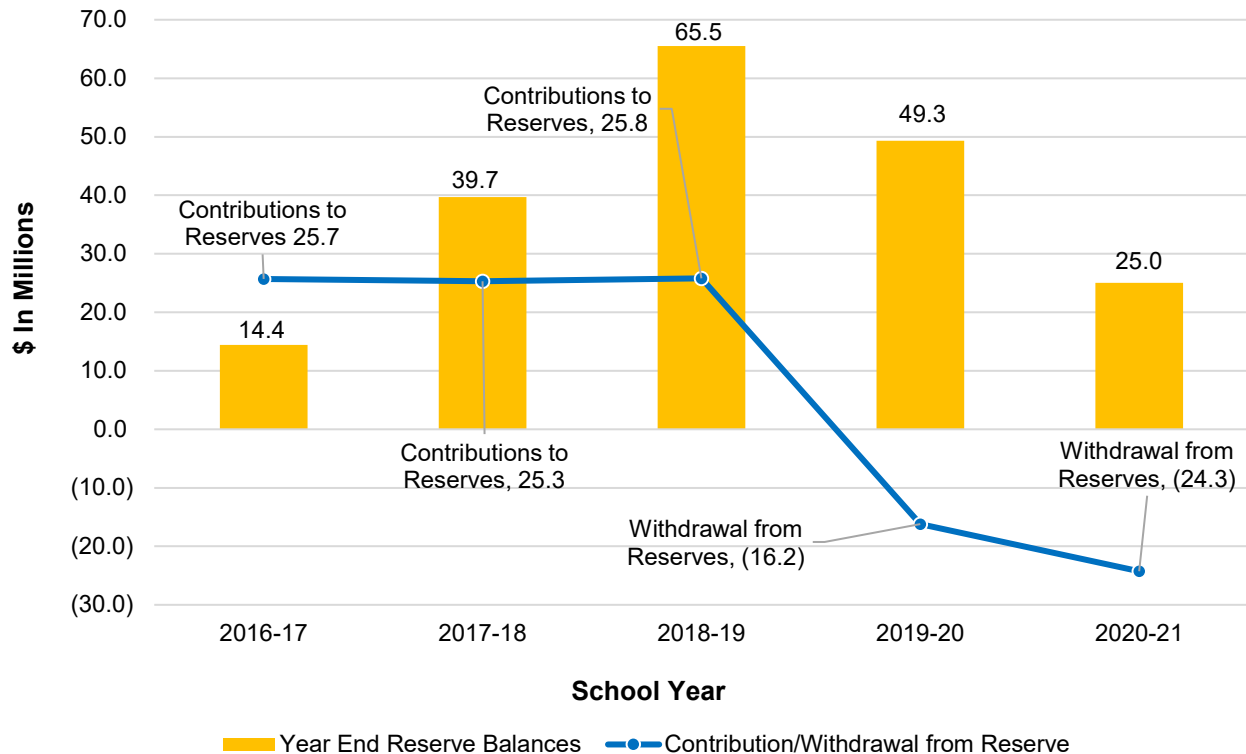
Based on legislation, school boards are not permitted to plan for in-year deficits in their budget setting process, with very few exceptions. TCDSB has followed some fiscally prudent approaches over the last several years to balance its budget.

(\$M)	2019-20	2020-21
Operating Revenues	\$1,147.9	\$1,172.8
Less: Operating Expenditures	<u>\$1,150.7</u>	<u>\$1,174.4</u>
Surplus/(Deficit)	\$(2.8)	\$(1.6)
Operating Reserves	<u>\$2.8</u>	<u>\$1.6</u>
Balanced Budget	\$0.0	\$0.0

In 2020-21 TCDSB shows a balance budget. The Transportation changes for Bell time Optimization cannot be implemented until the 2021-22 fiscal year, this costs will be funded from the Operating Contingency Reserves in fiscal 2020-21.

Planning requires a strategy to reserve funding

Figure 4: Accumulated Reserve Balance/(Deficits)



As the TCDSB emerged from an Accumulated Deficit in 2016-17, it became especially important to consider how the Board treated accumulated deficits, surpluses and plans for future strategic investments. The Education Act allows boards to create reserves for specific intended purposes. As long as these reserved funds are uncommitted then they still contribute towards the Board’s accumulated surplus.

At the end of the 2019-20 fiscal year, the TCDSB is expected to have an accumulated surplus of \$49.3M. The board approved a Reserve Policy in 2019-20 that will provide a basis on how reserve funds are to be set up and used in a consistent manner. Several reserves were established including an Operating Contingency Reserve, IT Strategic Systems Reserve, IT Infrastructure Reserve, Administrative Facility Reserve, Student Equity Strategic Reserve and a Ward Priorities School Playground Reserve. In the Volume VI of this Budget Book, staff have outlined a number of proposed investments to be made from these reserves in the 2020-21 school year and beyond. These investments range from a new Student Information System to needed renovations at the Catholic Education Centre to iPad purchases on an equity basis to support distance learning to enhancements to the school block budget.



Allocation of In-Year Surpluses to Strategic Reserves

First \$1.2M to Playground Reserve	
Remaining allocated on % basis:	50%
Operating Contingency Reserve <i>(To Max of 2% Contingency)</i>	
IT Strategic Systems Reserve	35%
IT Infrastructure Reserve	5%
Administrative Facility Reserve	5%
Student Equity Strategic Reserve	5%
Total	100%



Toronto Catholic District School Board

Volume I: The TCDSB Context

This book provides both an overview and details of the proposed 2020-21 Budget Estimates

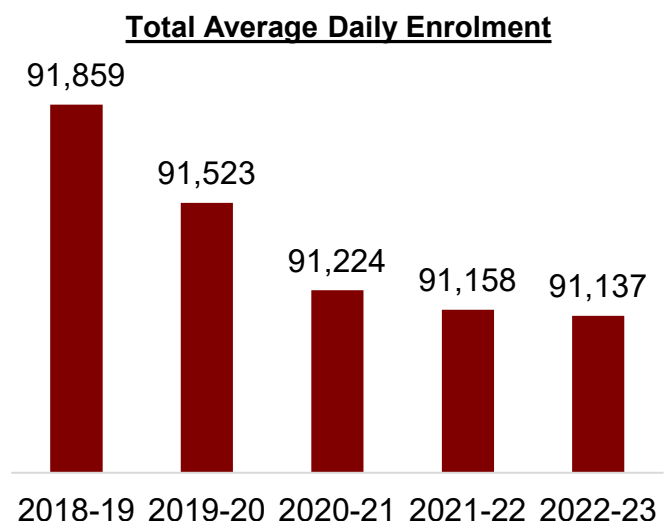
As Toronto Catholic District School Board (TCDSB) grows, so does its method of communicating a large and complex budget. The format of this book was changed a few years ago and was the first step in creating a format that can be used by trustees, parents, staff, students and other stakeholders to understand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



The book starts in this Volume by providing some context on the TCDSB in terms of its students, staff, transportation issues and the budget process. It then provides an overview of revenue sources and how the TCDSB is funded in Volume II. Volume III Volume IV and Volume V provide an overview and details of expenditures in Instructional, Special Education and Non-Instructional activities in the organization, respectively. Finally, Volume VI provides additional context on Financial Sustainability and provides a plan for the use of the Reserve balances.

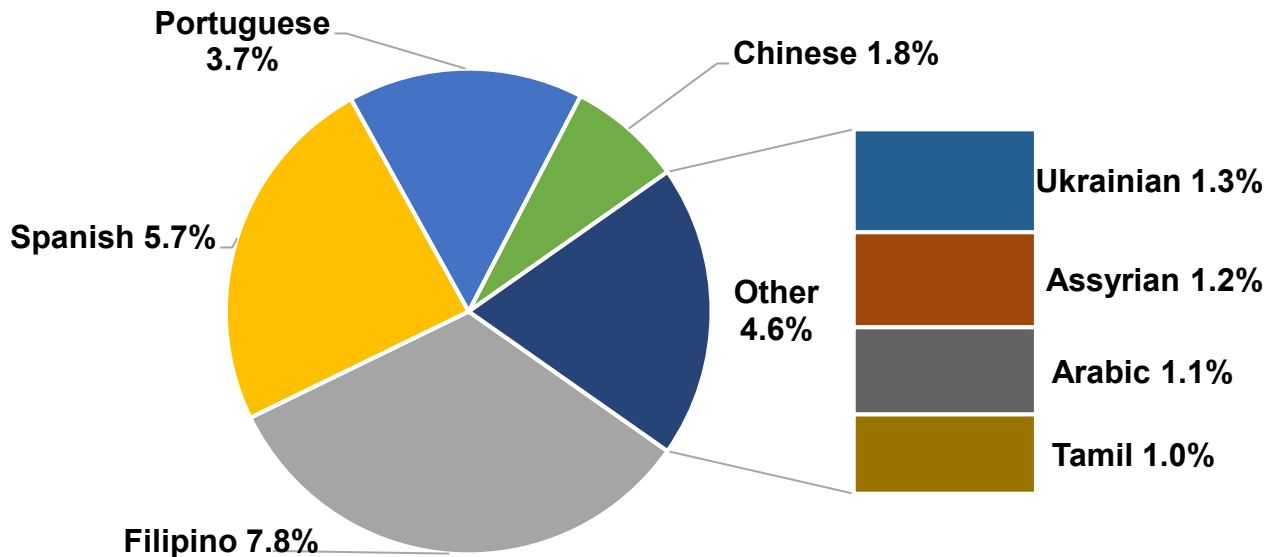
Our Students are the most valuable part of this organization

Our student enrolment is what drives the organization and consequently also the budget process. With a current student population of 91,523 in 166 Elementary Schools and 31 Secondary Schools, the TCDSB is one of the five largest Boards in Ontario (including Catholic and Public).



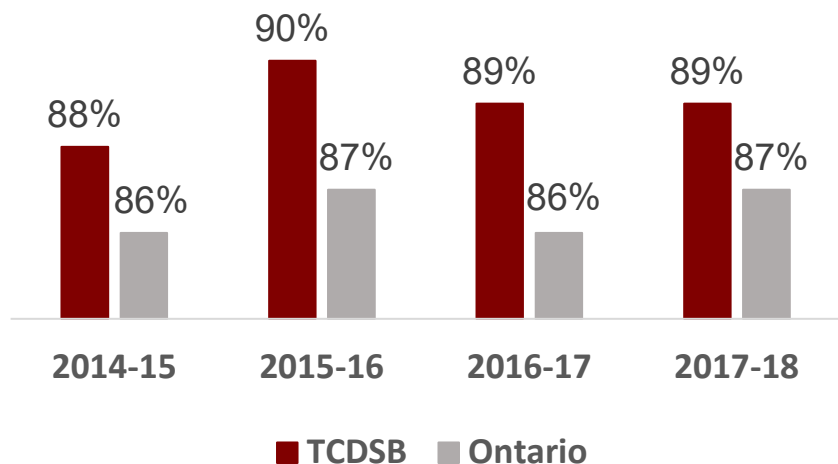
The TCDSB thrives in a large urban environment in Canada's largest city. It is a diverse population and TCDSB serves the catholic population by embracing this diversity. The chart below describes the demographics through the lens of languages spoken. The information presented in the chart below contains groups that are above 1% of the total student population.

Top 10 languages (other than English) within the TCDSB



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

Graduation Rates - TCDSB Vs. Ontario Average



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

TCDSB has 10,102 FTE positions as of the 2019-20 school year. A little more than 59% of this staff is comprised of school-based teachers, while another 25% make up Education Assistants, Early Childhood Educators and other Student Support staff. Another 6% of staff is for School Administration (Principals and Vice-Principals), school clerical staff, school operations and transportation have about 8%, while the remaining 2% is for Board Administration. Over the last 5 years, the TCDSB has reduced its staffing levels to meet financial pressures it faced in terms of matching staffing expenditures to the funds received by the Province.

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

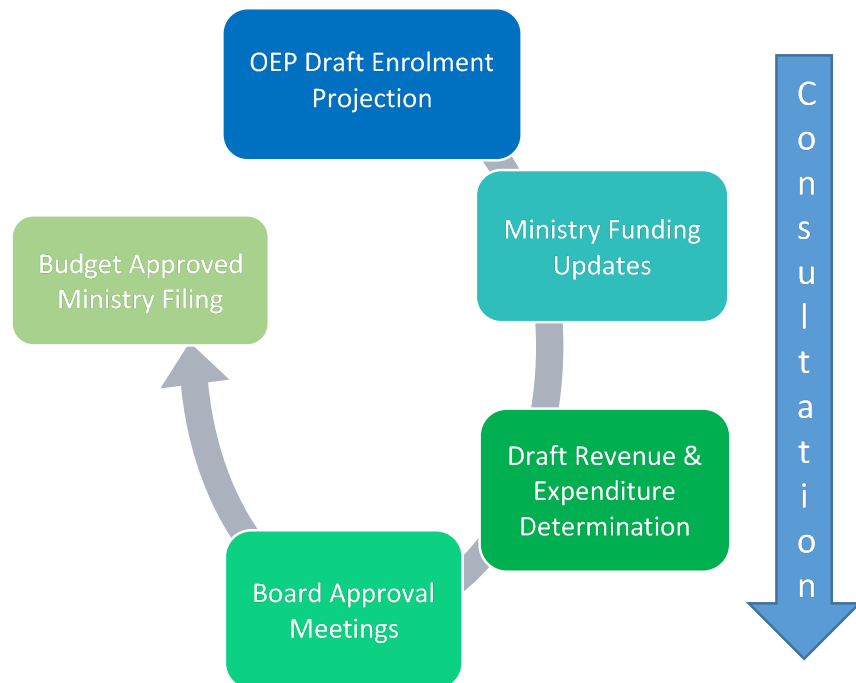
The Toronto Student Transportation Group (TSTG) is a consortium between the Toronto District School Board and the Toronto Catholic District School Board. It services a large and dynamic student population within the City of Toronto. The TSTG provides transportation services for approximately 50,000 students in more than 800 schools and centres throughout the City of Toronto. Seven different school bus operators provide more than 1800 vehicles to provide transportation services for students with a budget of just over \$100M.



Creating a budget is an iterative and consultative process

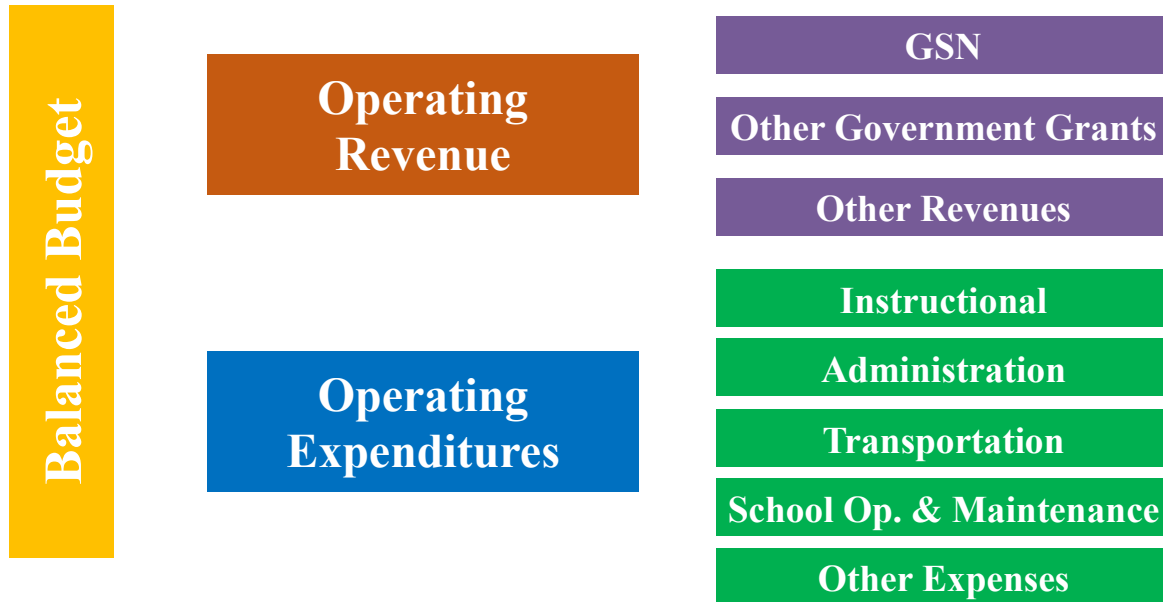
School boards are normally required to submit the Budget Estimates forms to the Ministry by the end of June. Given the COVID-19 pandemic and the late release of the GSNs, this deadline has been extended into August. The 2020-21 Budget includes Operating Budget sections that have been prepared on a modified cash basis, which is consistent with prior years. However, school boards are required to prepare their budgets in accordance with Public Sector Accounting (PSAB) Standards

Based upon the draft Official Enrolment Projections (OEP) along with the updated Ministry of Education funding information, budget staff build draft revenue and expenditures for the deliberations of the Board and consultation with the public. Through several meetings, the Board of Trustees receive information from board staff and public deputations.



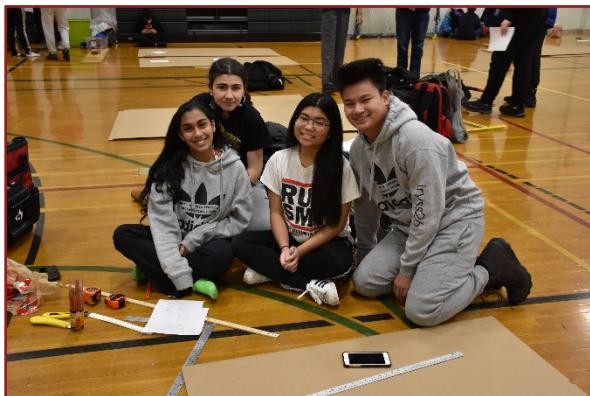
The end-result of these meetings is the approval of the budget by the Board for submission to the Ministry of Education. The goal is for the Board to have a transparent and accountable budget to stakeholders, which ties into the goals of the Multi-Year Strategic Plan and Ministry guidelines. While COVID-19 and the late release of GSN information has not allowed for as much opportunity for discussion and deputations on the budget, staff still attempted to ensure there was opportunity through union consultations, a virtual town hall and a budget survey to gain feedback on the budget.

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



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

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



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

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

LIVING OUR CATHOLIC VALUES



To understand and apply Catholic Teachings to all that we do

1. Chaplaincy	\$2.6M
2. Religious Retreats	\$0.1M
	<u>\$2.7M</u>

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

FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING



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

1. Instructional Day School Staff & Supplies	\$820.8M
2. Student Support Services	\$126.9M
3. Special Education Programs & Services	\$4.3M
4. Safe School Team	\$0.2M
5. Student Transportation Services	\$39.7M
6. Student Nutrition Program – Angel Foundation	\$0.1M
7. Student Pediculosis Program	\$0.1M
8. Fostering Student Achievement	\$22.6M
	<u>\$1,014.7M</u>

ENHANCING PUBLIC CONFIDENCE



To create enhanced, regular communication with all stakeholders

1. Executive Offices	\$5.6M
2. Communications Office	\$0.8M
	<u>\$6.4M</u>

PROVIDING STEWARDSHIP OF RESOURCES



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

1. Business Administration	\$5.3M
2. Corporate Services	\$6.7M
3. Facility & Planning Services	\$1.5M
4. Computer & Information Technology	\$23.3M
5. School Operations & Maintenance	\$105.3M
	<u>\$142.1M</u>

ACHIEVING EXCELLENCE IN GOVERNANCE



To lead and model best practices in Board governance

1. Trustees & Trustee Services	\$0.8M
2. Parliamentarian & Integrity Commissioner	\$0.2M
	<u>\$1.0M</u>

INSPIRING AND MOTIVATING EMPLOYEES

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



Human Resources

\$7.5M



Toronto Catholic District School Board

Volume II: Operating Revenue

School Board Operating Revenues come from three major sources

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

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

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



The calculation of ADE is based on an average of the full-time equivalent pupils reported on the two count dates.

The GSN is a collection of grants by grouping grants under the following headings:

Funding for classrooms

focuses on providing classroom resources.

Funding for schools

provides the resources to ensure schools have the leadership they need and are clean and well-maintained facilities for learning.

Funding a locally managed system

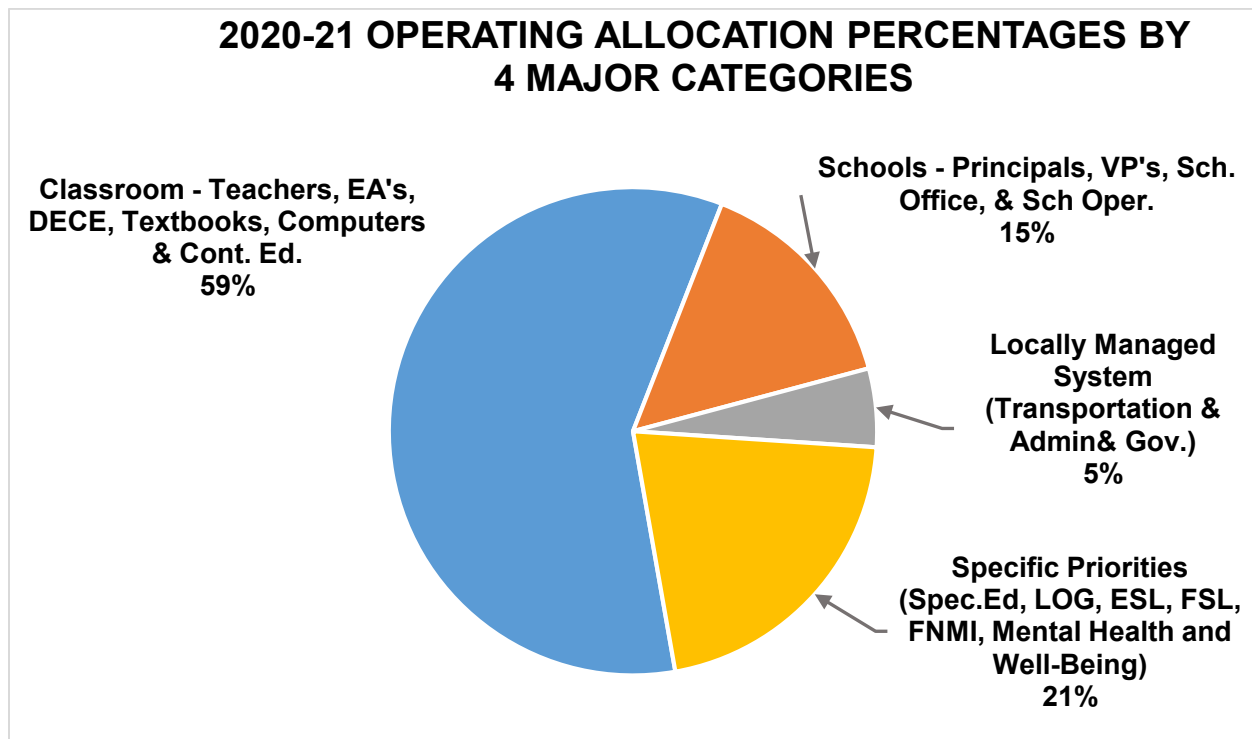
aims to ensure board leadership carries out focused activities to support alignment of resources.

Funding for specific priorities

speaks mainly to the Achieving Excellence goal of closing gaps by, for example, meeting special education needs and improving language proficiency.



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



The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. So local school boards have flexibility in how they use funding, within the overall accountability framework. Appendix 2A provides a description of the specific grants under each of the headings above as well as the expected increases or decreases for TCDSB in the 2020-21 school year.

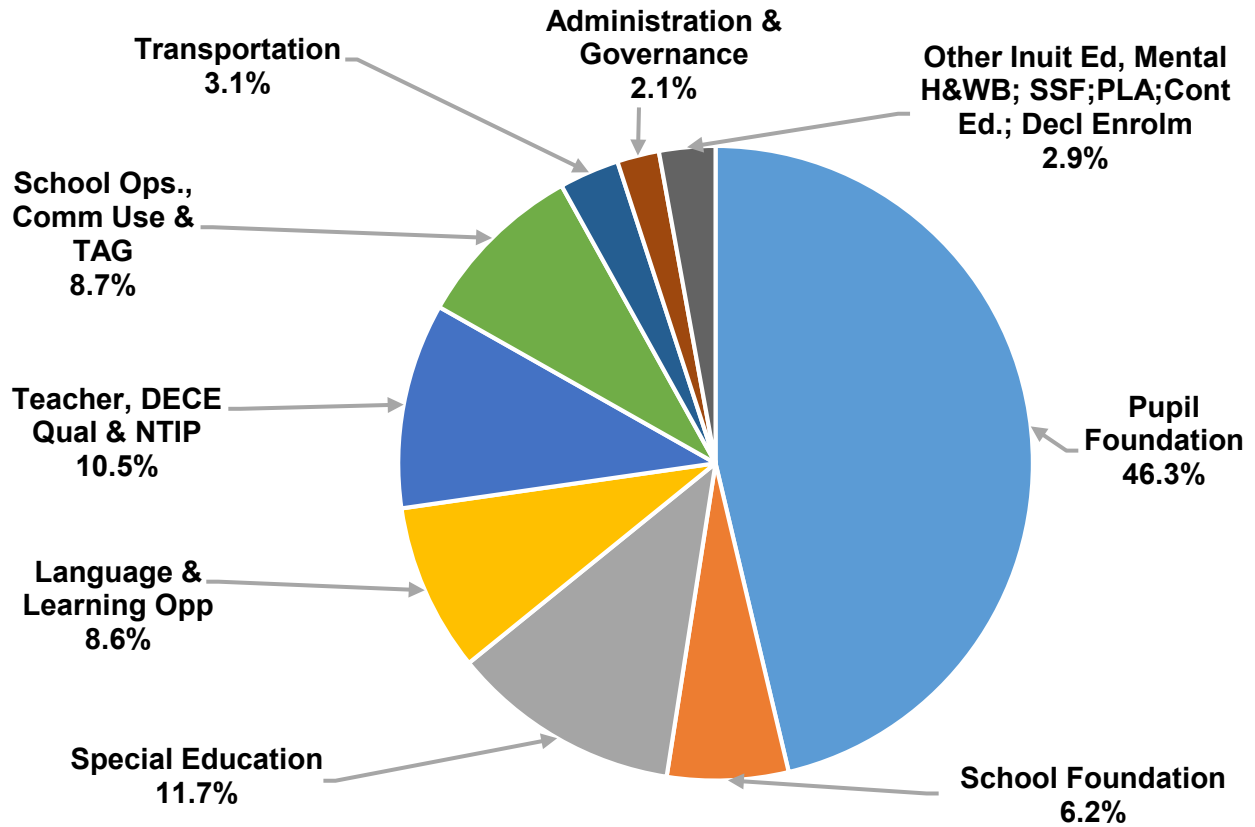
The following Chart summarizes the Grants for Student Needs (GSN's), PPF's and Other revenues estimated to be received in 2020-21 with a comparison to the 2019-20 Revised Estimates. An increase of \$30.4M in GSN's is estimated with an estimated decrease in PPF's and Other revenues of (\$6.2M) with some moving over to the GSN for a net increase in operating revenues of \$24.8M.

TCDSB 2020/21 Operating Grants & Other Revenues			
	2020/21 Budget Estimates (\$M)	2019/20 Budget Revised Estimates (\$M)	Variance Incr./((Decr.) (\$M)
Revenues			
Pupil & School Foundation	571,289	540,623	30,666
Special Education	127,413	126,035	1,378
Language	42,821	43,638	(817)
Learning Opportunity	50,397	49,379	1,018
Continuing Education and Summer School	12,179	12,015	164
Teacher Qualification and Experience/NTIP	113,931	127,221	(13,290)
Transportation	33,302	33,302	(1)
Administration and Governance	23,298	23,804	(506)
School Operations	90,797	90,453	344
Community Use of Schools	1,242	1,256	(14)
Declining Enrolment Adjustment	1,169	473	695
Temporary Accommodation	3,217	2,703	514
Indigenous Education (Formerly First Nation, Métis and Inuit Ed)	4,147	4,056	91
Mental Health & Well Being (Formerly Safe Schools)	3,629	2,841	788
Supports for Students Funds(Former System Priority Funds)	9,062	0	9,062
Program Leadership Grant (Formerly included in Board Admin)	998	0	998
Total Operating Grants	1,088,891	1,057,801	31,090
Other Grants & Other Revenues	83,903	90,120	(6,218)
Total Operating Grants and Other Revenues	1,172,794	1,147,921	24,873

*Numbers may not add due to rounding.

The following chart provides a percentage breakdown of the grant allocations proposed for the 2020-21 budget.

2020-21 GRANT ALLOCATIONS (\$1,088.9 MILLIONS)



Toronto Catholic District School Board

Volume II: Appendices

DESCRIPTION OF GSN FUNDING:

Pupil Foundation Grant (Increases by \$30.2M)

For 2020-21, funding through the Pupil Foundation Grant is projected to be \$504.1M for TCDSB.

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

In 2020-21, increased funding is being provided through this grant for decreases in grade 9-12 class sizes going from 28 to 23 increasing the funding by (\$+24.5M) for TCDSB. This is offset by -\$2.6M in enrolment decrease in secondary with a small positive increase in elementary of +\$0.5M. There is also a 2% increase in Salaries and Benefits of \$7.7M which results in a funding increase of (+\$30.2M).

The grant is calculated on a per-pupil basis. There are five different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten (JK/SK), primary (grades 1 to 3), junior and intermediate (grades 4 to 8), intermediate supplementary (grades 7 to 8) – and for (grades 9 to 12) secondary students.; Enrolment decrease, 2.0% Salary increase and Benefits decrease of 0.167%.

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



Qualifications and Experience, DECE's & New Teacher Induction Program (NTIP) Grant (Decrease of \$13.3M)

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

- The **Teacher Qualifications and Experience** allocation provides funding to boards with teachers who, because of their qualifications and experience, have average salaries different from the benchmark level used in the Pupil Foundation Grant. The secondary teacher qualification and experience allocation has been affected by the secondary class size decrease from 28:1 to 23:1 and the 2% Salary & Benefits increasing the secondary Q&E by (+\$5.5M) due to changes in the Q&E Benchmark funding changing from \$4183 to \$5100.
- To offset the grade 9-12 class size decrease of 28:1 to 23:1 the ministry has provided a **Job Protection Funding Allocation** (attrition funding is no longer applicable as TCDSB had reached the required 23:1 in 2019-20. This has removed – (\$25.3M) in Attrition funding in 2020-21).
- The **Early Childhood Educators Qualifications and Experience** allocation is provided for boards with early childhood educators who, because of their qualifications and experience have average salaries different from the benchmark. This year the ECE benchmark funding is being decreased by –(\$0.77M).
- The **Benefits Trusts** allocation provides the incremental funding required to support the Employee Life and Health Trusts. (increase by of \$2.5M which will flow to the Trust Funds).
- The other allocations under this grant include Earned Leave Savings claw backs of \$0.650M that has been removed in the central agreement due to its ineffectiveness in reducing sick day usage. NTIP Funding for programs to mentor and train new teachers (NTIP decrease by -\$0.107M).



Continuing education and other programs (Increase by \$0.164M)

This grant supports a range of programs aimed at adult learners and day school students, including secondary students who have completed more than 34 credits and wish to continue their studies. The grant is projected to total \$12.2M in 2020-21 for TCDSB:

- The adult day school allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year and has been moved into the Continuing Education category at \$0.007M.
- The high-credit day school allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies at the continuing education funding rate.
- The summer school allocation supports programming offered during the summer for day school pupils. (Increase of \$0.110M due to the 2% Salary rates).
- The continuing education allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of e-learning a secondary school graduation diploma. (\$0.017M increase in the 2 % Salary rates increases).
- The other allocations of this grant support the teaching of international and indigenous languages at the elementary level and assessments of mature students' prior learning. (There is also a 2.0% Salary increase).
- There is an international student's recovery amount of (\$1,300) per student claw back resulting in an estimated increase in the international student recovery amount claw back of \$0.148M (Claw back increases from – (\$1.551M) in 2019-20 to –(\$1.70M) in 2020-21



FUNDING FOR SCHOOLS:

School Foundation Grant (Increase by \$0.441M)

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. The total School Foundation Grant for TCDSB is projected to be \$67.18M in 2020-21. It is divided into an elementary school and a secondary school portion. This grant includes measures which:

- Recognize a school's size as well as its remoteness and whether it is operating in a minority language context; and
- Provide greater funding overall for principals in combined elementary and secondary schools (subject to minimum enrolment limits).
- School Administration funding has been added to schools operating in more than one campus. This is the fourth and final year of the four-year phase-in of the new School Foundation Grant definition of a school, which accounts for multiple campus facilities. This funding increase allows school boards to place more principals/vice-principals at schools that have more than one building. The impact to TCDSB is an increase in funding of \$0.37M.
- A 2% Salary Increase for School Secretaries
- 0% Salary increase for principals and vice-principals as they are still in discussions at the central bargaining table.

School Operations Grant (Increase of \$0.345M) & Temporary Accommodations Grant (Increase of \$0.513M)

This grant supports the costs of operating, maintaining and repairing school facilities. Under the formula, funding is adjusted for boards that have older schools with unique design features such as wide hallways, large shop spaces, and auditorium spaces. TCDSB is projected to receive \$90.8M in school operations, community use of schools and temporary accommodations grants.

- The **school operations** allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil. To align with the proposed changes to secondary class size, the Supplementary Area Factor for school facility operations has been adjusted. This change will be phased in over five years. The 2020-21 impact to TCDSB is a –(\$0.831M) reduction in funding. An increase in

funding is provided to recognize inflation in utilities. For the TCDSB this equates to approximately \$0.3M. Increase for the 2% Salaries is \$0.9M The net impact on Facilities Maintenance and Operations is estimated to be an increase of (\$0.345M).

- Temporary Accommodation Grant has increased \$0.513M or \$2.7M to \$3.2M in 2020-21.

FUNDING FOR A LOCALLY MANAGED SYSTEM:

School Board Administration and Governance Grant **(Decrease by \$0.506M)**

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities. In 2020-21, TCDSB is projected to receive \$23.6M.

- The board administration funding model, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of higher administrative expenses. This new model replaces a way of allocating funding that relied more heavily on the size of boards' enrolment. (1.0% Salary increase results in an increase of \$0.22M).
- The program leadership allocation provides funding to support seven and a half lead positions that were previously funded in 2017-18 through other allocations within the GSN as well as funding outside of the GSN. In 2020-21 the PLA allocation has been moved out of Board Administration to its own GSN Line a reduction of -(\$0.994M).
- The other allocations of this grant include funding for trustee compensation, parent engagement, consolidation accounting, internal audit, supports to improve school boards' information management, and the transformation of learning and teaching in the physical and virtual environment.
- Following Ministry consultations with the education sector, the GSN provides base funding for trustee's honoraria.
- New in 2020-21, PPF funding for executive compensation of 0.163M moved into Board Administration
- New in 2020-21, \$0.142M curriculum and assessment implementation funding moved into Board Administration

Student Transportation Grant (remains unchanged)

This grant provides school boards with funding to transport students to and from school. It is projected to be \$33.3M in 2020-21 for TCDSB:

- An enrolment adjustment is made available only for school boards with increasing enrolment, and is based on the percentage increase in enrolment.
- The cost update adjustment factor, which recognizes the increasing costs of providing transportation services, has been removed in 2020-21. This was a 4% increase for 2019-20 but it has been removed in 2020-21 due to COVID-19 circumstances
- The fuel escalator and de-escalator provides funding increases or decreases by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price. This escalator has also been removed in 2020-21 due to COVID-19 circumstances
- Details on the other allocations within this grant, which cover transportation to provincial or demonstration schools are \$0.089M, including funding for a school bus rider safety training of \$0.076M both remain unchanged

Declining Enrolment Adjustment (Increased by \$0.695M)

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining enrolment adjustment recognizes this need for extra time. The grant, is projected to be \$1.16M in 2020-21.



FUNDING FOR A SPECIFIC PRIORITY:

Learning Opportunities Grant (Increase by \$1.0M)

The Learning Opportunities Grant (LOG) provides funding to help students who are at greater risk of lower academic achievement. TCDSB is projected to receive a total \$50.3M in 2020-21.

- The **demographic allocation**, represents the largest share of LOG funding, is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, one-parent households, and recent arrival to Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports. (Increase of \$1.736M in demographic allocation, 2.0% increase for Salaries).
- The **Student Achievement Envelope** comprises six discrete allocations. These allocations, which directly support programs introduced over the past decade to improve student achievement, include the following:
 - **Literacy and Math outside the school day**, funds remedial courses or classes for students who are at risk of not meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test. (Increase of \$0.249M mainly due to the 2% Salary increase).
 - **Student Success, Grade 7 to 12**, funds a range of resources and activities to improve student engagement in secondary schools (increases by \$0.381M mainly due to the 2% Salary Increase.)
 - **Grade 7 and 8 Student Success Literacy and Numeracy teachers**, recognizes the need to help students in earlier grades so they are better prepared for the transition to secondary school and beyond. (increases by \$0.203M mainly due to the 2% Salary Increase.)
 - **Ontario Focused Intervention Partnership Tutoring**, helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing, or math.
 - The **Specialist High Skills Major** program, allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector.

- The **Outdoor Education** program, provides elementary and secondary students with learning experiences in the outdoors. There is flexibility in how boards may use the individual allocations, as long as the total funding is spent on the programs within the envelope. Any unspent funding must be used on the programs within the envelope in a future school year. (decrease (-\$0.003M).
- The other allocations of this grant provide funding for teacher-librarians and/or library technicians has been moved to the School Foundation Grant -\$0.334M.
- **Experiential Learning** \$0.426M funding is for staff and other supports to provide effective experiential learning opportunities to help students engage in education and career/life planning through exposure to a variety of careers and pathways. This allocation from PPF Grants is transferred to the Learning Opportunities Grant (LOG).

Language Grant (Decrease of \$0.09M)

This grant provides funding to meet school boards' costs for language instruction. It includes five allocations, and projected to total \$42.8M in the 2020-21 school year for TCDSB:

- **English as a Second Language / English Literacy Development** funding is provided to English-language school boards to support students who need extra help developing proficiency in English. It consists of a recent immigrant component to supports students who are eligible based on their country of birth and who have been in Canada four years or less, and a Diversity in English-Language Learner's (DELL) component that reflects an estimate of the number of children in a board whose language spoken most often at home is neither English nor French. (Increase of \$0.075M for the DELL and +\$0.016M for new students estimated to arrive from a non-English speaking countries in the last 4 years)
- **French as a Second Language** funding, available only to English-language boards, supports the costs of French instruction. It provides a per-pupil amount for each student. (Increase in enrolment due to the phase in of French immersion at +5 schools plus 1% Salary increase provides +\$0.816M in increase)

Indigenous Education Grant (Increase \$0.09M)

The Indigenous Education Grant, supports programs designed for Indigenous learning. It is made up of four allocations, and is projected to total \$4.1M in 2020-21 for TCDSB as detailed below:

- The **Indigenous Languages** allocation supports elementary and secondary Indigenous Language programs. At the elementary level, funding is based on the number of pupils enrolled in the Indigenous Language program and the average daily minutes of instruction. At the secondary level, funding is provided for each Grade 9 to 12 pupil enrolled in a credit course.
- The **Indigenous Studies** allocation supports secondary credit courses in Indigenous Studies, providing a per-pupil amount for Grade 9 to 12 students. (\$0.085M increase 2.0% Salary increase).
- The **Per-Pupil Amount** allocation supports Indigenous students, and reflects the estimated percentage of Indigenous students in a board's schools, based on census data. Some of these funds may be used to support a dedicated Indigenous Education Lead in each school board.
- The **Board Action Plan's** allocation supports the implementation of programs and initiatives aligned with the 16 strategies and actions identified in the Ontario First Nation, Métis, and Inuit Framework Implementation Plan.

Mental Health & Well Being (formerly Safe and Accepting Schools Allocation - Increase by \$0.788M)

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods. The grant, made up of two allocations, is projected to total \$3.6M in 2020-21:

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

- **Mental Health Workers \$0.764M** This funding supports regulated mental health workers in secondary schools to provide direct services to students and to support enhanced access through referrals to community mental health services for students in crisis. This allocation will be transferred from PPF grants and enveloped within the newly named Mental Health and Well-being Grant (formerly the Safe and Accepting Schools Supplement).

OTHER REVENUES:

VISA Revenue (Incr. of \$3. 3M)

Visa Student Fees for 2020-21 will increase to \$20,928M subject to Covid-19 Pandemic influences, however; the Ministry International Student Recovery of -\$1,300 per student will remove -(\$1.7M) in GSN funds against these Visa Revenues in 2020-21.

Visa Student Revenue & Expense						
Fiscal Years 2015 to 2020						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 RE
	2015	2016	2017	2018	2019	2020
International Student Enrolment (A.D.E.) Average Daily Enrolment						
Elementary	45	51	63	90	104	114
Secondary	933	1,135	1,230	1,275	1,177	1,080
Total International Student Enrolment ADE	978	1,186	1,293	1,364	1,281	1,194
Revenues						
Elementary	712,148	765,295	960,400	1,436,071	1,564,383	1,507,188
Secondary	14,760,465	17,204,124	18,905,889	20,454,949	17,709,420	15,926,313
TUITION FEE REVENUE	15,472,613	17,969,419	19,866,289	21,891,020	19,273,803	17,433,500
Ministry Clawback- International Student Recovery Amt -\$1,300 per 2019-20 Onward						(1,551,550)
NET TUITION FEE REVENUE	\$ 15,472,613	\$ 17,969,419	\$ 19,866,289	\$ 21,891,020	\$ 19,273,803	\$ 15,881,950
DIRECT COSTS: International Ed Dept.						
Salary & Benefits	362,847	343,487	377,065	400,268	539,921	514,236
Commissions	2,216,720	2,608,690	2,777,843	3,324,049	3,119,277	3,031,490
Health Insurance	282,008	523,474	593,020	568,275	614,474	596,750
SCHOOL BLOCK	247,250	321,250	374,250	411,500	389,750	298,375
Supplies & Resources	25,253	31,765	8,461	14,776	26,879	297,833
	3,134,078	3,828,667	4,130,640	4,718,868	4,690,301	4,738,684
OTHER DIRECT COSTS						
Elementary Teachers (System wide)	183,155	212,897	265,302	386,169	454,454	492,983
Secondary Teachers (Sys-wide) 22:1 (23:1 2019-20 onward)	4,122,096	5,240,163	5,706,722	6,047,265	5,753,504	5,072,054
School Operations	269,366	327,264	355,768	372,116	346,668	364,908
Student Support Services	3,100,928	3,164,212	3,228,788	3,294,682	3,361,920	3,361,920
Total Other Direct Costs	7,675,546	8,944,536	9,556,580	10,100,232	9,916,546	9,291,865
TOTAL COSTS	\$ 10,809,623	\$ 12,773,203	\$ 13,687,220	\$ 14,819,099	\$ 14,606,847	\$ 14,030,549
SURPLUS/(DEFICIT)	\$ 4,662,990	\$ 5,196,216	\$ 6,179,069	\$ 7,071,921	\$ 4,666,956	\$ 1,851,401
International Student Tuition Fee Set by Board						
Elementary	12,500	12,500	12,500	12,500	12,500	16,000
Secondary	14,000	14,000	14,000	14,000	14,500	16,000

PPF Grants (Priority and Partnership Grants)

There are 4 PPF's TRANSFERS TO GSN to further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, some existing allocations will be transferred into the GSN beginning in 2020–21:

Mental Health Workers (-\$0.764M):

This funding supports regulated mental health workers in secondary schools to provide direct services to students and to support enhanced access through referrals to community mental health services for students in crisis. This allocation will be transferred to, and enveloped within, the Mental Health and Well-being Grant (formerly the Safe and Accepting Schools Supplement).

Experiential Learning (-\$0.426M)

This funding is for staff and other supports to provide effective experiential learning opportunities to help students engage in education and career/life planning through exposure to a variety of careers and pathways. This allocation is transferred to the Learning Opportunities Grant (LOG).

Curriculum and Assessment Implementation (-\$0.142M)

This funding supports implementation and training for educators and system leaders as new curriculum, including Indigenous-focused curriculum, and assessment policies are released. This allocation will be transferred to the School Board Administration and Governance Grant (SBAGG). This allocation will not be subject to the school board administration and governance enveloping provision.

Executive Compensation (for increases introduced in 2017–18 as a PPF Grant) moved into Board Admin (-\$0.163M)

This funding supports 2017–18 executive salary and performance-related pay increases for designated executives. This allocation will be transferred to the SBAGG and will be subject to the school board administration and governance enveloping provisions.

OPS Learn and Work PPF -(\$0.116M)

Cancelled by Ministry: program to be covered by GSN Funds in 2020-21 Budget.

Broad Band Modernization Program -(\$0.858M)

New in 2019-20 not announced as part of the Ministry PPF announcements removed from budget estimates to be cautious.

Parking Revenues -(\$3.200M)

Parking Revenues were reduced from the 2019-20 Revised Budget as a Central Grievance moved the parking to be negotiated at the central bargaining table -(\$3.200M).

Attrition Offset Protection -50% of change from 2019-20 Est. (-\$2.26M)

Funding continues to be available through the Teacher Job Protection Fund for classroom teachers, if needed, in relation to the changes to class sizes in 2020–21. With this support in place, and the additional local flexibility for some school boards, it is a continued expectation for the upcoming school year that school boards will not lay-off teachers associated with changes to class sizes. Given the reduction in the funded average secondary class size to 23, it is projected that no funding will be generated through this allocation in 2020–21. However, funding continues to be available if actual attrition and enrolment trigger funding through the allocation. In addition, the Supplementary Area Factors for base school facility operations, within the School Facility Operations and Renewal Grant, will be updated. TCDSB expects no funding as it has met the 23:1 class size average.

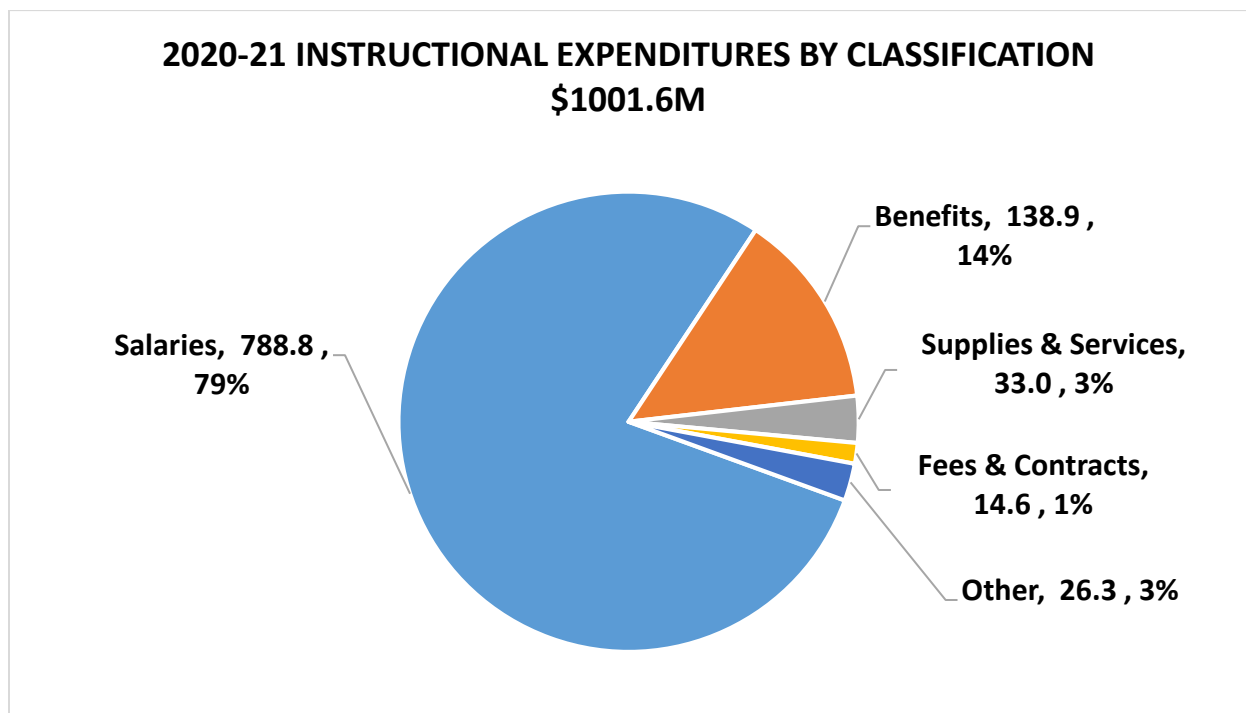
Toronto Catholic District School Board

Volume III: Instructional Related Expenditures

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

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

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



The chart below provides a comparison between the 2019-20 revised budget and the 2020-21 budget estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget. As noted, the overwhelming changes originate from classroom teachers.

	<u>Instructional Related Expenditure Categories</u>	2019/20 Budget Revised Estimates	Net Change Increase / (Decrease)	2020/21 Budget Estimates
1	Classroom Teachers	644,441	8,332	652,773
2	Occasional Teachers	32,730	592	33,322
3	Education Assistants	54,295	1,736	56,031
4	Designated Early Childhood Educators	27,296	845	28,142
5	Professional & Para-professionals	56,312	1,905	58,217
6	Textbooks & Classroom Supplies	24,022	(219)	23,803
7	Computers	10,233	549	10,782
8	Staff Development	2,493	(19)	2,474
9	In School Administration	69,016	1,840	70,856
10	Teacher Consultants & Coordinators	4,654	1,657	6,311
11	Cont. Ed. (incl. International Language./Summer Schools.)	22,237	360	22,597
12	Other Operating Expenditures	37,239	(990)	36,249
	Sub-total Classroom	984,969	16,588	1,001,557

Instructional Related Expenditures Variance Analysis – Additional Details see Appendix 3A, 3B, 3C

1. Classroom Teacher costs have increased by \$8.3M due to the increase in salary and benefits of \$11.6M and a decline in enrolment has resulted in a reduction of (\$3.3M)
2. The Occasional Teachers' costs have increased by \$0.6M due to an increase in salary and benefits.
3. Education Assistants costs have increased by \$1.7M mainly due to the increases in salary and benefits of \$0.7M and an increase of \$1.0M to the supply EA costs.
4. Designated Early Childhood Educators costs have increased by \$0.8M mainly due to increases in salary and benefit costs.
5. Professionals and Para-professionals have increased by \$1.9M mainly due to increase in salary and benefit costs of \$0.9M and transfer of funds from Priorities and Partnerships funding of \$0.6M to the GSN funding for Mental Health workers and Experimental learning \$0.4M was moved to GSN funding.
6. Textbook and Classroom Supplies have decreased (\$0.2M) due to increased funding for Cultural responsive and relevant Pedagogy of \$0.2M, Increase in visa student costs of \$0.1M. Offset by transfer of funds for computers to the computer line of (\$0.5M)
7. Increase in computer costs of \$0.5M due to transfer of funds from Textbook and supplies budgeted line.
8. Staff Development budget has been reduced by (\$0.02M) due to a decrease in the number of participants in the New Teacher Induction program(NTIP).
9. In School Administration, costs have increased by \$1.8M due to the addition of 1 Vice-Principal of \$0.1M and increase in salary, and benefits of \$0.8M. Increase of 13.9 School secretaries due to the increase funding from the Systems Priority funding totalling \$0.9M. Please note that this is a placeholder and the 13.9 FTE may be distributed to other CUPE Clerical/Technical positions in other job categories based on further consultation with CUPE 1328.

10. Teacher Consultants and Coordinators Increases by \$1.7M due to increases in salary and benefits of \$0.2M, 2 new Autism teachers, 2 Psychologist / Speech and Language positions and 2 Math resource teachers for a total of \$0.8M. Transfer of 6.5FTE due to change in funding from Board Admin at a cost of \$0.7M.
11. Continuing Education increased by \$0.4M due to an increase in salary and benefits cost for International Languages and an increase in Summer School costs due to expected increase in enrolment.
12. Other Operating costs have decreased due to a reduction in funding for Priorities and Partnerships Fund (PPF) of (\$1.0M) as well some amounts have been transferred to GSN funding.

Highlights of the Service Level Adjustments include the following:

1. **Senior staff were able to identify some new investments while maintaining a balanced Budget.** Staff consolidated all mandated reductions, along with any mandated increases including investments from the Support for Student Funding.
2. **The total Net FTE increase 12.67 staff positions for Instructional.** Due to additional funding received from the System Priority Funding TCDSB is able to increase staffing in School operations by 12.9 FTE Clerical and Technical staff. Additional investments for funding received from the System Priority Funding 11 FTE for Mental Health, STEM and Specialty Programs, 11 FTE for English as a Second Language, 1 FTE for the 5th block. New investments totaling 7.3 FTE were also made for the following areas, in the Autism Team for Psychologist, Speech Pathologist and Elementary and Secondary Teachers. Math teachers and a Vice Principal was also added. This was reduced by (30.63) FTE due to enrolment decline.



Please note that the 12.9 FTE is a placeholder and may be distributed to other CUPE Clerical/Technical positions in other job categories based on further consultation with CUPE 1328.

Draft 2020-21 TCDSB Key Year Over Year Budget Impacts			
Instructional	\$M	FTE	
Revenue Increases		New	Saved
Support for Student Funding (From OECTA Central Agreements)	5.60		
Secondary Class size moving to 23:1	2.90		
System Priority Funding (From CUPE & APSSP Central Agreements)	2.70		
Increased Funding for Teachers Short Term Absenteeism (1 day)	1.40		
Declining Enrollment Adjustment	0.70		
Discontinued Earned Leave Plan (Clawback)	0.65		
Elementary Enrolment Increase	0.50		
Learning Opportunities Grant	0.46		
Principal / Vice-Principal Allocation for Campuses	0.37		
Revenue Decreases			
Removal of (2nd half) Employee Paid Parking Revenue	(3.20)		
Enrolment Decrease for Secondary	(2.60)	(26.33)	
Costs Adjustment for Online learning	(0.40)		
Net Change to Revenues	9.08		
Expenditures Increases			
Elementary/Secondary Teacher Positions Added Back ¹	3.10		30.00
EAs, CYWs, Speech/Language positions Added Back ¹	1.90		32.50
ELHT Benefit Cost Increase	1.50		
New Clerical/Technical positions added from System Priority Funding	0.80	12.90	
New Elementary/Secondary Teachers added from Support for Student Fun	2.50	23.10	
Increased Education Assistants Supply costs	1.00		
Enhancements to Autism Team - (Psychologist and Speech Pathologist)	0.20	2.00	
Enhancements to Autism Team (Elementary and Secondary Teacher)	0.20	2.30	
Purchase of Books Culturally Responsive and Relevant Pedagogy	0.20		
New Math Resource Teachers (Supports to Grades 7 to 12)	0.20	2.00	
New Vice-Principal Allocation	0.12	1.00	
TTC Tickets for CSLIT Members to attend General Assembly Meetings	0.02		
Expenditures Decreases			
Elementary Teacher Salary Cost Adjustment	(5.59)	(4.30)	
	-		
Net Change to Expenditures	6.15		
Total Estimated Year Over Year Impacts (Funding Shortfall)	2.93	12.67	62.50
¹ Related to previous loss of 2018-19 System Priority Funding			

The Elementary Panel consists of two main areas including Instructional Day School and School Office. Instructional Day School is made up of Classroom teachers, Educational Assistants, Early Childhood Educators, and textbooks and supplies. The School office is made up of Principals, Vice Principals, School Secretary and other office expenses. More details can be found in Appendix 3A.

Elementary Panel	2019/20 Rev. Estimates (\$M)	2020/21 Estimates (\$M)
Instructional Day School	521.1	529.4
School Office	46.3	47.2
Total Expense for Elementary Panel	\$567.4	\$576.6

The Secondary Panel consists of two main areas including Instructional Day School and School Office. Instructional Day School is made up of Classroom teachers, Educational Assistants and textbooks and supplies. The School office is made up of Principals, Vice Principals, School Secretary and other office expenses. More details can be found in Appendix 3B.

Secondary Panel	2019/20 Rev. Estimates (\$M)	2020/21 Estimates (\$M)
Instructional Day School	248.0	251.2
School Office	22.6	23.5
Total Expense for Secondary Panel	\$270.6	\$274.7

The Central program area consists of many groups that work in both the Elementary Panel and the Secondary Panel. The Central program area encompasses Instructional day school, student supports, curriculum and accountability, student success and many other areas listed below. More details can be found in Appendix 3C.

Central	2019/20 Rev. Estimates (\$M)	2020/21 Estimates (\$M)
Instructional Day School	6.5	6.8
Student Support Services	44.1	46.2
Curriculum and Accountability	5.6	7.2
Staff Development	0.7	0.6
Student Success	2.9	2.9
Special Education Departments	4.3	4.3
Mental Health and Well-Being Teams	0.2	0.2
Continuing Education	22.2	22.6
Computer Services and Information technology	23.3	23.3
Other Non-Operating Expenditures	37.2	36.2
Total Expense for Central	\$147.0	\$150.3

Toronto Catholic District School Board

Volume III: Appendices

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION - ELEMENTARY

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Instructional Day School	\$ 499,427,523	\$ 521,126,013	\$ 529,391,603	\$ 8,265,590	1.6%
School Office	45,222,335	46,274,139	47,183,660	\$ 909,521	2.0%
TOTAL	\$ 544,649,858	\$ 567,400,152	\$ 576,575,263	\$ 9,175,111	1.6%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
CLASSROOM TEACHERS - ELEMENTARY					
Classroom Teachers - Salaries	\$ 351,026,261	\$ 365,316,633	\$ 367,584,836	\$ 2,268,202	0.6%
Classroom Teachers - Benefits	53,651,139	53,727,806	56,120,957	\$ 2,393,152	4.5%
Librarian Teachers & Technicians - Salaries	2,844,381	4,160,741	4,589,992	\$ 429,251	10.3%
Librarian Teachers & Technicians - Benefits	763,352	1,088,425	1,205,342	\$ 116,917	10.7%
Guidance Teachers - Salaries	1,132,961	2,037,508	2,045,890	\$ 8,382	0.4%
Guidance Teachers - Benefits	136,779	298,729	312,612	\$ 13,883	4.6%
Mileage Provision	431,564	406,000	406,000	\$ -	0.0%
TOTAL CLASSROOM TEACHERS	409,986,437	427,035,843	432,265,628	5,229,786	1.2%
OCCASIONAL TEACHERS					
Elementary - Salaries	18,660,225	18,489,986	18,870,607	\$ 380,621	2.1%
Elementary - Benefits	3,230,482	3,886,157	3,959,638	\$ 73,481	1.9%
TOTAL OCCASIONAL TEACHERS	21,890,707	22,376,143	22,830,245	454,102	2.0%
EDUCATIONAL ASSISTANTS					
Elementary - Salaries	28,041,259	29,315,065	30,783,860	\$ 1,468,795	5.0%
Elementary - Benefits	9,246,773	9,984,711	10,247,947	\$ 263,235	2.6%
TOTAL EDUCATIONAL ASSISTANTS	37,288,032	39,299,776	41,031,807	1,732,030	4.4%
DESIGNATED EARLY CHILDHOOD EDUCATORS					
Elementary - Salaries	18,399,547	21,264,535	22,008,005	\$ 743,470	3.5%
Elementary - Benefits	5,390,679	6,031,866	6,133,631	\$ 101,765	1.7%
TOTAL DESIGNATED EARLY CHILDHOOD EDUCATORS	23,790,226	27,296,401	28,141,636	845,235	3.1%
TEXTBOOKS & CLASSROOM SUPPLIES					
Elementary School Block Allocation	6,321,494	4,955,850	4,960,287	\$ 4,437	0.1%
Invest 100k in each of the next 5 years in Elementary Music	140,627	152,000	152,000	\$ -	0.0%
Elementary CSLIT Student Leadership Fund	10,000	10,000	10,000	\$ -	0.0%
TOTAL TEXTBOOKS & CLASSROOM SUPPLIES	6,472,121	5,117,850	5,122,287	4,437	0.1%
TOTAL	\$ 499,427,523	\$ 521,126,013	\$ 529,391,603	8,265,590	1.6%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

School Office

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
ELEMENTARY					
Elementary Principal Salaries	\$ 21,063,237	\$ 21,931,984	\$ 21,991,844	\$ 59,860	0.3%
Elementary Principal Benefits	2,767,107	2,883,632	2,901,448	\$ 17,816	0.6%
Elementary Vice Principal Salaries	5,532,069	5,431,136	5,499,587	\$ 68,451	1.3%
Elementary Vice Principal Benefits	753,975	698,173	709,447	\$ 11,274	1.6%
Elementary Professional Development Provision	17,791	433,455	431,013	\$ (2,442)	-0.6%
SECRETARIES					
School Secretary Salaries	9,729,916	9,703,931	10,431,023	\$ 727,092	7.5%
School Secretary Benefits	3,253,049	3,056,426	3,079,497	\$ 23,071	0.8%
Supply Secretary Costs	1,063,123	1,039,417	1,039,417	\$ -	0.0%
OFFICE EXPENSES					
Principals & Vice Principal Expenses	6,917	28,410	28,310	\$ (100)	-0.4%
Principals & Vice Principal Mileage Expenses	45,901	57,231	57,231	\$ -	0.0%
School Office Supplies allocation	79,645	83,655	83,655	\$ -	0.0%
School Office Furniture, Equipment and Computers	354,058	45,000	45,000	\$ -	0.0%
Orientation Centre, Program Ads	-	20,000	20,000	\$ -	0.0%
Course Reimbursement	-	10,000	10,000	\$ -	0.0%
School Telephones	555,547	851,690	856,188	\$ 4,498	0.5%
TOTAL	\$ 45,222,335	\$ 46,274,139	\$ 47,183,660	\$ 909,521	2.0%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION - SECONDARY

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Instructional Day School	\$ 256,849,510	\$ 248,013,331	\$ 251,213,384	\$ 3,200,053	1.3%
School Office	21,513,039	22,597,851	23,521,134	\$ 923,283	4.1%
TOTAL	\$ 278,362,549	\$ 270,611,182	\$ 274,734,519	\$ 4,123,337	1.5%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
CLASSROOM TEACHERS - SECONDARY					
Classroom Teachers - Salaries	186,440,875	180,054,370	181,689,817	\$ 1,635,446	0.9%
Classroom Teachers - Benefits	26,723,391	26,112,338	27,305,421	\$ 1,193,083	4.6%
Librarian Teachers - Salaries	2,660,131	2,589,979	2,641,410	\$ 51,431	2.0%
Librarian Teachers - Benefits	334,418	380,724	403,607	\$ 22,884	6.0%
Guidance Teachers - Salaries	6,670,509	6,942,374	7,080,314	\$ 137,940	2.0%
Guidance Teachers - Benefits	802,499	1,020,532	1,081,872	\$ 61,340	6.0%
Mileage Provision	257,657	305,250	305,250	\$ -	0.0%
TOTAL CLASSROOM TEACHERS	223,889,480	217,405,567	220,507,691	3,102,123	1.4%
OCCASIONAL TEACHERS					
Secondary - Salaries	9,937,052	8,521,196	8,633,708	\$ 112,512	1.3%
Secondary - Benefits	1,845,836	1,832,853	1,858,114	\$ 25,261	1.4%
TOTAL OCCASIONAL TEACHERS	11,782,888	10,354,049	10,491,822	137,773	1.3%
EDUCATIONAL ASSISTANTS					
Secondary - Salaries	11,928,122	11,185,289	11,253,331	\$ 68,042	0.6%
Secondary - Benefits	3,663,658	3,809,709	3,746,234	\$ (63,475)	-1.7%
TOTAL EDUCATIONAL ASSISTANTS	15,591,780	14,994,998	14,999,565	4,567	0.0%
TEXTBOOKS & CLASSROOM SUPPLIES					
Secondary School Block Allocation	3,915,116	3,486,312	3,441,902	\$ (44,410)	-1.3%
Secondary High Cost Course Allocation	337,900	337,900	337,900	\$ -	0.0%
International Baccalaureate Programme - Michael Power & St. Joseph's	75,000	75,000	75,000	\$ -	0.0%
International Baccalaureate Programme - Pope John Paul II	58,943	58,943	58,943	\$ -	0.0%
International Baccalaureate Programme - St Mary CSS	50,000	50,000	50,000	\$ -	0.0%
International Baccalaureate Programme - St Basil The Great	-	50,000	50,000	\$ -	0.0%
Alternative Program & Placement for Limited Expulsion (A.P.P.L.E.)	10,468	18,000	18,000	\$ -	0.0%
Arrowsmith Programme (4 Sites Licenses and Supplies)	2,295	46,920	46,920	\$ -	0.0%
Student Council	16,000	16,000	16,000	\$ -	0.0%
Urban & Priority High School Grants - Msgr. Fraser	296,003	296,003	296,003	\$ -	0.0%
Urban & Priority High School Grants - J.C. McGuigan CSS	285,857	285,857	285,857	\$ -	0.0%
Urban & Priority High School Grants - St. Patrick's CSS	266,696	266,696	266,696	\$ -	0.0%
Urban & Priority High School Grants - Father Henry Carr	271,085	271,085	271,085	\$ -	0.0%
TOTAL TEXTBOOKS & CLASSROOM SUPPLIES	5,585,362	5,258,716	5,214,306	(44,410)	-0.8%
TOTAL	\$ 256,849,510	\$ 248,013,331	\$ 251,213,384	3,200,053	1.3%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

School Office

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
SECONDARY					
Secondary Principal Salaries	4,354,851	4,491,054	4,642,619	\$ 151,565	3.4%
Secondary Principal Benefits	513,025	577,325	598,898	\$ 21,573	3.7%
Secondary Vice Principal Salaries	6,463,773	6,473,516	6,663,932	\$ 190,416	2.9%
Secondary Vice Principal Benefits	856,140	832,170	859,647	\$ 27,477	3.3%
Secondary Professional Development Provision	4,649	104,970	107,662	\$ 2,692	2.6%
SECRETARIES					
School Secretary Salaries	6,718,812	6,855,232	7,354,378	\$ 499,147	7.3%
School Secretary Benefits	2,072,823	2,182,774	2,211,061	\$ 28,287	1.3%
Supply Secretary Costs	127,702	592,727	592,727	\$ -	0.0%
OFFICE EXPENSES					
Principals & Vice Principal Expenses	2,301	8,960	9,160	\$ 200	2.2%
Principals & Vice Principal Mileage Expenses	27,444	22,769	22,769	\$ -	0.0%
School Office Supplies allocation	15,947	16,345	16,345	\$ -	0.0%
School Office Furniture, Equipment and Computers		45,000	45,000	\$ -	0.0%
Orientation Centre, Program Ads		20,000	20,000	\$ -	0.0%
Course Reimbursement		10,000	10,000	\$ -	0.0%
School Telephones	355,572	365,010	366,938	\$ 1,928	0.5%
TOTAL	\$ 21,513,039	\$ 22,597,851	\$ 23,521,134	\$ 923,283	4.1%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION - CENTRAL

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Instructional Day School	\$ 6,398,412	\$ 6,496,674	\$ 6,819,240	\$ 322,566	5.0%
Student Support Services	43,520,049	44,098,812	46,183,199	\$ 2,084,387	4.7%
Curriculum & Accountability	6,418,274	5,618,004	7,115,691	\$ 1,497,687	26.7%
Staff Development	1,172,721	681,415	624,286	\$ (57,129)	-8.4%
Student Success	2,970,577	2,868,018	2,906,078	\$ 38,060	1.3%
Special Education Departments	3,449,284	4,301,239	4,286,291	\$ (14,948)	-0.3%
Mental Health and Well-Being Team	192,778	151,500	151,500	\$ -	0.0%
Continuing Education	21,673,914	22,237,130	22,596,974	\$ 359,844	1.6%
Computer Services & Information Technology	20,369,832	23,273,726	23,314,477	\$ 40,752	0.2%
Other Non-Operating Expenditures	41,096,627	37,239,214	36,248,866	\$ (990,348)	-2.7%
TOTAL	\$ 147,262,467	\$ 146,965,732	\$ 150,246,603	\$ 3,280,870	2.2%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
TEXTBOOKS & CLASSROOM SUPPLIES					
Culturally Responsive & Relevant Pedagogy - School Block Budget	-	-	200,000	\$ 200,000	100.0%
French Immersion - Support	120,000	121,600	121,600	\$ -	0.0%
Religious Program Resources	75,424	-	-	\$ -	100.0%
Outdoor Education	774,583	818,093	814,567	\$ (3,526)	-0.4%
Classroom Needs Provision	105,354	100,000	100,000	\$ -	0.0%
Superintendents Special Project Funds	23,309	26,950	26,950	\$ -	0.0%
School Nutrition Programs - Angel Foundation for Learning	100,000	100,000	100,000	\$ -	0.0%
International Languages & Other Programs Learning Resources	-	93,000	93,000	\$ -	0.0%
School Projects	50,000	100,000	100,000	\$ -	0.0%
Mini Olympics	20,000	20,000	20,000	\$ -	0.0%
Pediculosis Program	32,373	45,000	45,000	\$ -	0.0%
Religious Retreats & Chaplains	52,931	50,000	50,000	\$ -	0.0%
Commission, Health Insurance and School Budget Transfer for VISA St	4,150,380	4,008,953	4,135,045	\$ 126,092	3.1%
Indigenous Education Allocation	894,058	1,013,078	1,013,078	\$ -	0.0%
TOTAL TEXTBOOKS & CLASSROOM SUPPLIES	6,398,412	6,496,674	6,819,240	322,566	5.0%
TOTAL	\$ 6,398,412	\$ 6,496,674	\$ 6,819,240	322,566	5.0%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Student Support Services

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Student Support Salaries	\$ 6,093,871	\$ 6,005,282	\$ 6,546,368	\$ 541,086	9.0%
Student Support Benefits	2,041,943	1,666,696	1,757,717	\$ 91,021	5.5%
Child Youth Worker Salaries	9,188,686	9,208,719	9,417,095	\$ 208,376	2.3%
Child Youth Worker Benefits	2,567,880	2,487,043	2,526,585	\$ 39,542	1.6%
Psychologist Salary	4,463,460	5,233,148	5,273,105	\$ 39,957	0.8%
Psychologist Benefits	1,176,408	1,401,660	1,403,966	\$ 2,306	0.2%
Social Worker Salaries	4,921,347	5,751,272	5,763,880	\$ 12,608	0.2%
Social Worker Benefits	1,182,525	1,526,847	1,528,531	\$ 1,684	0.1%
Speech & Language Salaries	3,644,377	3,768,282	4,109,193	\$ 340,911	9.0%
Speech & Language Benefits	883,769	1,003,894	1,089,940	\$ 86,046	8.6%
Elementary Lunchtime Student Supervisors	1,549,673	1,364,569	1,364,569	\$ -	0.0%
Translators & Interpreter Services	75,004	100,000	100,000	\$ -	0.0%
Experiential Learning	-	-	426,458	\$ 426,458	100.0%
EAP Costing	675,532	650,000	750,000	\$ 100,000	15.4%
Ontario Focused Intervention Partnership (OFIP) Tutor	267,309	378,112	376,376	\$ (1,736)	-0.5%
Car Allowance	17,836	20,580	20,580	\$ -	0.0%
Mileage & Cellular Phone Provision	464,120	664,096	664,096	\$ -	0.0%
Specialist High Skills Major (SHSM)	559,332	505,463	505,463	\$ -	0.0%
TDSB Vision Services	291,234	424,852	424,852	\$ -	0.0%
Secondary Student Supervisors	1,950,490	1,671,711	1,867,984	\$ 196,273	11.7%
Contracted Child Support Workers	1,438,601	200,000	200,000	\$ -	0.0%
MISA - Managing Information for Student Achievement	66,651	66,585	66,440	\$ (145)	-0.2%
TOTAL	\$ 43,520,049	\$ 44,098,812	\$ 46,183,199	\$ 2,084,387	4.7%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Curriculum & Accountability

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Coordinators & Resource Teachers Salaries	\$ 4,854,027	\$ 3,951,048	\$ 5,274,482	\$ 1,323,434	33.5%
Coordinators & Resource Teachers Benefits	860,314	941,596	973,669	32,073	3.4%
Mobile Phone Provision	6,374	4,365	4,365	-	0.0%
Mileage Expenses		10,000	10,000	-	0.0%
Supplies & Resources					
Religion	41,096	39,724	39,724	-	0.0%
Physical Education	87,360	86,068	86,068	-	0.0%
Dramatic Arts	18,200	14,445	14,445	-	0.0%
Social Studies	14,071	11,436	11,436	-	0.0%
Math	4,591	19,862	19,862	-	0.0%
Language Arts	22,043	45,140	45,140	-	0.0%
Music	70,237	56,576	56,576	-	0.0%
French	742	27,686	27,686	-	0.0%
Visual Arts	27,219	22,871	22,871	-	0.0%
Co-operative Education	961	9,028	9,028	-	0.0%
Ontario Youth Apprenticeship Program	36,920	35,163	35,163	-	0.0%
Science & Family Studies	24,676	45,742	45,742	-	0.0%
Technological Studies	8,155	6,019	6,019	-	0.0%
Business Studies	-	4,744	4,744	-	0.0%
Curriculum & Accountability	120,169	94,083	94,083	-	0.0%
Library	36,958	27,084	27,084	-	0.0%
Early Learning Program	9,293	7,033	7,033	-	0.0%
Research	115,960	102,318	102,318	-	0.0%
Guidance	32,196	24,075	24,075	-	0.0%
English as a Second Language	2,412	6,019	6,019	-	0.0%
Academic Technology & Computer Studies	24,303	25,880	25,880	-	0.0%
Curriculum & Assessment Implementation	-	-	142,180	142,180	100.0%
TOTAL	\$ 6,418,274	\$ 5,618,004	\$ 7,115,691	\$ 1,497,687	26.7%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Staff Development

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Occasional Teacher Salaries & Benefits	\$ 410,078	\$ 76,250	\$ 76,250	\$ -	0.0%
New Teacher Induction Program (NTIP)	589,293	537,838	480,709	(57,129)	-10.6%
Professional Development Expenditures	173,350	67,327	67,327	-	0.0%
TOTAL	\$ 1,172,721	\$ 681,415	\$ 624,286	\$ (57,129)	-8.38%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Student Success

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Literacy					
Resource Materials	\$ 73,168	\$ 40,000	\$ 40,000	\$ -	0.0%
Meeting Expenses	8,817	59,000	59,000	-	0.0%
Professional Development - Occasional Teachers	114,915	225,000	225,000	-	0.0%
Professional Development - Student Success Learning Network	271,917	170,000	170,000	-	0.0%
Ontario Secondary School Literacy Test - 200 Days	21,488	30,000	30,000	-	0.0%
Conferences (Reading for the Love of it)	39,851	35,000	35,000	-	0.0%
Numeracy					
Resource Materials	53,331	95,000	95,000	-	0.0%
Meeting Expenses	11,792	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	200,634	190,000	190,000	-	0.0%
Professional Development - Student Success Learning Network	263,080	190,000	190,000	-	0.0%
Pathways					
Resource Materials	33,576	35,000	35,000	-	0.0%
Meeting Expenses	21,270	20,000	20,000	-	0.0%
Professional Development - Occasional Teachers	157,302	140,000	140,000	-	0.0%
Professional Development - Student Success Learning Network	155,084	150,000	150,000	-	0.0%
Special Initiatives	182,695	155,619	155,619	-	0.0%
Communications & Marketing	63,124	40,000	40,000	-	0.0%
Catholic Community Culture & Caring					
Resource Materials	67,737	40,000	40,000	-	0.0%
Meeting Expenses	76,339	50,000	50,000	-	0.0%
Professional Development - Occasional Teachers	277,425	330,000	330,000	-	0.0%
Special Initiatives	336,515	200,000	238,060	38,060	19.0%
Conferences	77,500	100,000	100,000	-	0.0%
Student Success Teams (SSTs)					
Resource Materials	4,180	20,912	20,912	-	0.0%
Meeting Expenses	39,762	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	75,491	187,000	187,000	-	0.0%
Supervisory Officer - Approved Days	160,447	171,694	171,694	-	0.0%
School Support	3,445	15,000	15,000	-	0.0%
Honorariums	-	10,000	10,000	-	0.0%
Supervisory Officer - Support	130,551	10,000	10,000	-	0.0%
Transportation	49,140	78,793	78,793	-	0.0%
TOTAL	\$ 2,970,577	\$ 2,868,018	\$ 2,906,078	\$ 38,060	1.3%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Special Education Departments

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
SPECIAL SERVICES DEPARTMENT					
Special Equipment Amount (SEA)	\$ 2,916,160	3,487,963	3,473,015	\$ (14,948)	-0.4%
Special Services Department	52,205	199,368	199,368	-	0.0%
Fees & Services	60,000	100,040	100,040	-	0.0%
School Budget Allocations	110,664	165,686	165,686	-	0.0%
CURRICULUM SUPPORT UNITS					
North York	5,798	6,744	6,744	-	0.0%
Etobicoke	4,389	6,744	6,744	-	0.0%
Toronto	5,505	6,744	6,744	-	0.0%
Scarborough	3,678	6,744	6,744	-	0.0%
Social Worker Services	12,429	20,566	20,566	-	0.0%
Deaf & Hard Of Hearing	9,628	12,584	12,584	-	0.0%
Care, Treatment & Correctional Facilities	49,122	62,214	62,214	-	0.0%
Speech & Language	26,950	26,950	26,950	-	0.0%
Gifted Programs	46,210	51,744	51,744	-	0.0%
Autism Services	80,655	81,258	81,258	-	0.0%
Psychology Services	65,890	65,890	65,890	-	0.0%
TOTAL	\$ 3,449,284	\$ 4,301,239	\$ 4,286,291	(14,948)	-0.3%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Mental Health and Well-Being Team

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Office					
Mobile Phones & Parking	\$ 10,518	\$ 20,500	\$ 20,500	-	0.0%
Supplies, Photocopying, Printing Costs	72,362	44,500	44,500	-	0.0%
Resource Support					
Action Team, Symposium, Programs	16,642	15,000	15,000	-	0.0%
School Engagement Team Officers (SET) Support		10,000	10,000	-	0.0%
Psychiatric Consultation (APPLE)	20,762	16,000	16,000	-	0.0%
Professional Development					
Certification Modules & Workshops	2,817	10,000	10,000	-	0.0%
Canadian Safe School Network Conferences	2,170	5,000	5,000	-	0.0%
Staff Conferences & Professional Development	10,063	10,000	10,000	-	0.0%
Shadow Box Learning Styles	13,230	10,500	10,500	-	0.0%
Joint Professional Development (OECTA)	44,215	10,000	10,000	-	0.0%
TOTAL	\$ 192,778	\$ 151,500	\$ 151,500	-	0.0%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Continuing Education

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Adult Credit Diploma (Day/Night)					
Salaries	\$ 1,939,470	\$ 2,306,566	\$ 2,358,108	51,542	2.2%
Benefits	175,126	159,000	159,000	-	0.0%
Other Expenses	40,417	103,000	103,000	-	0.0%
Adult Credit Diploma-Msgr Fraser					
Salaries	375,749	555,000	555,000	-	0.0%
Benefits	59,926	85,000	85,000	-	0.0%
Summer School					
Salaries	6,065,934	5,910,000	6,110,000	200,000	3.4%
Benefits	257,057	450,000	360,000	(90,000)	-20.0%
Other Expenses	205,762	290,000	290,000	-	0.0%
Adult English as a Second Language (ESL) & Citizenship					
Salaries	2,105,007	2,000,000	2,005,000	5,000	0.3%
Benefits	435,940	355,810	400,000	44,190	12.4%
Other Expenses	585,506	644,190	595,000	(49,190)	-7.6%
International Languages					
Salaries	4,486,293	4,385,000	4,535,000	150,000	3.4%
Benefits	1,167,457	1,064,000	1,145,000	81,000	7.6%
Other Expenses	27,357	45,228	45,228	-	0.0%
Language Instruction for Newcomers to Canada (LINC) / Ministry of Training, Colleges & University (MTCU)					
Salaries	2,002,070	1,893,498	2,010,000	116,502	6.2%
Benefits	470,845	450,000	500,000	50,000	11.1%
Other Expenses	1,273,998	1,540,838	1,341,638	(199,200)	-12.9%
TOTAL	\$ 21,673,914	\$ 22,237,130	\$ 22,596,974	359,844	1.6%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Computer Services & Information Technology

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Salaries	\$ 6,516,637	\$ 6,686,206	\$ 6,743,302	57,096	0.9%
Benefits	1,947,889	1,830,370	1,858,905	28,535	1.6%
Hardware					
End-User Devices/AV	1,256,257	4,087,714	3,950,265	(137,448)	-3.4%
Hosting/laaS	36,634	243,962	20,432	(223,530)	-91.6%
Infrastructure	1,657,150	1,093,898	808,086	(285,813)	-26.1%
Software Fees & Licenses					
Software Maint/Support	3,685,357	2,360,078	2,578,552	218,474	9.3%
Subscription/SaaS	2,246,952	2,998,343	2,953,384	(44,959)	-1.5%
IT Services					
Connectivity/Communications	2,552,263	2,110,408	2,319,268	208,860	9.9%
Other Services	131,900	205,631	210,197	4,566	2.2%
Professional/Advisory/Training	-	1,233,124	1,302,131	69,008	5.6%
Staffing	77,153	100,000	239,054	139,054	139.1%
Other					
Car Allowance	28,812	24,696	24,696	-	0.0%
Office Supplies and Printing	94,014	109,908	115,778	5,870	5.3%
Other Expenses	-	6,613	8,152	1,539	23.3%
Training and Pro Development	138,815	117,983	117,484	(499)	-0.4%
Data Analytics Initiative	-	64,791	64,791	-	0.0%
TOTAL	\$ 20,369,832	\$ 23,273,726	\$ 23,314,477	40,752	0.2%

Toronto Catholic District School Board

Volume IV: Special Education

The Special Education Budget in this section is provided for illustrative purposes only. All the amounts shown are already incorporated in to the Instructional related budget in Volume III.

Special Education Grant

These grants provide school boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must set aside any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education. The grant, which is projected to total about \$137.1M in 2020-21 for TCDSB, is made up of six funding allocations:

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

Total Special Education Grants and Expenses:

With the increasing numbers and complex needs of students with Autism entering the school Board, new investments totaling 2.3 FTE were also made for the following areas, in the Autism Team for Psychologist, Speech Pathologist and Elementary and Secondary Teachers.

Currently in the Board there are approximately 2000 students with an ASD identification which has increased year over year and is the fastest growing identification provincially. Prior to this year, there have not been additional teachers allocated to the Autism Support Team to address the increase of students with ASD. 2 new Autism teachers have been added to Special Education this will help reduce the time available to build capacity in the system, and to develop and implement preventative strategies.

The table below provides the reader with a higher-level overview of the total Special Education grants and expenses. The Special Education expenses have equated to more than the funding received by the Ministry over the years. TCDSB has to use flexible funding from other areas to cover for the shortfall from the grants. Appendix 4A provides a detailed breakdown.

Special Education	2019/20 Revised Estimates	2020/21 Estimates
Special Education Grants	\$134.2M	\$137.1M
Total Expenses	\$161.4M	\$164.3M
Expense above Ministry funding	(\$27.2M)	(\$27.2M)

An accountability framework was established for the annual review of Special Education programs and services in order that student achievement and well-being be reported and that programs and services could be continually renewed and improved.

1. The purpose of the Accountability Framework has been to conduct an annual review of Special Education program and services through the lens of student achievement. As such, programs and services are reviewed for effectiveness to ensure continued improvement across the different exceptionalities.

2. The Accountability Framework for Special Education (AFSS), as applied to each of the Ministry-recognized exceptionalities and placements, consists of two distinct parts: Report Back: of the goals, Targets in 2018-19, and Evidence in 2018-19 with respect to programs and/or services related to the various exceptionalities; and a Looking Ahead to 2019-2021 which consists of the following categories of focus: Data Analysis, Smart Goals and Targets, Evidence-Based Strategies, and Monitoring.

The AFSS is integral part of the TCDSB Board Learning Improvement Plan and the full AFSS document can be found on the TCDSB Special Service public website.

<https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/ProgramReview/Pages/default.aspx>

3. The work of the Accountability Framework Committee is shared through the context of each exceptionality's goal setting and their analysis of student achievement results.
4. The Accountability Framework committees set and implement strategies that are exceptionality-specific with the intent of improving student outcomes through the listed goals and strategies.

Understanding the scope of students served by the Special Services department is paramount to understanding the diversity of student needs being addressed. Below is a chart for 2019-20 identifying students by their predominant exceptionality. It important to note that a number of students have more than one exceptionality.

2018-2019 Exceptionality 1* Data

(*Primary exceptionality)

As of June 30, 2019.

Exceptionality (based on Exceptionality 1 data)	Total number of students
Autism	1,870
Behaviour	166
Blind and Low Vision	12
Deaf and Hard-of-Hearing	88
Developmental Disability	123
Giftedness	1,930
Language Impairment	800
Learning Disability	2,265
Mild Intellectual Disability	304
Multiple Exceptionalities	167
N/A (students with an IEP only)	7,963
Physical Disability	74
Speech Impairment	3

2018-2019 Exceptionality 1* Data

(*Primary exceptionality)

As of June 30, 2019.



Exceptionality	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Autism	65	130	180	162	175	155	131	124	112	136	72	112	110	206
Behaviour	0	0	1	5	23	25	27	23	18	14	12	5	7	6
Blind and Low Vision	0	0	0	1	0	1	0	0	1	1	1	1	1	5
Deaf and Hard-of-Hearing	5	8	5	5	4	4	7	5	5	7	7	5	8	13
Developmental Disability	0	1	0	2	3	5	7	14	12	9	7	11	10	42
Giftedness	0	0	0	0	0	3	233	333	260	248	188	220	225	220
Language Impairment	0	0	44	69	73	64	76	83	90	59	68	52	68	54
Learning Disability	0	0	0	4	29	88	95	191	185	245	285	334	319	490
Mild Intellectual Disability	0	1	1	2	4	7	17	18	19	26	37	48	37	87
Multiple Exceptionalities	5	10	9	16	12	12	5	12	10	12	12	14	8	30
N/A (students with an IEP only)	80	71	120	462	735	803	846	795	797	760	671	595	540	688
Physical Disability	1	3	4	6	9	3	4	7	8	6	6	7	6	4
Speech Impairment	0	0	0	1	1	0	0	0	0	1	0	0	0	0



Toronto Catholic District School Board

Volume IV: Appendices

2020-21 BUDGET REVENUE ESTIMATES

Special Education

Revenues	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Special Education Per Pupil Amount (SEPPA)	69,668,474	70,350,715	71,549,077	\$ 1,198,362	1.7%
High Needs Amount (HNA)	45,946,909	45,696,825	45,882,400	\$ 185,575	0.4%
Special Incidence Portion (SIP)	2,985,333	2,419,419	2,419,419	\$ -	0.0%
Special Education Equipment Amount (SEA)	3,702,923	3,717,303	3,702,355	\$ (14,948)	-0.4%
Care, Treatment & Correctional Facilities Amount	2,961,898	2,880,328	2,880,328	\$ -	0.0%
Self Contained Transfer from Foundation and Q&E	7,800,751	7,363,057	7,348,504	\$ (14,553)	-0.2%
Behaviour Expertise Amount	487,830	970,463	979,106	\$ 8,643	0.9%
System Priorities Funding (Re-Negotiated in 2020-21 Guaranteed for 2 ye	3,949,500	-	2,366,729	\$ 2,366,729	
Mental Health Workers in Schools - PPF moved to separate GSN now called Mental Health and Well Being combined with Safe School Allocation. Revenue & Expenses in 2020-21 both moved. (Net 0 effect for Special Education)	755,434	755,434		\$ (755,434)	-100.0%
TOTAL	\$ 138,259,052	\$ 134,153,544	\$ 137,127,918	2,974,374	2.2%

Mental Health Workers has been combined with Safe Schools allocation and been renamed Mental Health & Well Being. Not under Special Education.

2020-21 BUDGET EXPENDITURE ESTIMATES

Special Education

Expenditures	2018/2019 Actuals	FTE	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
					\$	%
CLASSROOM TEACHERS - ELEMENTARY						
Classroom Teachers - Salaries	\$ 44,785,283	489.50	\$ 45,334,553	\$ 45,521,053	\$ 186,500	0.4%
Classroom Teachers - Benefits	5,855,287		6,641,512	6,964,721	\$ 323,209	4.9%
CLASSROOM TEACHERS - SECONDARY						
Classroom Teachers - Salaries	20,559,395	215.67	20,558,311	20,966,790	\$ 408,479	2.0%
Classroom Teachers - Benefits	2,687,264		3,011,793	3,207,919	\$ 196,126	6.5%
TOTAL CLASSROOM TEACHERS	73,887,229	705.17	75,546,169	76,660,483	\$ 1,114,313	1.5%
OCCASIONAL TEACHERS						
Elementary - Salaries	1,863,240		1,878,219	1,910,459	\$ 32,240	1.7%
Elementary - Benefits	201,546		381,149	385,874	\$ 4,725	1.2%
Secondary - Salaries	1,378,314		739,543	752,233	\$ 12,690	1.7%
Secondary - Benefits	166,061		153,487	155,311	\$ 1,824	1.2%
TOTAL OCCASIONAL TEACHERS	3,609,161		3,152,398	3,203,876	51,478	1.6%
EDUCATIONAL ASSISTANTS						
Elementary - Salaries	25,424,252	622.20	24,741,746	26,061,519	\$ 1,319,773	5.3%
Elementary - Benefits	8,526,031		8,486,419	8,675,880	\$ 189,461	2.2%
Secondary - Salaries	11,819,202	306.00	12,665,099	12,383,532	\$ (281,567)	-2.2%
Secondary - Benefits	3,603,123		4,344,129	4,122,478	\$ (221,651)	-5.1%
Supply Educational Assistants - Salaries	2,385,838		2,240,000	2,990,244	\$ 750,244	33.5%
Supply Educational Assistants - Benefits	257,515		768,320	995,452	\$ 227,132	29.6%
TOTAL EDUCATIONAL ASSISTANTS	52,015,961	928.20	53,245,712	55,229,105	1,983,393	3.7%

2020-21 BUDGET EXPENDITURE ESTIMATES

Special Education

Expenditures	2018/2019 Actuals	FTE	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
					\$	%
PROFESSIONAL & PARAPROFESSIONAL (60% of Personnel)						
Child Youth Worker Salaries	5,513,212	103.14	5,525,231	5,650,257	\$ 125,026	2.3%
Child Youth Worker Benefits	1,540,728		1,492,226	1,515,951	\$ 23,725	1.6%
Psychologist Salary	2,678,076	29.94	3,139,889	3,163,863	\$ 23,974	0.8%
Psychologist Benefits	705,845		840,996	842,379	\$ 1,383	0.2%
Social Worker Salaries	2,952,808	37.92	3,450,763	3,458,328	\$ 7,565	0.2%
Social Worker Benefits	709,515		916,108	917,119	\$ 1,010	0.1%
Speech & Language Salaries	2,186,626	23.70	2,260,969	2,465,516	\$ 204,546	9.0%
Speech & Language Benefits	530,261		602,336	653,964	\$ 51,628	8.6%
Other Professional & Paraprofessional Salaries	1,360,504	29.10	1,430,272	1,439,464	\$ 9,193	0.6%
Other Professional & Paraprofessional Benefits	393,458		373,158	373,829	\$ 671	0.2%
TOTAL PROFESSIONAL & PARAPROFESSIONAL	18,571,032	223.80	20,031,949	20,480,670	448,721	2.2%
CARE, TREATMENT & CORRECTIONAL FACILITIES						
Principals & VPs	146,409	1	152,560	153,509	\$ 949	0.6%
Classroom Teachers	2,583,607	23	2,514,291	2,515,554	\$ 1,263	0.1%
Educational Assistants	167,725	4	222,916	223,319	\$ 403	0.2%
TOTAL CARE, TREATMENT & CORRECTIONAL FACILITIES	2,897,741	28.00	2,889,767	2,892,382	2,615	0.1%
BEHAVIOURAL EXPERTISE PROGRAMS						
Salaries	267,430	5	699,720	712,753	\$ 13,033	1.9%
Benefits	54,874		189,485	185,095	\$ (4,390)	-2.3%
TOTAL BEHAVIOURAL EXPERTISE PROGRAMS	322,304	5.00	889,205	897,848	8,643	1.0%
EPO-MENTAL HEALTH WORKERS						
Salaries	171,715	6	547,188		\$ (547,188)	-100.0%
Benefits	56,557		158,246		\$ (158,246)	-100.0%
Ministry Reporting Data Analysis	992		50,000		\$ (50,000)	-100.0%
TOTAL EPO-MENTAL HEALTH WORKERS	229,264	6.00	755,434	-	(755,434)	-100.0%

2020-21 BUDGET EXPENDITURE ESTIMATES

Special Education

Expenditures	2018/2019 Actuals	FTE	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
					\$	%
NON SALARY						
SPECIAL SERVICES DEPARTMENT						
Special Equipment Amount (SEA)	\$ 2,916,160		\$ 3,487,963	\$ 3,473,015	\$ (14,948)	-0.4%
Special Services Department	52,205		199,368	199,368	\$ -	0.0%
Fees & Services	60,000		100,040	100,040	\$ -	0.0%
School Budget Allocations	110,664		165,686	165,686	\$ -	0.0%
TDSB Vision Services	291,234		424,852	424,852	\$ -	0.0%
Contracted Child Support Workers	1,438,601		200,000	200,000	\$ -	0.0%
CURRICULUM SUPPORT UNITS						
North York	5,798		6,744	6,744	\$ -	0.0%
Etobicoke	4,389		6,744	6,744	\$ -	0.0%
Toronto	5,505		6,744	6,744	\$ -	0.0%
Scarborough	3,678		6,744	6,744	\$ -	0.0%
Social Worker Services	12,429		20,566	20,566	\$ -	0.0%
Deaf & Hard Of Hearing	9,628		12,584	12,584	\$ -	0.0%
Care & Treatment & Correctional Facilities	49,122		62,214	62,214	\$ -	0.0%
Speech & Language	26,950		26,950	26,950	\$ -	0.0%
Gifted Programs	46,210		51,744	51,744	\$ -	0.0%
Autism Services	80,655		81,258	81,258	\$ -	0.0%
Psychology Services	65,890		65,890	65,890	\$ -	0.0%
TOTAL EXPENSE/FTE	\$ 156,711,811	1,896	\$ 161,436,725	\$ 164,272,508	2,835,782	1.8%
TOTAL REVENUES	\$ 138,259,052		\$ 134,153,544	\$ 137,127,918	2,974,374	2.2%
SPECIAL EDUCATION EXPENSES ABOVE MINISTRY FUNDING	\$ (18,452,759)		\$ (27,283,181)	\$ (27,144,590)	138,592	-0.5%



REPORT TO

SPECIAL BOARD

2020-21 BUDGET ESTIMATES NON-INSTRUCTIONAL

“For the love of money is the root of all evils; it is through this craving that some have wandered away from the faith and pierced their hearts with many pangs.”

1 Timothy 6:10

Created, Draft	First Tabling	Review
July 7, 2020	July 16, 2020	Click here to enter a date.
D. De Souza, Coordinator of Grants & Ministry Reporting G. Sequeira, Coordinator of Budget Services P. De Cock, Comptroller of Business Services & Finance		
<h3>RECOMMENDATION REPORT</h3>		

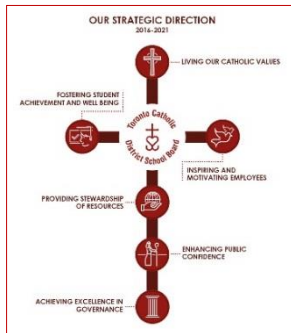
Vision:

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

Mission:

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

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



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

As per the requirements set out in the Education Act, TCDSB's proposed budget estimates are balanced. The 2020-21 budget expenditure and revenue estimates appearing in the Budget Book including approved motions to date are balanced; based on consensus enrolment and staffing projections, calculated Grants for Student Needs (GSNs), Other Program and Partnership (PPFs) funding projections.

Two budget related reports have been submitted to facilitate Trustees with conflicts of interest on instructional related funding, at their own discretion, the opportunity to participate in non-instructional and reserve funding related discussions. Volumes 1 to 4 focus on both the overall budget as well as instructional related expenditures, while Volume 5-6 focus on non-instructional expenditures and financial sustainability.

The overall Grants for Student Needs are projected to increase. TCDSB is projected to derive approximately 93% of its operational revenues from the Provincial Grants for Student Needs (GSNs). The remaining funds are received in the form of Priorities and Partnership Funds (PPF) and other government agencies. Total funding is expected to increase by approximately \$24.9M. 2020-21 Revenue projections are as follows:

<i>Panel</i>	<i>2019-20</i> <i>(\$B)</i>	<i>2020-21</i> <i>(\$B)</i>	<i>Change</i> <i>(\$B)</i>
GSNs	1.06	1.09	0.003
Other Revenues	0.09	0.08	(0.001)
Total	1.15	1.17	0.002

The projected enrolment and estimated GSNs provide the capacity to determine the TCDSB's instructional and support service levels. The Education Act and its regulations concerning class sizes and required instructional minutes, consequently, prescribes TCDSB's service levels. It should be noted that service levels are maintained and increased in almost all areas of budget due to Support for Students and System Priority funding.

The proposed budget maintains all service levels across the system on the non-instructional side. Full-Time Equivalent (FTE) 5.0 Custodial positions were maintained through the new System Priority Funding, which may have otherwise had to be reduced. An additional 16.5 FTE are included to enhance

service levels in a couple areas including: 10.5 FTE for Custodial staffing to address COVID-19 cleaning protocols and 6 FTE to strengthen Human Resource services.

The cumulative staff time required to prepare this report was 36 hours

B. PURPOSE

1. This report has been prepared for the Board of Trustees in order to receive the Non-Instructional Expenditure Categories (Volume V & VI), appearing in the attached 2020-21 Budget Book (Appendix A).

C. BACKGROUND

1. *Based on analysis and review of the announcements to date, service levels across almost all program and service areas are maintained with some targeted increases while balancing the budget.* The Ministry of Education announcements on June 19th 2020 affected many program and service areas in order to fund recently ratified Provincial Bargaining Table Central Agreements. In addition, the 2020-21 Budget Estimates contain targeted service level increases arising from new Support for Students and System Priority funding.
2. *Provincial Bargaining Table Central Agreements resulted in new System Priorities Funding.* The ratification of Central Collective Agreements relevant to non-instructional expenditures will increase GSN funding by approximately \$1.1M. It equates to approximately 15.5 Full-Time Equivalent (FTE) custodial positions for the CUPE 1280 employee group.

D. EVIDENCE/RESEARCH/ANALYSIS

Budget Consultation Feedback

1. The 2020-21 budget consultation launched on April 8th 2020, and included an enhanced webpage with supporting documents and tools for local school communities to initiate consultations in a number of ways. Consultation tools included website, online and paper surveys, and

Frequently Asked Questions (FAQs).

2. A public consultation and virtual town hall was held on April 28th 2020, and staff held several meetings with stakeholders including unions, associations, Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education (OAPCE), Special Education Advisory Committee (SEAC) and Catholic Student Leadership Impact Team (CSLIT).
3. This broad, multi-faceted plan was designed to reflect the compassion and care demanded by applying the Catholic lens when considering how best to support our students. Emphasizing the importance of parent and community voice in these consultations underscores the Board's commitment to maintaining public confidence to ensure feedback is considered while complying with the Ministry of Education's directive to submit a balanced budget for the 2020-21 fiscal year.
4. A report to Regular Board on May 21, 2020 provides a detailed version of the results of the public consultation. At a high level, public consultation showed a great deal of support for classroom resources and special education supports in both the elementary and secondary panels. In the event funding enables additional investments, the survey revealed a preference for classroom resources, guidance counsellors and special education teachers. Responses to identifying strategic investments include increased access to technology, special education and mental health supports in light of the Covid-19 Pandemic.
5. Staff attempted to use much of the public input provided as a guide towards maintaining and augmenting service levels, however, there are legislative restrictions, collective agreements and funding restrictions factored into making these difficult decisions.

Overall Service Level Changes

1. ***The 2020-21 GSNs and PPF sources of funding maintain existing services levels with targeted increases while balancing the budget.*** The Ministry of Education consistently communicated the general flat nature of the 2020-21 funding for education. The primary funding changes are derived from the recently ratified Provincial Bargaining Table Central Agreements with most employee groups. The following analysis provides a high-level summary of

incremental changes to the 2020-21 non-instructional operating expenditure and revenue estimates. The Budget Book (Volume 5) provides a detailed line-by-line breakdown of the expenditure estimates.

Draft 2020-21 TCDSB Key Year Over Year Budget Impacts			
<i>Non- Instructional</i>	\$M	FTE	
		<u>New</u>	<u>Saved</u>
<u>Revenue Increases</u>			
System Priority Funding (From CUPE Central Agreements)	1.10		
Temporary Accommodation Grant	0.50		
<u>Revenue Decreases</u>			
School Operations School Area Factor (SAF) moving to 23:1	(0.83)		
Net Change to Revenues	0.77		
<u>Expenditures Increases</u>			
2020-21 COVID-19 Contingency	1.00		
Custodial positions Added Back ¹	0.40		5.00
New Custodial positions added from System Priority Funding	0.70	10.50	
Net Utility Cost Increases	0.70		
Enhancements to Human Resources Services	0.50	6.00	
Transportation Boundary Requirements	0.20		
Integrity Commissioner Office	0.15		
Parliamentarian Services	0.05		
Net Change to Expenditures	3.70		
Total Estimated Year Over Year Impacts (Funding Shortfall)	(2.93)	16.50	5.00
Delayed Bell time Optimization at International Language Schools (Funded from Reserve)			(\$1.6M)
¹ Related to previous loss of 2018-19 System Priority Funding			

2. ***The TCDSB retained Parliamentarian and Integrity Commissioner Services in the 2019-20 fiscal year.*** The 2020-21 Budget Estimates includes a funding allocation to address the motions approved by the Board of Trustees during the Special Board meeting on December 9th, 2019 relating to retaining both an Integrity Commissioner's Office and Parliamentarian services. In the March Corporate Services budget report, these were shown as presumed cost pressures and have therefore been incorporated directly in to the balanced budget.
3. ***This is the first year in which Reserve fund investments have been identified.*** Volume VI of the Budget Book provides details on a number of reserve funds that have been set-up pursuant to the Board's new Strategic Reserve Policy. The section also provides recommended investments to be made out of these reserves for the 2020-21 fiscal year and commitments in years beyond.

Highlights of these investments include items such as a new Student Information System (as previously approved by Board), investments in iPads for distance learning on an equity basis (as approved by Board), needed renovations to the Catholic Education Centre / East and West Facilities and enhancements to school block budgets on an equity basis, among others. The final report on July 23rd will contain a separate recommendation to approve all investments out of the reserve funds.

4. ***The delayed Bell-time optimization to September 2021 will require additional funding from the Operating Contingency Reserve.*** The Board of Trustees approved a delayed implementation of the bell-time optimization during the Regular Board meeting on May 28th 2020. This decision responded to feedback received during the budget consultation process requesting additional time for communication with affected school communities and employee groups. The bell-time optimization deferral creates a one-time cost pressure of \$1.6M funded by the Operating Contingency Reserve. It also technically creates an in-year deficit. On July 23rd, 2020, the Board will need to approve an in-year deficit recovery plan to be submitted to the Ministry that outlines how the Board will eliminate this deficit by the 2021-22 fiscal year.
5. The chart below provides a comparison between the 2019-20 Revised Budget and the 2020-21 Budget Estimates by category. Following the chart is a brief analysis of each line item (referenced by line #) explaining the change.

NON-INSTRUCTIONAL EXPENDITURES

Increases / (Decreases) (\$000)

		2019/20 Budget Revised Estimates	Variance Incr./((Decr.)	2020/21 Budget Estimates
Non Instructional				
1	Administration and Governance	25,671	2,287	27,958
2	School Operations & Maintenance	98,172	3,589	101,761
3	Transportation	38,696	966	39,662
	Sub-total Non- Instructional	162,539	6,842	169,381
Other				
4	Temporary Accommodation	3,222	213	3,436
Total Expenditures				
	Non-Classroom	165,762	7,055	172,817

Non-Instructional Expenditures Variance Analysis

- 1** Board Administration and Governance category increased in salary and benefit costs of \$1.4M, proposed increase in 6 FTE positions in HR at a cost of \$0.5M (1 CUPE FTE to be covered by System Priority Funding), increased costs for the services of an Integrity Commissioner and Parliamentarian of \$0.2M. The remaining balance represents a conversion of PPF funding to GSN funding and is fiscally neutral to the board on an overall basis.
- 2** School Operations and Maintenance have increased \$3.6M due to increases in salary and benefits of \$1.0M, utility costs of \$0.7M, addition of 10.5 CUPE Custodial FTE from the Systems Priority Funding of \$0.7M. Insurance costs have increased by \$0.2M and a contingency has been set up to cover undetermined COVID – 19 related expenses of \$1.0M.
- 3** Transportation costs have a net increase of \$1.0M mainly due to the increase in the projected contract rates and a small increase for TTC tickets for CSLT members to attend general assembly meetings.
- 4** Temporary Accommodation costs have increased by \$0.2M due to increased expenditures related to work on portables.

E. STAFF RECOMMENDATION

1. That staff bring a finalized Non-Instructional balanced budget to the Special Board meeting on July 23, 2020, for approval, that consolidates all input and direction received by Trustees.

TORONTO CATHOLIC
DISTRICT SCHOOL

2020 - 2021
**BUDGET
ESTIMATES**

*Non-Instructional
Book*



BOARD OF TRUSTEES

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

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

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

Trustees are available to help taxpayers, parents and others address any issues they may have about the Catholic school system.



Trustee Joseph Martino
Ward 1: Etobicoke



Trustee Markus de Domenico
Ward 2: Etobicoke



Trustee Ida Li Preti
Ward 3: North York



Trustee Teresa Lubinski
Ward 4: Toronto/York/Etobicoke



Trustee Maria Rizzo
Ward 5: North York



Trustee Frank D'Amico, CD
Ward 6: York



Trustee Michael Del Grande
Ward 7: Scarborough/North York



Trustee Garry Tanuan
Ward 8: Scarborough



Trustee Norm Di Pasquale
Ward 9: Toronto



Trustee Daniel Di Giorgio
Ward 10: Toronto



Trustee Angela Kennedy
Ward 11: East York/Toronto



Trustee Nancy Crawford
Ward 12: Scarborough



Trustee Taylor Dallin
Student Trustee: All TCDSB Schools



Trustee Kathy Nguyen
Student Trustee: All TCDSB Schools

TABLE OF CONTENTS

Volume V: NON-INSTRUCTIONAL RELATED OPERATING EXPENDITURES	1
Expenditure Overview	2
Expenditure Variance Analysis	3
TCDSB – Draft 2020-21 Revenue and Expenditure Increase/decrease	4
Appendix 5A: Detailed Budget Sheets	6
Volume VI: FINANCIAL SUSTAINABILITY	20
Reserve Strategy	22
Reserve Fund Classification and Types	23
Strategic Reserves Planned Spend	24
Appendix 6A: List of Reserves	30

Toronto Catholic District School Board

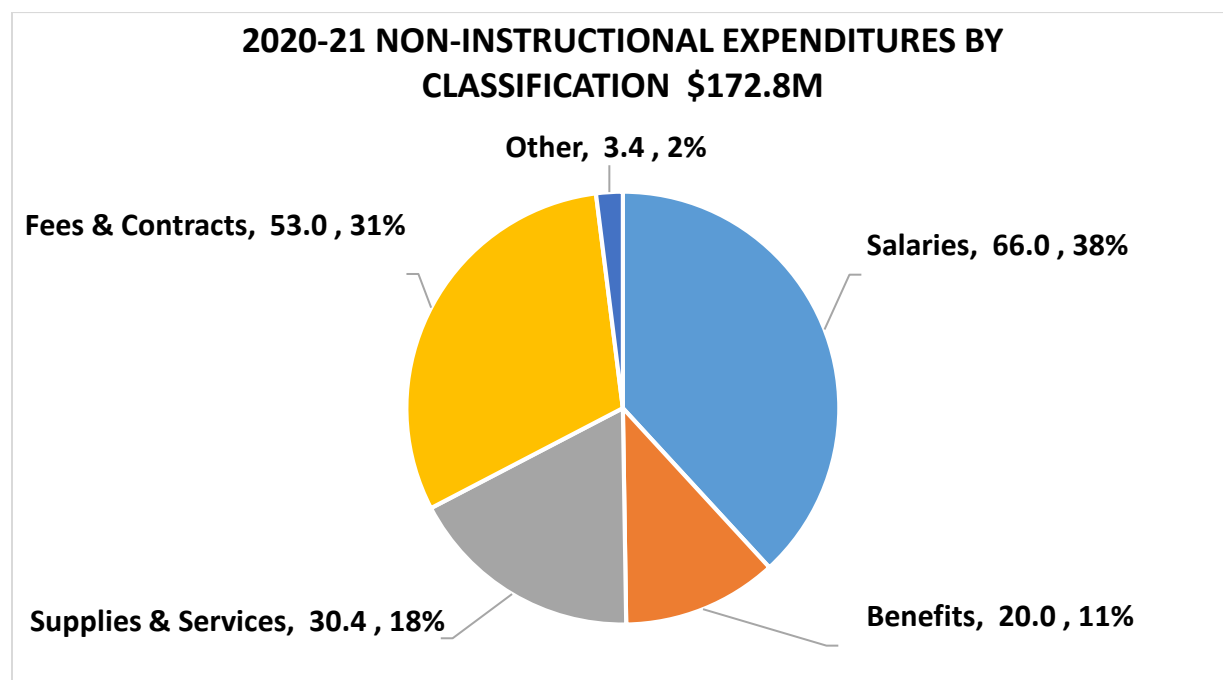
Volume V: Non-Instructional Related Expenditures

NON-INSTRUCTIONAL EXPENDITURES ARE NECESSARY TO SUPPORT STUDENT ACHIEVEMENT AND WELL-BEING

While the majority of TCDSB's expenditures support Instructional related activities, there are several functions within the organization that are Non-Instructional in nature, but still play a critical role in providing safe and enriching environments for students. They are also key to ensuring that stewardship of the Board's physical assets and monies are provided for with a high degree of quality. Non-Instructional Operating Expenditures can be summarized in four main areas: Administration and Governance, Transportation, School Operations and Maintenance, and Temporary Accommodations. Appendix 5A provides a detailed breakdown.

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

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



The chart below provides a comparison between the 2019-20 Revised Budget and the 2020-21 Budget Estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget.

NON-INSTRUCTIONAL EXPENDITURES INCREASES / (DECREASES) (\$000)

		2019/20 Budget Revised Estimates	Variance Incr./ (Decr.)	2020/21 Budget Estimates
Non Instructional				
1	Administration and Governance	25,671	2,287	27,958
2	School Operations & Maintenance	98,172	3,589	101,761
3	Transportation	38,696	966	39,662
	Sub-total Non- Instructional	162,539	6,842	169,381
Other				
4	Temporary Accommodation	3,222	213	3,436
Total Expenditures				
	Non-Classroom	165,762	7,055	172,817

Non-Instructional Expenditures Variance Analysis –Appendix 5A provides further details.

- 1 Board Administration and Governance category saw an increase in salary and benefits costs of \$1.4M, proposed increase in 6 FTE positions in HR at a cost of \$0.5M (1 CUPE FTE to be covered by System Priority Funding), increase costs for the services of an Integrity Commissioner and Parliamentarian of \$0.2M. The remaining balance represents a conversion of PPF funding to GSN funding and is fiscally neutral to the board on an overall basis.
- 2 School Operations and Maintenance have increased \$3.6M due to increases in salary and benefits of \$1.0M, utility costs of \$0.7M, addition of 10.5 CUPE Custodial FTE from the Systems Priority Funding of \$0.7M. Insurance costs have increased by \$0.2M and a contingency has been set up to cover undetermined COVID – 19 related expenses of \$1.0M.
- 3 Transportation costs have a net increase of \$1.0M mainly due to the increase in the projected contract rates and a small increase for TTC tickets for CSLT members to attend general assembly meetings.

- 4 Temporary Accommodation costs have increased by \$0.2M due to increased expenditures related to work on portables.

The total FTE impact would be an increase of 16.5 staff positions. Due to additional funding received from the System Priority Funding TCDSB is able to increase staffing in School operations by 10.5 Custodial FTE in preparation for COVID-19 impacts in the fall. Additional investments are also being proposed in the Human Resources Division. Enhancements in Human Resources to respond to the increasing demands to support the system are proposed in the areas of Recruitment (2.0) FTE, Compensation and Benefits (1.0 FTE), Support Services (2.0 FTE) and Sick Leave and Disability (1.0 FTE).

Draft 2020-21 TCDSB Key Year Over Year Budget Impacts			
<i>Non- Instructional</i>	<u>\$M</u>	<u>FTE</u>	
		<u>New</u>	<u>Saved</u>
Revenue Increases			
System Priority Funding (From CUPE Central Agreements)	1.10		
Temporary Accommodation Grant	0.50		
Revenue Decreases			
School Operations School Area Factor (SAF) moving to 23:1	(0.83)		
Net Change to Revenues	0.77		
Expenditures Increases			
2020-21 COVID-19 Contingency	1.00		
Custodial positions Added Back ¹	0.40		5.00
New Custodial positions added from System Priority Funding	0.70	10.50	
Net Utility Cost Increases	0.70		
Enhancements to Human Resources Services	0.50	6.00	
Transportation Boundary Requirements	0.20		
Integrity Commissioner Office	0.15		
Parliamentarian Services	0.05		
Net Change to Expenditures	3.70		
Total Estimated Year Over Year Impacts (Funding Shortfall)	(2.93)	16.50	5.00
Delayed Bell time Optimization at International Language Schools (Funded from Reserve)		(\$1.6M)	
¹ Related to previous loss of 2018-19 System Priority Funding			

Toronto Catholic District School Board

Volume V: Appendices

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

NON INSTRUCTIONAL

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Director's Office	6,538,135	6,256,790	6,385,549	\$ 128,759	2.1%
Communications	676,825	651,930	819,156	\$ 167,226	25.7%
Human Resources	6,550,160	6,364,482	7,548,472	\$ 1,183,990	18.6%
Business Administration	4,989,827	4,932,581	5,298,282	\$ 365,702	7.4%
Legal Fees	997,456	1,125,000	1,125,000	\$ -	0.0%
Corporate Services	1,032,977	1,133,641	1,360,426	\$ 226,785	20.0%
Employee Relations	909,590	1,009,892	1,147,413	\$ 137,520	13.6%
Facilities Services & Planning Services	1,847,143	1,468,586	1,529,212	\$ 60,626	4.1%
Catholic Education Centre	2,771,522	2,603,586	2,621,081	\$ 17,495	0.7%
Transportation	37,324,760	38,696,479	39,661,690	\$ 965,210	2.5%
Operations & Maintenance	96,741,553	98,172,095	101,761,098	\$ 3,589,003	3.7%
Other Expenditures	138,284	124,841	123,771	\$ (1,070)	-0.9%
Temporary Accommodation	3,951,483	3,222,441	3,435,732	\$ 213,292	6.6%
TOTAL	\$ 164,469,714	\$ 165,762,346	\$ 172,816,883	\$ 7,054,538	4.3%



2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Director's Office

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Director/Supervisory Officers Salaries	\$ 2,929,612	\$ 3,179,543	\$ 3,310,122	130,579	4.1%
Director/Supervisory Officers Benefits	1,603,700	990,428	1,019,187	28,759	2.9%
Director & Supervisory Officers Professional Development	30,550	42,500	42,500	-	0.0%
Director & Supervisory Officers Other Expenses	58,730	43,680	43,680	-	0.0%
Office Support Staff Salaries	782,475	837,662	804,949	(32,713)	-3.9%
Office Support Staff Benefits	225,091	240,719	242,853	2,134	0.9%
Trustees & Student Trustees Honorariums	273,579	270,958	273,008	2,050	0.8%
Trustees & Student Trustees Other Expenses	265,281	281,540	279,490	(2,050)	-0.7%
OCSTA Annual Membership Fee	209,487	210,978	210,978	-	0.0%
OCSOA Membership Fees	41,899	32,895	32,895	-	0.0%
Director's Office					
Printing	4,767	15,000	15,000	-	0.0%
Telephone	951	2,500	2,500	-	0.0%
Supplies	110,543	98,388	98,388	-	0.0%
Contractual Services	1,470	10,000	10,000	-	0.0%
TOTAL	\$ 6,538,135	\$ 6,256,790	\$ 6,385,549	128,759	2.1%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Communications

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Salaries	\$ 462,060	\$ 452,075	\$ 575,566	123,490	27.3%
Benefits	153,330	129,913	173,648	43,735	33.7%
Supplies & Services					
Car Allowance	8,157	4,116	4,116	-	0.0%
Printing	2,455	7,500	7,500	-	0.0%
Telephone	2,551	4,000	4,000	-	0.0%
Supplies	48,273	54,326	54,326	-	0.0%
TOTAL	\$ 676,825	\$ 651,930	\$ 819,156	167,226	25.7%



2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Human Resources

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Salaries	\$ 4,349,274	\$ 4,215,261	\$ 5,078,429	863,168	20.5%
Benefits	1,442,788	1,211,340	1,532,162	320,822	26.5%
Central Temporary Staffing	231,642	85,000	85,000	-	0.0%
Summer Help (Temporary Staffing)	-	85,000	85,000	-	0.0%
Negotiation Costs	-	125,719	125,719	-	0.0%
New Teacher Induction Program NTIP Provision	50,000	50,000	50,000	-	0.0%
Workplace Safety Team Professional Development Fund	-	50,000	50,000	-	0.0%
Whistle Blower Security	14,711	75,000	75,000	-	0.0%
Central Bargaining - OCSTA	43,017	43,017	43,017	-	0.0%
Car Allowance	38,716	24,696	24,696	-	0.0%
Professional Development	13,515	15,000	15,000	-	0.0%
Printing	5,593	8,000	8,000	-	0.0%
Telephone	9,043	11,406	11,406	-	0.0%
Supplies	76,811	97,250	97,250	-	0.0%
Recruitment of Staff	98,873	80,000	80,000	-	0.0%
Professional Services	88,469	117,811	117,811	-	0.0%
Software Fees & Licensing Fees	87,707	69,982	69,982	-	0.0%
TOTAL	\$ 6,550,160	\$ 6,364,482	\$ 7,548,472	1,183,990	18.6%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Business Administration

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Salaries	\$ 3,563,724	\$ 3,746,476	\$ 3,928,557	182,081	4.9%
Benefits	1,139,940	1,076,625	1,185,246	108,621	10.1%
Supplies & Services					
Materials Management	5,044	9,116	9,116	-	0.0%
Payroll Services	30,972	28,920	28,920	-	0.0%
Business Services	51,461	46,444	46,444	-	0.0%
Printing Services	(79,141)	(100,000)	(100,000)	-	0.0%
Bank Charges & Other Fees	188,123	25,000	25,000	-	0.0%
Audit Fees	89,706	100,000	100,000	-	0.0%
Employee Expense Reimbursement Software Maintenance	-	-	75,000	75,000	100.0%
TOTAL	\$ 4,989,827	\$ 4,932,581	\$ 5,298,282	365,702	7.4%



2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Legal Fees

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Legal Fees & Services - General Corporate & Safe Schools	\$ 285,345	\$ 150,000	\$ 150,000	-	0.0%
Legal Fees & Services - Employee Relations	568,176	625,000	625,000	-	0.0%
Legal Fees & Services - Planning & Facilities	143,935	350,000	350,000	-	0.0%
TOTAL	\$ 997,456	\$ 1,125,000	\$ 1,125,000	-	0.0%



2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Corporate Services

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Salaries	\$ 733,029	\$ 742,736	\$ 755,137	12,400	1.7%
Benefits	220,705	213,440	227,825	14,385	6.7%
Professional Development	31,703	82,700	82,700	-	0.0%
Printing	704	1,200	1,200	-	0.0%
Telephone	1,404	2,000	2,000	-	0.0%
Supplies	24,507	26,088	26,088	-	0.0%
Contractual Services	10,856	57,861	57,861	-	0.0%
Software Fees & Licensing Fees	75	3,500	3,500	-	0.0%
Car Allowance	9,993	4,116	4,116	-	0.0%
Integrity Commissioner			150,000	150,000	100.0%
Parliamentarian			50,000	50,000	100.0%
TOTAL	\$ 1,032,977	\$ 1,133,641	\$ 1,360,426	226,785	20.0%



2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Employee Relations

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Salaries	\$ 674,927	\$ 739,848	\$ 834,188	94,340	12.8%
Benefits	193,821	212,610	251,675	39,064	18.4%
Professional Development	12,900	7,500	7,500	-	0.0%
Printing	2,670	10,000	10,000	-	0.0%
Telephone	1,671	3,000	3,000	-	0.0%
Supplies	16,211	13,770	13,770	-	0.0%
Professional Services	57	19,048	19,048	-	0.0%
Car Allowance	7,334	4,116	8,232	4,116	100.0%
TOTAL	\$ 909,590	\$ 1,009,892	\$ 1,147,413	137,520	13.6%



2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Facilities Services & Planning Services

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Salaries	\$ 1,356,582	\$ 1,099,799	\$ 1,134,266	34,467	3.1%
Benefits	435,700	316,049	342,208	26,159	8.3%
Supplies & Resources					
Facilities Services Department	6,925	12,243	12,243	-	0.0%
Capital Development Department	8,346	3,500	3,500	-	0.0%
Planning Department	18,961	18,000	18,000	-	0.0%
Development Services	5,558	2,995	2,995	-	0.0%
Admissions Department	958	1,000	1,000	-	0.0%
Facilities Legal Services Department	8,913	10,000	10,000	-	0.0%
Capital Planning Capacity Program	5,200	5,000	5,000	-	0.0%
TOTAL	\$ 1,847,143	\$ 1,468,586	\$ 1,529,212	60,626	4.1%



2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Catholic Education Centre

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Custodial Salaries	\$ 592,228	\$ 409,881	\$ 418,809	8,928	2.2%
Custodial Benefits	147,125	117,788	126,355	8,567	7.3%
CEC Facility Utilities & Maintenance	558,988	600,000	600,000	-	0.0%
CEC Amortization of Previous Building Improvements	1,473,181	1,475,917	1,475,917	-	0.0%
TOTAL	\$ 2,771,522	\$ 2,603,586	\$ 2,621,081	17,495	0.7%



2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Administrative Salaries	\$ 963,261	\$ 1,009,290	\$ 1,020,208	10,918	1.1%
Administrative Benefits	268,461	249,958	237,913	(12,046)	-4.8%
Temporary Assistance	12,132	50,000	50,000	-	0.0%
Office Supplies & Services	101,500	131,900	131,900	-	0.0%
TRANSPORTATION - REGULAR INSTRUCTION					
Music	14,421	-	-	-	0.0%
Outdoor Education	15,840	-	-	-	0.0%
Excursions for Physically Challenged Students	15,560	14,675	14,969	294	2.0%
Ontario Schools Deaf & Blind	27,500	92,599	94,451	1,852	2.0%
Regular Home to School	18,333,544	17,086,393	17,357,902	271,509	1.6%
New Routes & Growth	-	-	246,973	246,973	100.0%
Student Safety	85,689	65,631	70,076	4,445	6.8%
Safe Schools	-	13,841	14,118	277	2.0%
Remedial Language	131,776	109,433	111,622	2,189	2.0%
Regular Transit Fares for Scholars & Children	29,326	34,509	36,114	1,605	4.7%
Safe Schools Transit Fares (Scholars)	6,342	15,312	16,024	712	4.7%
Summer School	341,957	474,257	486,444	12,187	2.6%
Bilingual Program Transit Fares (Scholars & Children)	24,246	30,997	32,438	1,441	4.7%
Exceptional Circumstances (Tickets)	442,736	494,386	537,375	42,989	8.7%
Fuel Escalation Charge Provision	141,713	160,000	170,000	10,000	6.3%
Software Fees & Licenses	57,386	180,926	180,926	(0)	0.0%
Transportation Consortium	99,014	124,605	150,639	26,034	20.9%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
TRANSPORTATION - SPECIAL EDUCATION					
Vision, Hearing & Speech	1,968,090	2,297,409	2,343,357	45,948	2.0%
Medical & Physically Challenged	8,148,677	8,921,822	9,100,259	178,436	2.0%
Special Education Transit Fares for Adults	-	4,653	4,869	216	4.7%
Developmentally Disabled Transit Fares for Scholars	-	7,975	8,346	371	4.7%
Special Transit Fares for Scholars & Children	125,824	245,454	256,867	11,414	4.7%
Developmentally Disabled	633,067	593,967	605,847	11,879	2.0%
Care & Treatment & Correctional Facilities Programs	821,375	1,101,540	1,123,571	22,031	2.0%
Special Education	3,653,375	4,274,636	4,360,128	85,493	2.0%
Co-operative Education (Special Education & W/C) & Transit Tickets	680,471	865,350	898,354	33,004	3.8%
ONE-TIME TRANSPORTATION SERVICES					
One-time Transportation Services due to New School Construction	\$ 181,477	\$ 44,960	\$ -	(44,960)	-100.0%
TOTAL	\$ 37,324,760	\$ 38,696,479	\$ 39,661,690	965,210	2.5%



2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Operations & Maintenance

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Salaries	\$ 45,475,022	\$ 47,089,486	\$ 47,783,741	694,255	1.5%
Benefits	13,108,903	14,469,627	14,672,589	202,962	1.4%
Utilities	19,120,373	19,816,492	20,285,351	468,859	2.4%
Insurance	2,884,282	2,450,000	2,650,000	200,000	8.2%
Professional Development Provision	51,794	135,793	93,445	(42,348)	-31.2%
Printing and Photocopying	2,221	8,258	4,097	(4,161)	-50.4%
Plant Operations Supplies	1,248,412	1,206,501	1,224,713	18,212	1.5%
Automobile Reimbursement	109,353	60,709	60,709	-	0.0%
Travel Expense Allowance	81,072	110,166	110,166	-	0.0%
Vehicle Fuel	137,847	130,000	130,000	-	0.0%
Repairs-Custodial Equipment	273,154	150,000	150,000	-	0.0%
Telephone Expense	111,084	128,096	106,432	(21,664)	-16.9%
Office Supplies and Services	55,472	32,597	23,097	(9,500)	-29.1%
Maintenance Supplies and Services	4,956,221	3,585,723	5,019,174	1,433,451	40.0%
Vehicle Maintenance and Supplies	174,498	178,000	178,000	-	0.0%
Replacement Furniture & Equipment	385,879	254,938	-	(254,938)	-100.0%
Additional Equipment - Vehicles	325,211	-	-	-	0.0%
Rental Lease Vehicles	63,247	75,000	-	(75,000)	-100.0%
Other Professional Fees (Health & Safety)	193,545	175,000	181,552	6,552	3.7%
Other Contractual Services	7,983,963	8,115,709	8,068,033	(47,676)	-0.6%
COVID-19 Contingency	-	-	1,020,000	1,020,000	100.0%
TOTAL	\$ 96,741,553	\$ 98,172,095	\$ 101,761,098	3,589,003	3.7%

2020-21 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Other Expenditures

Expenditures	2018/2019 Actuals	2019/2020 Revised Estimates	2020/2021 Estimates	Difference	
				\$	%
Parental Involvement Funding	137,142	122,841	121,771	(1,070)	-0.9%
Partnership Development Department - Office Supplies & Services	1,142	2,000	2,000	-	0.0%
TOTAL	\$ 138,284	\$ 124,841	\$ 123,771	(1,070)	-0.9%



Toronto Catholic District School Board

Volume IV: Financial Sustainability

FINANCIAL SUSTAINABILITY REQUIRES LOOKING FORWARD

School Board funding is almost entirely dependent on Provincial grants. Large portions of these grants remain stable year over year and therefore the TCDSB is able, to a certain extent, consider its sustainability beyond an annual budget process. Historically, much concentration is placed on balancing the funding received by the Province with the planned expenditures for the year. Often a



Board may face one-time increases or decreases in expenditures, which puts the budget out of balance. It also may be faced with “structural deficits” arising from legislative or labour arbitration decisions essentially placing an ongoing cost burden that is greater than the funding received by the Province. In order to remain sustainable the TCDSB should consider funding strategies that are beyond an annual view and that works within the current legislative permissions granted to it by the Province.

The TCDSB has established an Operating Contingency Reserve

The Operating Contingency reserve approved by the Board in 2018-19 budget process acts as a contingency to offset future in-year deficits. This Reserve approved by the Board must operate with a minimum and maximum amount. The minimum would be 1% of the operating budget, while the maximum amount held in the reserve would be 2% of the operating budget. It should be noted that the Province has indicated that 2% is the optimal amount to be held in contingency. The Operating Contingency Reserve has a balance of \$23.0M at the start of the 2019-20 fiscal year.

This reserve may play a crucial role in the 2020-21 school year given the uncertainties surrounding COVID – 19. While an in-year line item has been proposed of \$1.0M as an operating contingency this reserve provides a further backstop to any overspending that may occur.

A RESERVE STRATEGY IS NECESSARY TO COMPLEMENT AN ACCUMULATED SURPLUS AND MITIGATE THE RISK AGAINST IN-YEAR DEFICITS

The Education Act allows School Boards to create something called “Reserves”. These are special purpose type funds that are restricted to a specific type of expenditure and can be funded by the Accumulated Surplus.

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 unexpected events and/or legislated liabilities.

Reserve funds play a very important role in TCDSB finances and provides a strong indicator of TCDSB's overall financial health. For this reason, the management of reserve funds is vitally important.

Staff brought forward a Reserve Policy that was approved by the board in this fiscal year 2019-20. The policy is intended to establish consistent guidelines and standards, which will assist in the administration of reserve funds in a responsible and consistent manner.



RESERVE FUND CLASSIFICATIONS AND TYPES

Reserve funds are classified into the following three categories:

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.

Reserve Funds for One-Time Projects (Discretionary)

An allocation of funds for which the Board of Trustees earmark, at their discretion, funding for a 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.

Unspent funds during a fiscal year can be transferred to the Reserve only if the financial statements of the Board reflect an in-year and accumulated surplus position in the current fiscal year. The amount of unspent funds to be transferred is subject to change depending on the available in-year surplus as reported on the final year-end financial statements.

Reserve Funds (Obligatory)

Obligatory Reserve funds are prescribed for specific purposes through the Education Act or, act as a contingency to offset future in-year deficits. For example, mandated reserves exist for Education Development Charges (EDCs) and Proceeds of Disposition (POD).

Appearing below is the a list of the Strategic Reserve funds set-up for the TCDSB and a plan as to how these reserves funds will be used in the future.

Strategic Reserve (Discretionary)

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. Fund Balance as of August 31, 2019 is \$20.6M

Projects schedule for current and future years.

- Year 1 and 2 of Student Information System Project is estimated to cost \$7.5M. The overall project was approved by Board in January 2020 at \$14.1M over the next 3 to 4-year period.
- The SAP system used for Finance, HR, and Facilities is due for replacement before 2025 as the vendor will no longer support the older version of SAP which has been running since 2000. To prepare for this project Board will need do an assessment and preplanning work in 2020/21 at a cost of \$0.2M. A full replacement of SAP is expected to be a significant expense similar in scale to the Student Information System project.
- The HR Recruitment department needs a new Talent Management System to help modernize and streamline hiring and on boarding practices at the TCDSB. Trustees have asked staff to accelerate this effort. Based on some high-level estimates, staff are proposing to \$3.5M (expenditures to be spread over a two-year implementation period).
- The Board is need of new public website. The project was approved by the Board of Trustees in December 2019 at a cost of \$0.5M for implementation in the 2020/21 school year.

Projected end balance of the IT Strategic Systems Reserve in 2020/21 is expected to be \$10.2M with an additional \$8.1M already planned or committed in future years. This leaves approximately \$2. 3M for future new projects. The small amount likely means that additional contributions to this reserve will need to be made to meet future demands.

	Year	\$M
Opening balance	August 31, 2019	20.6
Student Information System	2019-20 to 2022-23	14.1
SAP Project	2020-21	0.2
Talent Management System	2020-21 to 2021-22	3.5
Public Web Site	2020-21	0.5
Projected Ending Balance after Commitments		2.3

Administrative Facility Reserve: This reserve restricts funding for the renewal activities of administrative buildings for which most PPF and Capital grants from the Province do not provide funding. Fund Balance as of August 31, 2019 is \$3.8M

Proposed projects schedule for current and future years.

<u>Catholic Education Centre:</u>	\$M
Security Desk reconfiguration	\$ 0.15
Washroom renovations	\$ 0.28
Lobby wall refinishing	\$ 0.01
Power washing exterior	\$ 0.05
Parking Garage 1 st floor repairs	\$ 1.10
3 rd Floor Workstation reconfigurations to increase capacity	\$ 0.05
First Floor conversion of former York U space	\$ 0.02
Post-COVID-19 Safety modifications	\$ 0.10
 <u>East Facilities:</u>	
Parking lot repaving and drainage repairs	\$ 0.15
Building envelope replacements (windows, roof, etc.)	\$ 0.60
Workstation reconfigurations	\$ 0.04
 <u>West Facilities:</u>	
Drainage repairs in parking lot	\$ 0.07
Washroom renovations	\$ 0.10
Workstation reconfigurations	\$ 0.04
Building envelope upgrades	\$ 0.30
 Total	 \$ 3.06M

Projected end balance after commitments of Reserve is expected to be \$0.74M

Student Equity Strategic Reserve: This reserve sets aside monies that can be applied towards various equity initiatives across the Board. Fund Balance as of August 31, 2019 is \$2.6M

Projects schedule for current and future years.

- \$0.12M transferred to the playground reserve (approved by Board in-year)
- \$0.5M for one-time school block budget enhancements in 2020-21 and 2021-22 (allocated on an equity basis).
- \$0.5M to help defray cost of procurement of devices on a permanent basis for students in need from an equity perspective due to new Distance Learning models driven by COVID-19 (approved through Board motion). It should be noted that should the Provincial government provides additional technology funding that this reserve draw may not be necessary. Additional funding is expected in the near future for this purpose.
- Considerations for the remainder include:
 - Potential to allocate in 2020-21 to the previous cancelled “Priority School Neighbourhood” funding directed at Community Use of Schools for not-for-profit organizations on an equity basis.

Projected end balance of Reserve is expected to be approximately \$1.0M

	Year	\$M
Opening balance	August 31, 2019	2.6
Playground Reserve contribution	2019-20	0.1
Procurement of Devices- iPads	2020-21	0.5
School Block Budget enhancements	2020-21 to 2021-22	1.0
Projected Ending Balance after commitments		1.0

Information Technology Infrastructure Reserve Fund: This fund will be used for the replacement of Information & Communication Technology hardware equipment. Fund Balance as of August 31, 2019 is \$7.8M

Projects schedule for current and future years.

- The TCDSB phone system is over 20 years old and in critical needs of replacement. TCDSB is in the process of completing a thorough review of options to replace the phone system. A preliminary review estimates the one time replacement cost of the phone systems to be \$3.5M
- The TCDSB needs to replace some core servers and storage systems in the main data centre that support all systems. The cost of this hardware is estimated to cost \$0.3M in 2020-21.
- The TCDSB needs to upgrade older Wi-Fi systems at 24 Secondary Schools. The cost for this upgrade is \$2.5M
- TCDSB needs to replace over 1000 computers in secondary school ComTech computer labs at a cost of \$0.6M.

Projected end balance of Reserve is expected to be \$0.9M

	Year	\$M
Opening balance	August 31, 2019	7.8
Telephone System	2020-21	3.5
Wi-Fi Systems at 24 Secondary Schools	2020-21	2.5
Replace Computers at Secondary Schools	2020-21	0.6
Core IT infrastructure	2020-21	0.3
Projected Ending Balance after commitments		0.9

Trustee Strategic Initiatives Reserve: This fund will be used to fund Board of Trustee strategic initiatives. Fund Balance as of August 31, 2019 is \$0.05M

Projects schedule for current and future years.

Board to provide direction during the course of the year.

Ward Priorities School Playground Reserve: This fund will be used to fund school playground equipment. Fund Balance as of August 31, 2019 is \$1.2M. The Board also designated \$0.12M from the Equity Reserve to the School Playground Reserve.

Projects schedule for current and future years.

Playground Reserve application deadline was extended to May 22, 2020, due to COVID-19. Most decisions regarding the projects have been made by selection committees involving Trustees, senior staff, landscape staff and parent representatives. The project listing is not yet available, but will be shared with the Board once prepared. The entire amount of \$1.32M is expected to be used by summer 2021.

Projected end balance of Reserve is expected to be \$0. Should there be a surplus at the end of the 2019-20 fiscal year, the first \$1.2M will be allocated to the Playground Reserve as per the Board's Reserve's Policy.

Toronto Catholic District School Board

Volume VI: Appendices

List of Reserves	2018-19 Year End (\$M)
Administrative Facilities	3.80
Capital Planning Capacity	0.52
Catholic School Parent Council	2.02
Committed Capital Projects	0.61
Human Resource	0.34
International Students	1.70
Information Technology Infrastructure	7.81
Information Technology Strategic Investment System	20.62
Operating Contingency	23.04
Parking	3.20
Pastoral Plan	0.07
Professional Development	0.15
Playground Improvements	1.20
Religious Materials	1.40
School Block Budget	5.42
Student Equity	2.60
Transportation	1.60
Trustee unspent Budgets Board Motion	0.10
Trustee Strategic Initiatives	0.05
Total Reserves	\$76.25



REPORT TO

SPECIAL BOARD

THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD'S RESPONSE TO THE COVID-19 PANDEMIC JULY 16, 2020 UPDATE

Do not fear, greatly beloved, you are safe. Be strong and courageous"

Daniel 10:18

Created, Draft	First Tabling	Review
July 8, 2020	July 16, 2020	Click here to enter a date.
Barbara Leporati, Senior Coordinator, Planning Services Shawna Campbell, Superintendent of Schools, Area 3 John Wujek, Superintendent of Schools, Area 5		
<h3>RECOMMENDATION REPORT</h3>		

Vision:

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

Mission:

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

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



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 is the fifth in a series of updates on the Toronto Catholic District School Board's (TCDSB) response to the COVID-19 Pandemic Crisis. With four previous comprehensive reports, tabled on April 23, May 7, May 21, and June 11, this report provides information on a variety of topics related to Summer Use of Schools, Child Care, the good work of the Angel Foundation and the Return to School Plan.

The TCDSB's response to the COVID-19 crisis continues to be informed by new Ministry directions, Toronto Public Health (TPH) advice and on-going formal and informal feedback from students, parents, teachers, principals, vice-principals, and union and non-union employee groups. Collaboration with our co-terminous school board and several other school boards has become an integral piece as we finalize details of the Return to School plan.

This report provides information on a variety of topics with a focus on the Return to School Plan and use of schools during the summer months:

- Summer Learning/Summer Programs
- Angel Foundation – Food for Kids Program
- Child Care, Day Camps and Summer Permits (limited)
- Return to School Team
- Supports for Students with Special Needs
- Mental Health Supports for Staff
- Transportation considerations
- Health and Safety Protocols
- Communications to Parents and Staff

The cumulative staff time required to prepare this report was 40 hours

B. PURPOSE

Focusing on the above noted continued and emerging areas of interest to stakeholders, this report provides a high-level summary update in order to be accountable, guide and inform progress.

C. BACKGROUND

1. The COVID-19 pandemic crisis presents unprecedented challenges for Ontario's Education System and for the TCDSB. With a commitment to sustaining faith development and an adherence to the principles of simplicity, flexibility, compassion, and equity the TCDSB has worked diligently to create and implement a plan for return to school in September for its 90,000 students. The overarching challenge will be transitioning back to a face-to-face education system while maintaining a virtual, teacher-led, distance learning mode of curriculum delivery and assessment for students who opt to stay home.
2. The Return to School Team, with departmental representation across the system, was established in mid-April to develop a plan to return to a face to face delivery model in accordance with Ministry and public health guidelines. Several sub-committees have since been formed to address larger specific issues (*Organization Chart – Appendix 'A'*). Since the June 11, 2020 update report, many important releases and advice have been included in the planning process.

June 12, 2020 – Province announces Child Care and Day Camps can reopen. Guidelines released from both province and Toronto Public Health (TPH).

June 19, 2020 – Ministry releases Approach to Reopening Schools with guidelines for School Boards.

June 24, 2020 – Toronto moves to Stage 2 of reopening, allowing limited permit of buildings and fields.

June-July – Ongoing meetings with TDSB and other Boards, TPH, union partners, Principals, committees, transportation and academic leads to compare emerging instructional models and consult on solutions and challenges.

Mid July – Ministry consultation on final plan

July 16, 2020 – Report to Board on preliminary plan

July 23, 2020 – Report to Board on final plan

Week of July 27, 2020 – final discussions with Ministry regarding plan

August 4, 2020 – Ministry expected to make final decision on plan for September opening

D. EVIDENCE/RESEARCH/ANALYSIS

1. Summer Learning/Summer Programs

On May 19, 2020, the Ministry of Education issued a memorandum setting out parameters for School Boards regarding summer learning. As such, the Continuing Education Department has provided opportunities for expanded e-class offerings, Grade 8 to Grade 9 Transition Programs, Cooperative Education (CO-OP) options via SHSM and Focus on Youth opportunities, as well a Grade 6, 7, 8 Literacy/Numeracy Program.

Enrolment by section:

<u>Locations</u>	<u>Active Students</u>	<u>Waiting List</u>
Eclass Session 1	10,782	349
Eclass Session 2	3,579	204
Madonna (Language Courses)	350	103
Co-op & Focus on Youth (FOY)	284	100
Transition program (grade 8 students going to grade 9)	4,784	0
Grade 6, 7 and 8 Literacy/Numeracy program	3,172	0
TOTAL as of July 9, 2020	22,951	756

- Expanded e-class offerings with two distinct sections. Students can earn up to four credits; however, Continuing Education recommends that students attempt two.
- CO-OP options via Specialist High Skills Major (SHSM) and Focus on Youth (FOY). Both will use virtual placements to meet the minimum number of hours. (Pending Ministry approval to commence FOY programming; prepared to deliver an 8 week program if possible.)

- International Language (IL) programs only offered at the Secondary Level by Continuing Education.
- Continuing Education will offer a reach ahead Transition program; students in grade 8 can also take e-class grade 9 and 10 classes with permission of the September school.
- Continuing Education will continue to offer a grade 6, 7, 8 literacy/numeracy program, starting with a session in July; a second session will be considered, pending Ministry and Public Health direction. Teachers will use a variety of Synchronous and Asynchronous modalities. We will also be using virtual synchronous tutors.

2. The Angel Foundation

The Angel Foundation for Learning (AFL) *is directly supporting TCDSB families throughout the COVID-19 health crisis* through a \$2 million emergency response plan which features a two-prong approach: a “FOOD FOR KIDS!” Student Home Nutrition Program (FFKs); and Social Work Emergency Fund (SWEF).

FOOD FOR KIDS (FFKs)

With students not attending school, *the AFL’s FFKs program distributes food cards (\$50 per student) to the neediest members in the TCDSB community* during the ongoing COVID-19 pandemic emergency. This targeted outreach has been coordinated by the TCDSB’s Superintendent of Equity, Diversity, Indigenous Education, and Community Relations and the AFL Executive Director.

The initial FFKs SPRING WAVE was designed to align with the academic school year. *Cards were offered to families representing 47,191 students in our highest priority needs schools* (based on E-PAN and N-Tile rankings). As of June 30, 2020, eleven (11) Phases were completed involving 116 TCDSB school sites and over 20,000 grocery gift cards (or \$1 million) distributed.

The Angel Foundation has secured additional funding and is transitioning the FFKs program into a new SUMMER 2020 WAVE. Distribution of 15,000 grocery gift cards during July and August *will complete the AFL’s goal to deliver \$1.7 million in grocery cards* - a central component of the Foundation’s \$2 million plan to provide direct assistance to TCDSB students and their families most negatively impacted by the ongoing COVID-19 health emergency.

This phase will rely on data collected during the spring online registration process, supplemented by specific requests on behalf of families identified by TCDSB School Principals and/or Social Workers. *The key objective is to reach students of families from the spring session who require additional food security support*, and those who may have been missed in the first phases.

SOCIAL WORK EMERGENCY FUND (SWEF)

Since the March 13, 2020 COVID-19 emergency shutdown, over \$100,000 has been distributed to families through the AFL's Social Work Emergency Fund. The SWEF is primarily supported through donations via the AFL's Canada Helps donation platform.

During the pandemic, *some \$125,000 has been raised for the SWEF through donations made by individuals and AFL partners.* This includes \$7,000 raised in just 5 days as part of the COVID Beards and Bangs Challenge, featuring the faces of TCDSB staff and an elected trustee.

Working closely with the TCDSB Social Work Department, dozens of SWEF requests continue to be submitted every week as the COVID-19 emergency continues. *The AFL has allocated a total of \$200,000 to support families during the COVID crisis* and will continue to fundraise to meet the unprecedented TCDSB community need.

3. Child Care, Day Camps and limited Permits

June 12, 2020-Ministry allows Child Care and Day Camps to resume operation. Guidelines were released by both the Province and Toronto Public Health advising operators that they must maintain group sizes of 10 or less (including staff), employ enhanced cleaning requirements and reduce visitors to the child care or day camp. COVID-19 self-assessments are required by all staff and tracing measures (sign-in sheet) are in place.

The Early Years department surveyed operators to determine interest in opening. Interested operators were required to confirm they were ready to operate under the new guidelines by completing an attestation form to the Ministry.

The City of Toronto approached TCDSB to secure space to *offer day camps* at the beginning of June in anticipation of the Province's announcement.

Priority for school space was given first to child care and then to day camps. The Summer Use of Schools committee continues to monitor this process to ensure that every effort is made to limit school use to one group at any time throughout the summer.

Permitting of TCDSB fields is allowable as the City of Toronto moved to Stage 2 on June 24, 2020. This use is restricted to practices or drills and groups of 10 or less. No organized games are permitted.

Although permits for 2020-21 have been accepted into the system, they will not be approved until there is a clear understanding of guidelines for these activities and how they fit into the approved learning models.

A protocol for use of TCDSB buildings by child care, day camp and permit holders was developed by the Return to School Team in coordination with the Early Years and Community Use of Schools departments. ***To date 44 TCDSB child care operators and 8 day camps are open or preparing to open in the summer months.***

4. Return to School Team Update **(Organizational Chart, Appendix 'A')**

On June 19, 2020, the Ministry of Education released its guidelines for school boards to plan for September 2020 student programming. The link to this document is here:

<https://www.ontario.ca/page/approach-reopening-schools-2020-2021-school-year#section-8>

Key Ministry Expectations Include:

The province expects that students will be back in class this September learning through face to face delivery every weekday, with class sizes that reflect current regulations, encouraging social interaction.

School boards have been asked to prepare plans for the upcoming school year by August 4, 2020. Consultation and review with Toronto Public Health (TPH), union partners and other school boards will be instrumental in development of the plan. Consultations will continue as we move toward a September start date.

School boards have been asked to prepare for 3 scenarios:

- 1) normal school day routine with enhanced public health protocols
- 2) modified school day routine based on smaller class sizes, cohorting and alternative day or week delivery, and
- 3) at-home learning with ongoing enhanced remote delivery

The Ministry has indicated that a return to school in the fall of 2020-21 will be voluntary and based on parent choice. For parents who choose not to send their child back to school, TCDSB is prepared to offer distance learning. This option will remain available for as long as the current health crisis requires an adaptive model of delivery.

5. Return to school formats

Scenario 1 - Normal School Day with enhanced public health protocols – This model involves the full return of students, with the exception of those that choose to remain at home, to a face to face environment.

A full return of students would require the following measures to address health and safety of students and staff and reduce the chance of spreading the virus:

- PPE – masks for staff/students with addition protective wear for staff in close contact with special needs students (i.e face shields, gowns, gloves)
- Directional flows and staggered scheduling of recess/break times.
- Visitors would be restricted.
- Floor markings and signage to indicate routes of travel.

Should a full return be accompanied by a requirement to ensure physical distancing in classrooms:

- Approximately 100 elementary schools have sufficient space to accommodate their entire student population through the utilization of all classrooms and larger spaces such as gyms, libraries and atriums.
- The remaining 65 elementary schools would accommodate up to Grade 6. Grade 7 and 8s would be grouped and provided with space in nearby closed elementary schools or available secondary school spaces.
- Secondary schools would offer instruction based on the Quad-mustering model as stated below in Scenario 2, allowing for use of large spaces for overflow from elementary if required.

Challenges (only if physical distancing in classes is required)

- Insufficient available teaching staff to accommodate required additional classes.
- All students currently served by transportation could not be accommodated in a model that requires distancing on busses. (See more in Transportation section below).
- Increased disinfecting and cleaning protocols, with full attendance, will result in the need to reprioritize custodial tasks and/or hire additional custodial staff.

Scenario 2 - Modified School Day routine based on smaller class sizes, cohorting and alternative day or week delivery, (*Proposed Draft Elementary Model, Appendix 'B'*)(*Proposed Draft Secondary Model, Appendix 'C'*) This is an adaptive model that incorporates both face to face and online delivery of classes.

Elementary:

- The Ministry is drawing on two key aspects of health advice: “distancing” and “cohorting”.
- “Distancing” refers to the advice that individuals should avoid close personal contact and maintain 2 metres of separation for any prolonged encounters.
- “Cohorting” refers to minimizing the number of students and teachers any individual comes in contact with, and to maintaining consistency in those contacts as much as possible.
- Cohorts will be groups of 15 students or less considering the following:
 - Family/sibling Grouping for classes and transportation
 - Special Education Grouping for Withdrawal and Indirect Support
 - ESL Grouping
 - consider leveling students of similar abilities together
 - consider splitting the combined class groupings where possible for teachers to address one grade per week
- Itinerant teacher timetables will evolve, inclusive of regular class assignments (through distance learning strategies) to ensure equity of subject offerings per cohort and distribution of workload.
- All students, including students receiving face to face instruction will have some level of independent study.
- Supporting families with “full” day/full week is the premise of our modelling.
- We have modelled for consistency in transportation, scheduling, childcare arrangements, etc.

- Students would be in class one week and at home the second week or on alternate day schedule AABBB/AABBA with in class time every week.
- Full time return on site all staff.
- Teacher in class both weeks - assignments to be posted on-line for students to complete over the two week period; Google platform maintained for core resources by homeroom teachers
- Specialty Teachers to provide online distance /synchronous programming to at home cohorts
- ISP students full return/no distance cohort required (contained spec ed classes)

Secondary:

- Most classes will be divided into two in order to ensure class sizes are within the 1:15 cohort size
- Staff in attendance at school all day
- In-person student instruction and learning will take place in the morning with distance learning in the afternoons congruent with appropriate instructional time
- TCDSB emerging preferred approach is a Quad Model, 4 Day Cycle - 2 courses at a time, all grades
- There are four quads in a school year
- Quad model allows for return to “regular” scheduling for Semester 2 (February)
- Students attend school daily, each half of the school population (Cohort A and Cohort B), attends every second day (*see Appendix ‘C’*)
- Full-withdrawal special education classes comply within the 1:15 ratio and will occur daily for enrolled students. For example Multiple Exceptionality, Developmental Delay (ME/DD) classes

Challenges

- All adaptive proposed models create gaps for families as students attend school face-to-face part time.
- Child care options will be limited for scheduled distance learning days.
- Cohorting must be maintained throughout the day offering limited interaction and socialization between students in different classes.
- Regional programs requiring travel between schools will likely not be available.

Scenario 3 – at-home learning with ongoing enhanced remote delivery. This model involves students at home with a continuation of distance learning.

Elementary

- Full distance model; all students at home
- Staff will be expected to deliver enhanced synchronous distance learning
- All teachers maintain Google platform, access for relevant assigned itinerant staff and admin
- All itinerant staff will be timetabled to deliver subject specific synchronous learning of curriculum to assigned cohorts
- Students will receive timetables outlining weekly schedules for all classes
- Central staff will provide resources on board website to enhance learning in all subject areas
- Roles and responsibilities of each employee group will be clearly defined; itinerant, Guidance, social work, psychology, APT, Speech and Language, etc. will support students through enhanced check and connect, etc.
- Specific roles and responsibilities of non-teaching staff to be determined
- Mental health team to provide enhanced resources to support students and families

Secondary

- Using the adaptive model (Appendix C) as a template, student-teacher instructional time would be improved in comparison to the instructional guidelines experienced between March and June 2020
- Quad model would be followed to allowed more focussed academic attention and to allow for transition back to adaptive model

Challenges

- Ensuring sufficient resources, devices and internet connections are available
- Equity amongst students, staff would work to ensure and improve adaptability to the virtual learning model
- With no face to face, socialization, limited interaction with other students, enhanced mental health resources would be integrated into schools and the system as a whole
- The Special Education model would require continued specific and enhanced programming
- Not all students thrive in a distance learning environment
- Places limitations on experiential learning

The Board will continue to adapt its models across the system and locally to suit specific site requirements to ensure that the health, well-being and safety of staff and students is maintained. Staff will continue to liaise with Ministry of Education officials and Toronto Public Health to ensure alignment with the direction and guidance of the Ontario Chief Medical Officer. Senior staff is developing contingency plans to address the above-noted operational challenges.

6. Transportation considerations

The Ministry guidelines regarding school bus travel indicate that physical distancing should be maintained on vehicles. Bus capacity will be limited to 24 students, one per seat (with the exception of siblings that are able to share a seat). PPE will be provided to drivers and frequent disinfecting of vehicles will occur.

The model for both elementary and secondary will maintain a regular schedule for Special Needs students. Special Services transportation often involves students from both boards travelling on the same vehicle. This does not maintain the cohorting methodology maintained throughout the school day. Toronto Public Health has stated that they have no issue with students from either board travelling on a bus together but have stated that we should seek further direction from the Ministry on this issue. Transportation of Special Education Intensive Support Program (ISP) students will remain as a staff priority.

Transportation planning and driver availability will be impacted by the Scenario that is chosen. Consultation continues with TSTG in developing the models as detailed above. A risk assessment of provision of transportation in any circumstances is provided (*Appendix 'D'*). Student specific information is required to build routes. Final confirmation may not be available until late August so planning will be based on a full contingent of students returning (this is especially important for special needs planning).

There is a high probability, under any scenario, that several thousand students may not be able to access previously arranged bussing in the fall. Options available to TSTG to address the transportation deficit include limiting service currently offered through non-qualifying or extenuating circumstances under the transportation policy. Furthermore, if required, staff will examine distance eligibility and reduce in 0.1 km increments until available capacity is maximized

in accordance with physical distancing restrictions on transportation within the Ministry Reopening document.

As TSTG serves both TCDSB and TDSB, collaboration and alignment of the chosen models is necessary to provide the most efficient and effective transportation plan. Efficiency is eroded when there are different models between Boards and also between education panels as well (elementary/secondary).

School Travel Planning will be an integral program and partner in encouraging alternate methods of travelling to school in the event of a reduction in available transportation.

7. Health and Safety Protocols

The ‘Return to School Team’ established the ‘PPE and Supplies Special Team’ to develop a proposal and action plan adhering to the Ministry, Chief Medical Officer and Toronto Public Health guidelines and advice for the provision and use of PPE and COVID- 19 Supplies.

Considering global demand and supply challenges, and with the expectation that school will resume in September, 2020, procurement of supplies is underway. Where possible suppliers are being sourced through the Province of Ontario PPE Supplier Directory. To contribute to mitigating risk of transmission non-medical masks, gloves and hand sanitizer have been stockpiled in anticipation of a strain on the supply chain. A plan is in place to continue to replenish these stockpiles, keeping a monthly supply on hand at all times. Staff will observe and review how frequently supplies are used in order to respond to demand once school starts.

Procurement of cloth masks for all staff is underway. Cloth masks are considered more effective at reducing respiratory droplets. TPH has indicated to boards that the mandatory mask legislation recently passed in the City of Toronto does not apply to school buildings however the board is prepared should this change. Recognizing certain job classifications require ***close contact with special needs students, these staff will require additional PPE*** such as face shields, gowns and gloves. These items will also be provided.

Isolation Rooms have been identified in each school building. These rooms will be used to isolate students/staff who exhibit COVID symptoms while at the

school. Each room will be equipped with a PPE kit including mask, gloves, gown, face shield and no-touch thermometer. Student/staff will require pick up from the school by parent/guardian or family member. Use of public transit to travel home is discouraged. Room locations will be confirmed with Principals prior to the start of school.

Signage and floor markings to assist with flow of students and staff throughout the school has been ordered and will be delivered and set up in schools beginning the week of July 13th. Distancing marking will be placed in areas where gathering may be possible such as entrances and washrooms.

A webinar was hosted by Toronto Public Health on July 3, 2020 (Appendix 'D'). TCDSB, along with other local partners, are in regular communication with TPH regarding the most current advice on COVID-19. To date all protocols have been reviewed/consulted on with TPH to ensure compliance with health and safety measures.

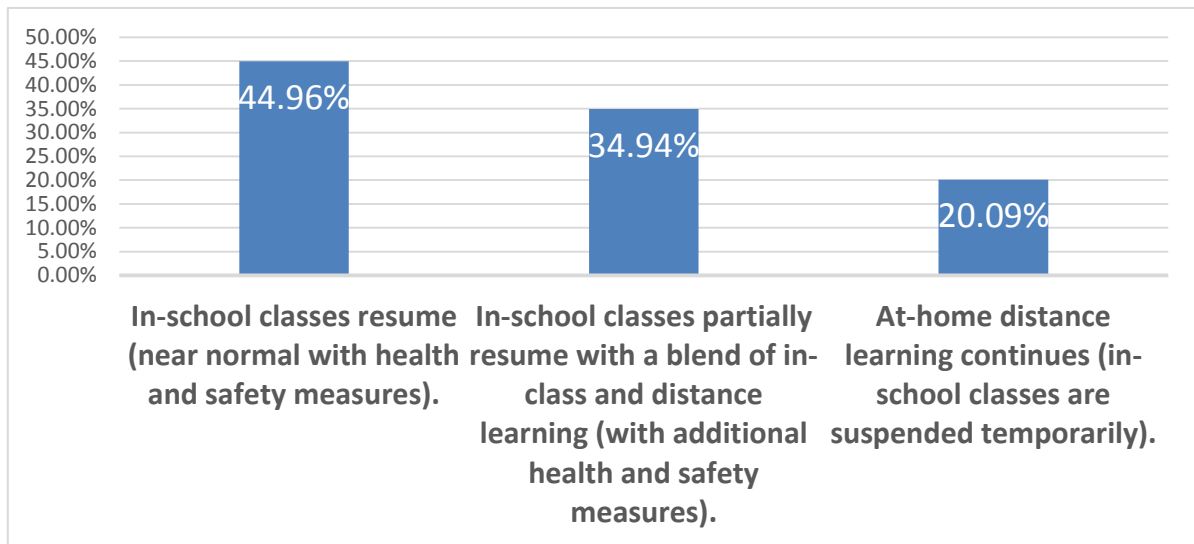
Weekly consults with our union partners scheduled for the month of July.

These sessions will serve as the conduits for health and safety concerns. Board staff will provide responses to questions/concerns and consultation will inform our plan.

8. Communications to Parents

A survey (Appendix 'D') was issued to parents in June to determine preference for a particular model proposed by the Ministry and to identify willingness or concerns regarding participating/attending school and riding a school bus.

Q3 specifically queried parents regarding the three Ministry scenarios for a return to school. Results indicate a preference for a return to a classroom environment either through full return or partial return.



Q6 and 7 are related to transportation. Of the responses from families typically eligible for transportation, approximately half would be likely to resume bussing with a quarter of respondents unsure at the time of the survey. Parents indicated that they would likely opt for parent drop-off if transportation was not available.

The last survey question allowed for general comments. Below are common themes from 12, 047 received comments.

<p>Student safety is the #1 concern, balance of:</p>	<ul style="list-style-type: none"> • <i>parents/guardians who prioritize safety and prefer to continue with distance learning (until COVID numbers drop or a vaccine)</i> • <i>VS. parents/guardians who are concerned for student mental health and well-being and prioritize a return to classroom learning (ref. to Sick Kids Guidelines)</i> • <i>Concerns about students taking TTC and ability to maintain distance on public bus</i>
<p>Return to School Protocol: What new measures will be in place to address COVID concerns?</p>	<ul style="list-style-type: none"> • <i>Recommended class caps at 10-15 students</i> • <i>What will social distancing look like?</i> • <i>Will masks be required? Some respondents believe they should be.</i> • <i>Will there be more custodians? How will they manage increased cleaning?</i> • <i>Concerns that classrooms are not currently cleaned enough.</i>

	<ul style="list-style-type: none"> • <i>If there is a cohort Learning model, ensure siblings/students from the same family have the same in-school learning days</i>
<i>Distance Learning</i>	<ul style="list-style-type: none"> • <i>If continues, there needs to be more touch points with teachers via phone calls; suggestions of smaller group chats vs. entire classroom calls</i>
<i>Board Communication</i>	<ul style="list-style-type: none"> • <i>Continue regular communication with parents</i> • <i>Survey parents again closer to September</i>
<i>Kindergarten Learning</i>	<ul style="list-style-type: none"> • <i>How will sanitation and social distance be enforced at this level?</i> • <i>Young students have difficulty controlling coughs, sneezes, dirty hands, etc.</i> • <i>Distance Learning disadvantages this age group</i> • <i>Concerns about young students “starting school in a stressful, strict socially distanced situation”</i>

TCDSB staff will provide CPIC, CSPC Chairs and OAPCE-Toronto with an interim update on July 13 regarding school re-opening planning considerations and timelines. Immediately following that, a survey link will be provided to all TCDSB parents for additional input regarding the proposed draft elementary and secondary models. COVID-19 Frequently Asked Questions (FAQs) will continue to be updated on the Board website. Due to the quick timelines the survey will close on July 20 at 4 pm.

Once a final decision regarding a model is approved by the Ministry, a further communication will be sent to all parents regarding programming, expectations and next steps.

Parents will continue to receive regular updates via School Messenger, the TCDSB website (COVID-19 webpage) and social media channels.

9. Special Education Considerations

Ministry of Education Transfer Payment Agreement (TPA) for Summer Mental Health Clinicians, Special Education Staffing Supports, and End-of-Summer Transition Experience

- Ministry Funding for TCDSB Summer Program/Service Supports:
 - \$219,101 (Summer Mental Health clinicians) +
 - \$193,738 (Summer Staffing Supports: Special Education) +
 - \$201,224 (Summer Transition Programs: Special Education and Mental Health)

Due to this year's unprecedented school closure period due to Covid-19, the Ministry of Education has committed funding to enable school boards to provide additional supports, during the summer months, for students with high special education and/or mental health needs to be considered as they are transitioned back to school.

TCDSB Special Services Department Summer Programs/Services Offerings Experiential Summer Camp for Multiple Exceptionality / Developmental Disability (ME/DD) students

- Target start date range: August 4-21 pending final TPH and Board approvals
- Face-to-face program
- Five sites across the Board
 - 2 elementary
 - 3 secondary
- Original target start date in early July not possible due to ongoing TPH restrictions

Mental Health Clinicians

School-based regulated mental health clinicians will work over the summer to cover existing caseloads and respond to crisis situations. This will support continuity of care for students so that they do not have to prematurely end therapeutic involvements or be transferred to community agencies at a time when waitlists for community services may be growing. Providing a connection to school-based regulated mental health clinicians will also help facilitate a smooth transition back to school for students for whom a return to school would be challenging.

The following supports are available:

- Equivalent of 12 FTE (6 Psychologists, 6 Social Workers) over the 8 week period during July + August
- **Start/End Dates:** July 6 -31; Aug 3-28

Special Education Staffing Supports

The purpose of this service delivery is to support students with special education needs participating in summer program offerings (remote or in-person, based on Toronto Public Health allowances). Additional staffing resources (i.e. special education resource teachers, Educational Assistants, professionals, paraprofessionals), can support students with special education needs to participate in both expanded and new summer program offerings in both credit and non-credit granting programs.

Speech and Language Supports:

- Up to 8 Speech/Language Pathologists (SLP) x 10 days
- Supports will be spread out over the summer ex. 1 day/week; with potential intensity/focus on the beginning and end of summer
- **Date Range:** July 6 - August 28
- **and/or** within the two-week period of August 17 – 28 (End-of-Summer Transition Experience)
- focus will be on direct support of existing caseload (virtually) throughout summer

TCDSB Special Services Central Staff Supports:

- Consultation from other additional central Special Services staff such as:
 - ✓ Board Certified Behaviour Analysts (BCBA),
 - ✓ Autism Support Teachers (AST), and
 - ✓ Assessment and Programming/Programming and Assessment Teachers (APT/PAT)

may be available if/as needed during the transition experience or at other times during the summer

End-of-Summer Transition Experience

For students with high special education needs, structure and routine are often critical components to learning. For many students, returning to a classroom-based setting after a longer period of time away as a result of the COVID-19 outbreak and closure of schools may require additional time to re-learn and adjust to structures and routines associated with the classroom and physical

school setting. Many of these students will also have experienced a gap or regression in learning and skill development.

Transition experience programs and/or supports may be offered within the two weeks leading up to the return to school in the 2020-21 school year in order to facilitate a smooth transition back to school for these students.

➤ The Superintendent of Special Services is in the process of consulting with elementary and secondary Principals to determine the potential number of student participants and staffing requirements for this brief, half-day local school transition experience.

➤ Principals will be engaging parents in the coming days to confirm student participation and the confirmed date for this brief transition experience.

Priority Student Populations:

1. Specialty program students: Kindergarten Learning Program (KLP), Program to Assist Social Thinking (PAST)
2. ISP students: AISP, Learning Disabled (LD), Language Impairment (LI), Behavioural (BEH), Mild Intellectual Disability (MID), Deaf or Hard of Hearing (DHH)
3. ME/DD students (if the Con-Ed ME/DD Summer Camp does not get approved for August)
4. Students new to school: kindergarten, new school placements, new to board

Suggested Welcoming/Acclimatization Activities:

1. physical distancing practice
2. tour of relevant school spaces
3. classroom-related activity
4. introductions to key, participating staff
5. introduction to classroom routines
6. Kindergarten transition activities
7. classroom visits

PPE and Health and Safety Considerations:

Masks:

➤ Will be made available for all staff and students (if required according to TPH/TCDSB protocols)

➤ Staff will be encouraged to utilize their own personal protective equipment

Disposable Gloves, Hand Sanitizer:

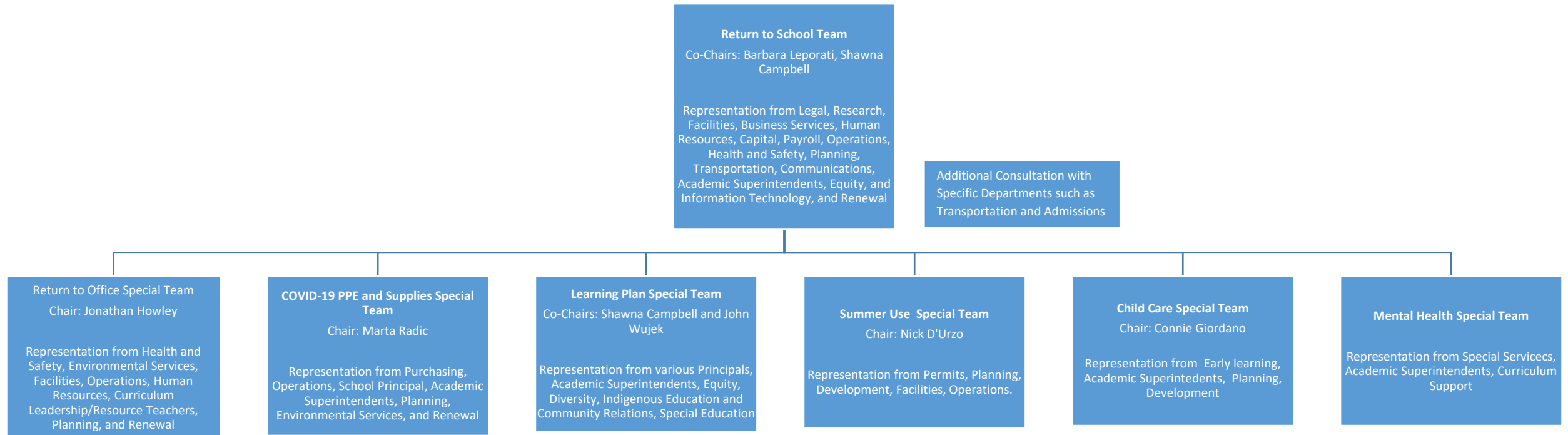
➤ Additional considerations will be made for disposable gloves and/or hand sanitizer and sanitizer spray for the surfaces used in the classroom (according to TPH/TCDSB protocols).

E. METRICS AND ACCOUNTABILITY

1. The COVID-19 pandemic presents a constantly changing landscape requiring that the TCDSB be proactive, adaptable, and responsive.
2. The Return to School Team will continue consultations with school administrators, parents and union partners to create a road map for a safe return school for the TCDSB.
3. A further report on the emerging elementary and secondary learning models will be submitted for consideration at the Board meeting of July 23, 2020.

F. STAFF RECOMMENDATION

1. That the details in this report be received for consideration and discussion.
2. That a further report to the July 23, 2020 meeting of Special Board be prepared to review models for consideration and discussion with the Ministry of Education.





TCDSB Draft Elementary Return to School Plan:

The Ministry of Education guidance document directs school boards to develop plans for each of three potential scenarios.

“In light of the continuing uncertainty about public health risks, school boards will be asked to prepare for:

- *normal school day routine with enhanced public health protocols*
- *modified school day routine based on smaller class sizes, cohorting and alternative day or week delivery, and*
- *at-home learning with ongoing enhanced remote delivery”*

<https://www.ontario.ca/page/approach-reopening-schools-2020-2021-school-year#section-8>

In response to this direction, TCDSB proposed DRAFT plans are as follows:

Scenario 1-Full Return with Enhanced Safety Protocols

Proposed DRAFT Elementary Model: Full Return

NOTES/Considerations:

- “Normal return” with safety protocols
- PPE, disinfecting of high touch surfaces, limiting large groups in communal gatherings, supervision to address adherence to contact and distancing
- *If* cohorting required as part of enhanced protocols as defined by Ministry, cohorts divided according to space allocated (i.e. average class space cohort 15; larger space allows larger cohort (i.e. gym, library, etc.)
- Space analysis has been completed for all board sites to determine which schools are able to accommodate current enrolment on site with physical distancing and which schools would need to access alternate spaces to accommodate cohorts (i.e. gr 7/8 relocation to available nearby elementary or secondary site with available space)
- Staff would need to be assigned to additional cohorts –this will involve consultation with TECT on Article 9 staffing assignments provisions in CA; change to programming, etc.

Scenario 2: Cohort A/B Adaptive Model(s) Face to Face/Distance Learning

Proposed DRAFT Elementary Model: Adaptive Model(s)
<ul style="list-style-type: none"> ● Planning time at start and end of day for all homeroom teachers (20/28) ● Itinerant staff not required to provide planning time/allocated to full distance learning assignments, subject specific, timetables to be scheduled per class/cohort at home ● Cohort groups attend OPTION A: alternate weeks 5 days; OPTION B: 2days/2 days/ alternate Fridays

We recognize all adaptive proposed models create gaps for families as students attend school face-to-face part time; this is proposed adaptive Scenario 2 as per ministry direction

OPTION A:

- We are proposing an alternate week/ 5 day model for consistency for student transitions, transportation, scheduling, childcare arrangements, etc.
- Full time return on site all staff
- Students would be in class one week and at home the second week
- Teachers in class both weeks - assignments to be posted on-line for students to complete over the two week period; Google platform maintained for core resources by homeroom teachers
- Specialty Teachers to provide online distance /synchronous programming to at home cohorts
- ISP students full return/no distance cohort required (contained Special education classes)

Option A: Week One	Option A: Week Two
Option B: Mon/Tues/ alternating Fridays	Option B: Wed/Thurs/ alternating Fridays
Learning In Class Focused on: Math; Literacy; Religion; Social Studies; Science; Geography (Intermediate); History (Intermediate)	Students at home supported through itinerant/specialty online programming (French, Music, Physical Education and Health and Wellness) IL where applicable e.g.: scheduled at least one hour daily-synchronous /timetabled and shared
Students at home supported through itinerant/specialty online programming (French, Music, Physical Education and Health and Wellness) IL where applicable e.g.: scheduled at least one hour daily-synchronous /timetabled and shared	Learning In Class Focused on: Math; Literacy; Religion; Social Studies; Science; Geography (Intermediate); History (Intermediate)

Sample timetable for both models/Cohort A/B Alternate weeks OR Split Week

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20 Planning time	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)
9:00-9:20	Supervised student entry (support and non-homeroom staff)	Supervised student entry (support and non-homeroom staff)	Supervised student entry (support and non-homeroom staff)	Supervised student entry (support and non-homeroom staff)	Supervised student entry (support and non-homeroom staff)
9:20-10:30 Instructional					
10:30-10:45 Recess	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play
10:45 - 11:55 Instructional					
11:55-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:45 Instructional					
1:45-2:00	Recess	Recess	Recess	Recess	Recess
2:00-3:00 Instructional					
3:00 Student dismissal	Student dismissal	Student dismissal	Student dismissal	Student dismissal	Student dismissal
3:00-3:28 Planning time	Planning Time*	Planning Time*	Planning Time*	Planning Time*	Planning Time*

Planning Time** TECT: 9:00-9:20 & 3:00-3:28; ETFO DECE's: 3:00-3:30

*Instructional day P&E time provision in CA may require student dismissal 3:28 and supervision as in a.m. block

Sample timetable for both models/Cohort A/B Alternate weeks OR Split Week

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)
9:00-9:20	Supervised student entry	Supervised student entry	Supervised student entry	Supervised student entry	Supervised student entry
9:20-10:30 Instructional	Math	Math	Math	Math	Math
10:30-10:45 Recess	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play
10:45 - 11:55 Instructional	Literacy /Religion	Literacy/ Religion	Literacy/ Religion	Literacy/ Religion	Literacy/ Religion
LUNCH (40 Minute) 11:55-12:35	20 min Eat 20 min Outdoor play	20 min Eat 20 min Outdoor play	20 min Eat 20 min Outdoor play	20 min Eat 20 min Outdoor play	20 min Eat 20 min Outdoor play
12:35-1:45 Instructional	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:45-2:00 Recess	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play
2:00-3:00 Instructional	Science	Science	Science	Science	Science
3:00	Student dismissal	Student dismissal	Student dismissal	Student dismissal	Student dismissal
3:00-3:28 Planning time	Planning Time**	Planning Time**	Planning Time**	Planning Time**	Planning Time**

Planning Time** TECT: 9:00-9:20 & 3:00-3:28; ETFO DECE's: 3:00-3:30

Scenario 3- At-home learning with ongoing enhanced remote delivery**Proposed DRAFT Elementary Model: Full Return****NOTES/Considerations:**

- Full distance model; all students at home
- Staff will be expected to deliver enhanced synchronous distance learning
- All teachers maintain Google platform, access for relevant assigned itinerant staff and admin
- All itinerant staff will be timetabled to deliver subject specific synchronous learning of curriculum to assigned cohorts
- Students will receive timetables outlining weekly schedules for all classes
- Central staff will provide resources on board website to enhance learning in all subject areas
- Roles and responsibilities of each employee group will be clearly defined; itinerant, Guidance, social work, psychology, APT, Speech and Language, etc. will support students through enhanced check and connect, etc.
- Specific roles and responsibilities of non-teaching staff to be determined
- Mental health team to provide enhanced resources to support students and families

**Boards will take direction from the Ministry, Medical Officer of Health, and Toronto Public Health. COVID data by region will largely determine scenario implemented.*

Notes/Considerations:**Cohorts**

**For both model adaptive options, (alternate week/ split week) the following cohort considerations apply:*

When Cohorting groups of 15 students, consider the following:

- Family/sibling Grouping
- Special Education Grouping for Withdrawal and Indirect Support
- ESL Grouping
- Itinerant timetables will be developed according to regular class assignments (will be a combination of synchronous; updating Google Classroom; and Check and Connect) to be timetables to ensure equity of offerings/learning per cohort and distribution of workload
- All students, including students receiving face to face instruction will have some level of independent study

Scheduling:

- 40 minute lunch (uninterrupted TECT/reduction of unstructured time for students)
- 48 min prep per day for staff (20 min block in morning and 28 min at end of day)
- ETFO DECE Planning time 3:00-3:30
- Supervision by TECT-cap 60/80 minutes, EAs, lunchtime supervisors, DECE's for kindergarten (* IL, *library technicians to be discussed/explored)
- DECE's will support lunch supervision and take their 30-minute lunch following student lunch break (ratio not pierced in cohort model).
- EA's to assist student supervisors at lunch
- Itinerant/Remaining Staff to assist during lunch; alternate lunch to be required
- use of Lunchtime Supervisors

Special Education and ISP Students:

- Cohort considerations for support from EA's for students with an IEP (Withdrawal/Resource/Indirect Support)
- Students with high needs in regular class cohorts should be considered when cohort assignments are determined (i.e.: balanced placement of high needs students in each cohort)
- ISP students would attend full time-no need to cohort

Itinerant/Program Specialty Teachers (PST)

- Staffing assignments for Itinerant and PST staff will align with current staffing assignments. They are able to support distance learning for at home cohorts from home school designated locations. Allocations/class assignments will be consistent with original schedules.
- A designated worksite will be determined for staff with itinerant/multiple worksites and locations for part time and multiple school assigned PST staff. This aligns with limiting of contact and does not prevent their distance learning support of students from other locations in their timetables.

Occasional Staff

- OT Processes-consider assigning designated OTs to schools short term; discussion with bargaining unit ; equity issue regarding who gets the work, how determined, etc.
- Recommendations in document suggest limiting contacts for cohort-this will need to include OT's, supervisors, support staff as needed in order to maintain safety and supervision of students throughout the day

Childcare

- Childcare operators will require additional shared spaces/ they would struggle to accommodate longer hours and cost considerations for families, a factor here-another

reason we are proposing full day models-childcare operators expressed concerns over staffing, cleaning and facilities issues etc.

- Before/After programs will need designated priority for cleaning a.m. and p.m.
- We do not foresee increased capacity for childcare offerings within schools given the cohorting expectations, etc.
- Considerations as to how we might engage operators to offer expanded programming for cohort B students and families-but staffing these will be a challenge

APPENDIX C

Proposed Draft Secondary Adaptive Model

Draft Secondary – Quad Model, 4 Day Cycle - 2 courses at a time. All grades.

MODEL A – 1, 2.5 Hour In-class Instruction

- P 1 and 2 Sept 8 to Nov 13
- P 3 and 4 Nov 16 to Jan 29
- P 5 and 6 Feb 1 to Apr 16
- P 7 and 8 Apr 19 to June 30

Timelines in detail, subject to change

300 Instructional Minutes/day	Monday (Cohort A)	Tuesday (Cohort B)	Wednesday (Cohort C)	Thursday (Cohort D)	Friday (Cohort A)....
8:30 - 11:00 <i>15 min break - variable</i> 1 Period Day	Period 1 P 1a	Period 1 P 1b	Period 2 P 2a	Period 2 P 2b	Period 1 P 1a
11:00 - 11:15	Students Exit	Students Exit	Students Exit	Students Exit	Students Exit
11:15 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:40	Prep Time	Prep Time	Prep Time	Prep Time	Prep Time
12:40 - 1:55 Learning Through DL Platforms (afternoon) (staff in building all day)	P1a Interactive Synchronous Learning	P1b Interactive Synchronous Learning	P2a Interactive Synchronous Learning	P2b Interactive Synchronous Learning	P1a Interactive Synchronous Learning
1:55-3:10 Ongoing Online Learning and Teaching*	Period 1* Period 2*	Period 1* Period 2*	Period 1* Period 2*	Period 1* Period 2*	Period 1* Period 2*

QUAD	DAYS	HOURS – INCLASS AND SYNCHR.	
1	51	127.5	95.625
2	44	110	82.5
3	46	115	86.25
4	49	122.5	91.875
	190		

APPENDIX C

Proposed Draft Secondary Adaptive Model

*Range of Learning and Instruction Activities

- Continued instruction
- Homework feedback
- Assessment time
- On line learning
- Check and Connect
- Small group clarification and re-teaching – ESL and Spec Ed?
- Peer/Teacher editing
- Working in small groups – ie: reading and writing
- Questions/answers
- Possible retests

DRAFT

Risk Assessment for Transporting Students During Covid

Question: How can you safely transport students?

1. No Risk

Service: Cancel transportation. Service cannot be provided without risk to students or drivers

Considerations:– take savings from transportation and hire or extend school staff to provide supervision at schools. Possibly recruit school bus drivers to provide supervision at schools

Impact – 47047 (students without service)

TCDSB – 29170

TDSB - 17877

2. Low Risk

Service: Implement social distance policy on bus as best as possible – students in every other seat and staggered across from one another. No mini van or WC service. Maintain school centric routing so only students from same school on same bus to avoid cross contamination. Only one bus used per school with no doubling and no secondary group to use the bus.

Considerations: Students in harness, aides or nurses travelling with students could not be accommodated

Impact - Reduced capacity – TCDSB – 22032 TDSB – 9938 (students without service)

TCDSB – Full Size – 6868 Mini Size – 1350 Total Capacity 8218

TDSB – Full Size – 4298 Mini size – 3641 total Capacity 7939

3. Mid Risk

Service: Implement social distance policy on bus as best as possible – students in every other seat and staggered across from one another. Individualized mini van and WC service. Maintain school centric routing so only students from same school on same bus to avoid cross contamination. If multiple groups are required then 4 day week and alternate weeks to allow for natural decontamination over the 3 day weekend.

Considerations: Students in harness, aides or nurses travelling with students could not be accommodated

Impact - Reduced capacity – TCDSB – 12734 TDSB 1999 (students without service)

TCDSB – Full Size – 13736 Mini Size – 2700 Total Capacity 16436 (alternate week)

TDSB – Full Size – 8596 Mini Size – 7282 Total Capacity 15878 (alternate week)



4. Moderate Risk

Service: Implement a one seat one student solution. Include minimized use of mini van and WC service for high needs students. Allow for limited mixed use of students on bus.

Considerations: Interaction with students has heightened potential in this model with the introduction of high needs / unique circumstance students. Possible use of full size buses to accommodate students with special needs or those other individuals using a mini bus.

Impact: Reduced Capacity – TCDSB – 13326 TDSB – 2508 (students without service)
 TCDSB – Full Size – 13378 Mini Bus – 2430 WC – 28 Mini Van – 8 Total Capacity 15,844
 TDSB – Full Size – 8596 Mini Bus – 6553 WC – 151 Mini Van – 69 Total Capacity 15,369

5. High Risk

Service: Normal delivery - Implement solution that maximizes use of vehicles and time. All students transported as normal.

Considerations: Social distancing is not considered, may be issues with driver availability.

Impact: 0 - all students serviced

- Note: Capacity is based on a student in every seat – given logistics, not all seats will be utilized on every trip reducing capacity further. Specific special needs have not been factored in which will reduce capacity further.

COVID-19

School Re-Opening Plans

**For the Publically Funded School Boards in
Toronto**

Dr. Vinita Dubey, MD, MPH, CCFP, FRCPC

Associate Medical Officer of Health

Date: July 3rd, 2020

Novel (new) coronavirus presents as an acute respiratory illness. **COVID-19** is the disease that develops from the **coronavirus**.

Corona Virus Disease-2019 (year of the outbreak).

Symptoms can take 2 to 14 days after exposure to develop.



Fever



Cough



Difficulty breathing



**Sore throat,
trouble swallowing**



**Runny nose or
red eyes**



**Loss of taste or
smell**



**Not feeling well,
tired or sore muscles**



**Nausea, vomiting,
diarrhea**

COVID-19 symptoms may be different, for children & older adults. Some may also have non-specific symptoms, such as:

- disorientation, confusion
- sleeping more than usual or muscle aches
- dizziness, weakness or falls
- chills, headaches

Children with COVID-19 usually have mild symptoms, including:

- ✓ Fever
- ✓ Cough
- ✓ Sore throat
- ✓ Feeling unwell

If your child has difficulty breathing, talk to your health care provider.



It is rare, but some may get an inflammatory condition. Watch for:

- ✓ Fever, lasting several days
- ✓ Tummy ache, vomiting, diarrhea
- ✓ Pink eyes
- ✓ Rash

If your child experiences any of these, talk to your health care provider.

- older adults, 70 years +
- persons receiving treatment that may weaken their immunity (e.g. dialysis, surgery, cancer treatment)
- persons with an autoimmune disorder (e.g. lupus, rheumatoid arthritis)
- persons with a chronic health condition (e.g. diabetes, emphysema, asthma, heart disease)

- **From respiratory droplets** when an infected person talks, coughs or sneezes
- Droplets from singing or projecting voices across a room can travel beyond 2 metres
- **Touching contaminated surfaces** or objects then touching their mouth, nose, or eyes - depending on the material of the surface, virus can “live” up to 72 hours.

- Health screening of staff/students everyday
- Stay home if sick, even with mild symptoms
- Wash or sanitize hands often
- Do not touch face with unwashed hands
- Frequent cleaning & disinfecting
- Avoid Prolonged close contact
- Maintain physical distancing (2 metres)
- Wear a mask/face covering when unable to maintain a 2 metre physical distance
- Use of barriers (e.g. plexiglass)

Maintaining safe schools are extremely important. However, care must to be taken to avoid stigmatizing students and staff who may be exposed to the virus. Schools should continue to be a welcoming, respectful, inclusive and supportive environment for all.

Ontario Prepares for the Safe Reopening of Schools

- **Normal school day routine** with enhanced public health protocols
- **Modified school day routine** - an adapted delivery model
- **At home learning** - Remote education-online

- a) **Health screening** for COVID-19 symptoms
- b) **Physical distancing** signs and floor markers to remind everyone to stay 2 metres apart
- c) **Practice frequent hand hygiene & respiratory etiquette** (cough into elbow/ tissue)
- d) **Use of a mask/ face covering**
- e) **Control measures:** restrict entrances; move furniture; install barriers, etc.
- f) **Enhanced cleaning & disinfection** of high touched surfaces and washrooms



Do you have any of the following:



Fever



Cough



Difficulty breathing



Sore throat,
trouble swallowing



Runny nose or
red eyes



Loss of taste or
smell



Not feeling well,
tired or sore muscles



Nausea, vomiting,
diarrhea



Have you been in close contact with someone who is sick or has confirmed COVID-19 in the past 14 days?



Have you returned from travel outside Canada in the past 14 days?



If you answered YES to any of these questions, go home & self-isolate right away. Call Telehealth or your health care provider, to find out if you need a test.

Students, volunteers and staff should:

- complete a health screening questionnaire everyday before coming into the school.
- Not attend school and go to a primary care provider or an assessment center for testing if sick/have signs symptoms of COVID-19

- Develop flexible attendance & sick leave policies that encourage students and staff to stay home when sick or caring for sick family members.
- People with COVID-19, can return to work 14 days after their symptoms first appear, as long as symptoms are mostly gone.

There are no tests or clearance letter required for return to work/school.

- If staff/student has COVID-19 symptoms, they are to go to an assessment center and get tested
 - If test is negative :Can return to work/school 24 hours after symptoms go away, as long as not self-isolating for other reasons.
- If staff becomes ill while they are at school, they are to go home and self isolate. If they can't they should be isolated from others in a separate room
- If student develops COVID symptoms while in school-immediately separated from others in a separate room until picked up.
- Room is disinfected after the individual leaves

- Track student and staff absenteeism and compare against usual absenteeism patterns at the school.
- Alert local public health about large increases in student/staff absenteeism due to respiratory illnesses.
- Confirmed cases are reported by the lab to Toronto Public Health.

Contact Tracing and Outbreak Considerations for Schools

- To support contact tracing schools must
- Keep daily records of anyone entering the school setting (name, contact info, time of arrival/departure, screening completed etc.)
 - Public Health Units will follow up with all positive cases and perform a risk assessment of their contacts.
 - Outbreak considerations for schools.
 - What is TPH Role/Schools Role?
 - If schools have any questions call 416-338-7600

- Develop procedures that support physical distancing. Physical distancing of two meters must be maintained.
- Classrooms set up with 2 metres distance
- Designated routes for student to and from classroom
- Visual cues/physical guides
- Stagger student movement

- Classes must be cohorted (15 or few students per classroom with alternate day or week delivery)
- Close contact may be unavoidable between members of cohorts. For older students physical distance should be maintained
- Cohorts that share a space should be 2 meters apart .
- Cohorts alternate the use of a space ie a classroom should be cleaned between cohorts. Make plans to prevent mixing of cohorts
- Limit rotating teachers
- Cohorts should eat lunch in class together

- Large gatherings/assemblies should be cancelled
- Outdoor gatherings are less risky than indoor gatherings
- Encourage the use of virtual tools
- Line ups to get in and leave the school need attention

Why Wear a Mask?



My mask
protects you
& your mask
protects me.

Protect each other. Wear a mask.

HOW TO SAFELY WEAR A CLOTH MASK OR FACE COVERING

1



Before putting on the mask, wash your hands & secure hair away from your face.

2



Place the mask snugly over your mouth & nose, making sure there are no gaps.

3



Avoid touching your face & mask while using it. Do not leave the mask on your neck, forehead or hanging from your ear.

4



Change your mask as soon as it gets damp or soiled.

5



Remove the mask without touching the outside of the mask & launder it before wearing again.

6



Wash your hands & clean any surfaces that the dirty mask touches.

DOES A FACE SHIELD OFFER THE SAME PROTECTION AS A MASK?

No, wearing a mask provides better protection in indoor, public spaces & keeps your germs from spreading to others.



A face shield can protect your eyes from someone else's germs, but does not always keep your germs from spreading to others.



Wear a mask in enclosed public spaces and keep 6 feet distance from others.



- School Boards to develop a program for cleaning and disinfection of schools.
- Frequently touched surfaces should be cleaned at least twice daily- at any interval- eg one in day, one end of day/evening
- Refer to [Health Canada's Hard Surface Disinfectants](#) and hand sanitizers approved products
- Deep cleaning is not required

- School bus drivers/monitors/aids should not report to work if they have symptoms or have been exposed to COVID-19
- Maintain Physical Distance between students on school vehicles by reducing school bus capacity
 - Could it be less than 2 metres?
- Students from the same household can share seats
- If students develop symptoms at school they should not take the school bus home and be picked up by a parent/guardian
- ?masks?

- Information should be shared with all parties.
- Communicate via website, voice mail/ text, letter to staff, parents and stakeholders.
- Post signs at building entrances and common areas.
- Posters available on our [City of Toronto COVID-19; Spread The Word](#) website

How to Stay Safe



Staying at home and away from others if you are feeling ill



Washing your hands frequently with soap and water



Maintaining physical distancing of at least two metres from people outside your immediate household in public



Using an alcohol-based sanitizer if soap and water are not available



Practising good hygiene (avoiding touching your face and covering your cough or sneeze)



Wearing a face covering in public where physical distancing is a challenge or not possible



Limiting outings and public gatherings as per emergency orders



Increasing cleaning of frequently touched surfaces



Minimizing travel and self-isolating for 14 days after all international travel



Working remotely or redesigning spaces and interactions to make them safer



Getting tested if you are worried you have or have been in contact with someone who has COVID-19



Protecting the most vulnerable

- Hospital for Sick Kids advice to the Ministry.
- students have different teachers in the morning and afternoon. Does this cause concern for TPH?
- In measuring some of our classrooms, we cannot have 15 students in the class and keep 6 feet distance
- Can any of our groups be above 15. We do have classes that are 31-34 in size.

Angela Pisan

Sue Huang

Nicole Welsh

Ida Hersi

Ulla Wise

From Toronto Public Health

City of Toronto [COVID-19](#) Website. Retrieved July 2020

Ontario Ministry of Education (2020) [Approach for re-opening schools for the 2020-21 school year](#)

World Health Organization (WHO) (March 2020)
[Key Message and Actions for COVID-19 Prevention and Control in Schools.](#)

Q1: What school does your child attend? If you have more than one child enrolled at the TCDSB please complete one survey per child.	RESPONSES: Answered: 24,491 Skipped: 351	
Michael Power-St Joseph	2.35%	576
Bishop Allen Academy	2.25%	550
Father John Redmond	1.72%	422
Mary Ward	1.71%	420
All Saints	1.70%	417
Senator O'Connor College	1.49%	366
Francis Libermann	1.36%	332
Cardinal Carter Academy	1.30%	318
St John Paul II	1.26%	308
Loretto Abbey	1.20%	293
St Robert	1.16%	285
Blessed Sacrament	1.12%	274
St Brigid	1.03%	253
Our Lady of Peace	1.02%	251
Marshall McLuhan	1.00%	245
Our Lady of Sorrows	0.99%	242
St Gregory	0.98%	240
Holy Angels	0.98%	239
St Basil the Great College	0.97%	237
Monsignor Percy Johnson	0.95%	233
St Cecilia	0.93%	228
Chaminade College	0.92%	226
Neil McNeil	0.91%	224
Our Lady of Fatima	0.91%	224
Father Serra	0.89%	219
Josyf Cardinal Slipyj	0.89%	217
St Maria Goretti	0.85%	207
St Fidelis	0.83%	204
St John	0.82%	201
St Bonaventure	0.82%	200
St Eugene	0.81%	199
St Clement	0.81%	198

APPENDIX 'F'

St Joseph's College	0.80%	196
St. John Henry Newman	0.78%	192
St Brendan	0.78%	191
St Conrad	0.78%	191
Notre Dame	0.76%	187
The Holy Trinity	0.75%	183
St Pius X	0.74%	181
St Timothy	0.73%	178
Jean Vanier	0.69%	168
Brebeuf College	0.68%	167
St Edward	0.68%	167
St Benedict	0.67%	164
St Clare	0.66%	162
St Patrick	0.66%	162
St Wilfrid	0.66%	161
St Jude	0.65%	159
St Simon	0.65%	159
St Mary Catholic Academy	0.64%	156
St Raphael	0.64%	156
Nativity of Our Lord	0.62%	153
Our Lady of Victory	0.62%	153
St Ambrose	0.62%	153
St Cyril	0.62%	153
James Culnan	0.62%	151
Bishop Marrocco-Thomas Merton	0.61%	149
Madonna	0.60%	146
St Francis Xavier	0.59%	145
Our Lady of Perpetual Help	0.58%	143
St Nicholas of Bari	0.58%	143
St Leo	0.57%	140
St Paschal Baylon	0.57%	139
St Jerome	0.54%	132
Stella Maris	0.54%	132
Transfiguration	0.54%	132

APPENDIX 'F'

Our Lady of Lourdes	0.53%	130
St Bernard	0.53%	129
St Matthew	0.52%	127
St Matthias	0.51%	126
St Thomas Aquinas	0.51%	125
St Margaret	0.51%	124
Dante Alighieri Academy	0.50%	123
Holy Name	0.50%	123
Immaculate Conception	0.50%	123
St Jane Frances	0.50%	122
Our Lady of Wisdom	0.49%	121
St Richard	0.49%	121
Annunciation	0.49%	119
Canadian Martyrs	0.48%	117
James Cardinal McGuigan	0.47%	116
Precious Blood	0.47%	116
Father Henry Carr	0.47%	114
St Helen	0.47%	114
St Anselm	0.46%	112
St Agatha	0.45%	111
Holy Rosary	0.45%	109
Holy Spirit	0.45%	109
St Joseph Morrow Park	0.45%	109
Regina Mundi	0.44%	107
Cardinal Leger	0.43%	105
St Elizabeth	0.43%	105
Sts Cosmas and Damian	0.42%	104
St Monica	0.42%	103
St Andre	0.42%	102
St John the Evangelist	0.42%	102
St Norbert	0.42%	102
St Oscar Romero	0.42%	102
St Victor	0.42%	102

APPENDIX 'F'

St Vincent De Paul	0.42%	102
Holy Cross	0.41%	100
St Denis	0.41%	100
St Nicholas	0.40%	99
St Agnes	0.40%	98
St Anthony	0.40%	98
St Demetrius	0.40%	97
St Josaphat	0.39%	95
St Francis de Sales	0.38%	94
St Martin De Porres	0.38%	94
St Isaac Jogues	0.38%	93
St John XXIII	0.38%	93
Blessed Pope Paul VI (now known as St. Paul VI)	0.36%	87
St Lawrence	0.35%	85
St Mother Teresa Catholic Academy	0.34%	84
Blessed Pier Giorgio Frassati	0.34%	83
St Barnabas	0.34%	83
D'Arcy McGee	0.33%	82
St Boniface	0.33%	82
St Henry	0.33%	82
St Mary of the Angels	0.33%	82
St Rose of Lima	0.33%	82
Blessed Margherita of Citta Castello	0.33%	81
St Albert	0.33%	80
St Augustine of Canterbury	0.33%	80
St Paul	0.33%	80
Venerable John Merlini	0.33%	80
Loretto College	0.32%	79
Mother Cabrini	0.32%	79
Sacred Heart	0.32%	79
St Mary	0.32%	79
St Marcellus	0.31%	77
St Edmund Campion	0.31%	76

APPENDIX 'F'

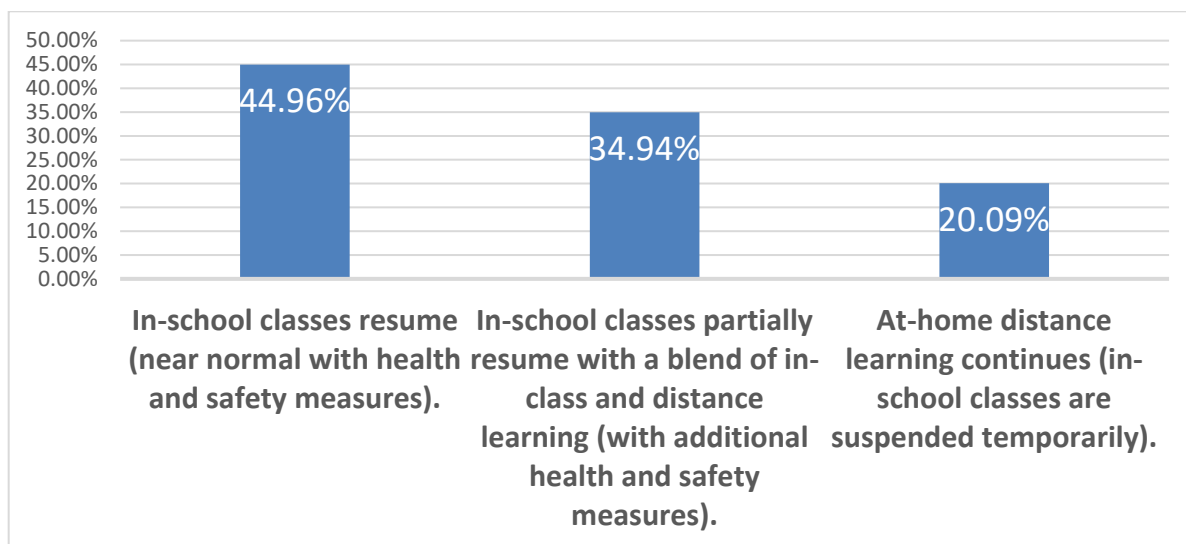
St Gabriel	0.31%	76
Our Lady of Grace	0.31%	75
Prince of Peace	0.31%	75
Santa Maria	0.31%	75
St John Bosco	0.31%	75
St Charles	0.30%	74
St Mark	0.30%	74
St Antoine Daniel	0.29%	72
St Barbara	0.29%	72
St Joseph	0.29%	72
St Louis	0.29%	72
St Ignatius of Loyola	0.28%	69
St Michael Choir Jr	0.27%	67
St Angela	0.27%	66
St Charles Garnier	0.27%	66
St Sebastian	0.27%	66
St Aidan	0.27%	65
St Dominic Savio	0.27%	65
St Kevin	0.26%	64
St Malachy	0.26%	64
St Thomas More	0.26%	64
St Andrew	0.25%	62
St John Vianney	0.25%	61
St Ursula	0.25%	61
Pope Francis	0.24%	59
St Dunstan	0.24%	59
St Stephen	0.24%	59
St Alphonsus	0.24%	58
St Joachim	0.24%	58
St Theresa Shrine	0.23%	57
St Gerald	0.22%	54
Bishop Macdonell	0.22%	53
Holy Family	0.22%	53

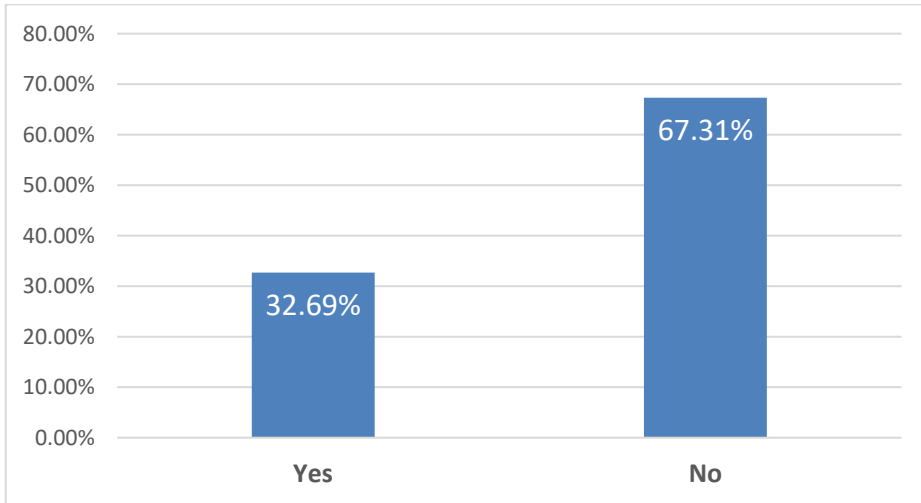
APPENDIX 'F'

St Maurice	0.22%	53
Our Lady of the Assumption	0.21%	52
St Francis of Assisi	0.21%	52
St Florence	0.21%	51
Immaculate Heart of Mary	0.20%	50
St Bruno/St Raymond	0.20%	50
Blessed Trinity	0.20%	49
Holy Child	0.20%	48
St Michael	0.20%	48
St Roch	0.20%	48
St Columba	0.19%	46
St Martha	0.19%	46
St Kateri Tekakwitha	0.18%	44
St Dorothy	0.16%	40
St Sylvester	0.16%	40
St Bede	0.16%	39
St Jean De Brebeuf	0.16%	38
St Catherine	0.15%	37
St James	0.15%	36
St Michael Choir Sr	0.13%	33
St Elizabeth Seton	0.13%	32
Our Lady of Guadalupe	0.12%	30
Epiphany of Our Lord Academy	0.11%	28
Monsignor John Corrigan	0.11%	28
St Marguerite Bourgeoys	0.11%	27
The Divine Infant	0.11%	27
Monsignor Fraser	0.11%	26
St Gabriel Lalemant	0.11%	26
St Bartholomew	0.09%	22
St Luigi	0.09%	22
St Rene Goupil	0.07%	17
St Rita	0.05%	13
TOTAL		24,491

Q2: What grade(s) will your child or children be entering in September?

ANSWER CHOICES	RESPONSES	
JK/SK	10.04%	2,488
Grade 1	7.89%	1,955
Grade 2	7.86%	1,948
Grade 3	7.78%	1,927
Grade 4	7.39%	1,831
Grade 5	6.98%	1,730
Grade 6	7.08%	1,754
Grade 7	7.03%	1,743
Grade 8	7.33%	1,817
Grade 9	6.57%	1,627
Grade 10	7.73%	1,916
Grade 11	7.79%	1,931
Grade 12	8.53%	2,114
TOTAL		24,781

Q3: If schools reopen as planned in September, what is your preferred method of learning?**Q4: Do any children in your household require transportation to school by bus?**



Q5: If Yes, please indicate which grade level.

ANSWER CHOICES	RESPONSES	
JK/SK	4.87%	1,084
Grade 1	3.69%	820
Grade 2	3.40%	756
Grade 3	3.98%	885
Grade 4	3.60%	801
Grade 5	3.60%	801
Grade 6	3.37%	749
Grade 7	3.42%	762
Grade 8	3.36%	747
Special Needs	1.06%	235
Not applicable	65.66%	14,611
		TOTAL: 22,251

Q6: If schools are directed to re-open in September and your child (or children) is eligible for transportation, how likely are you to use the school bus for the upcoming 2020-2021 school year?

ANSWER CHOICES	RESPONSES	
Likely	24.16%	5,933
Unlikely	14.03%	3,445
Not Sure	12.27%	3,013
Not Applicable	49.54%	12,165
TOTAL		24,556

Q7: If school busing is reduced or unavailable in the fall due to health and safety reasons in the fall, how will you be bringing your child (or children) to school?

ANSWER CHOICES	RESPONSES	
Walk	21.86%	5,264
TTC	19.53%	4,703
Parent Drop-off	52.19%	12,567
TOTAL		24,081

Q8: Do you have any additional comments or concerns? (summary)

The following is a themed summary of questions/concerns that were shared (in no particular order of importance):

Student safety is the #1 concern, balance of:

- parents/guardians who prioritize safety and prefer to continue with distance learning (until COVID numbers drop or a vaccine)
- VS. parents/guardians who are concerned for student mental health and well-being and prioritize a return to classroom learning (ref. to Sick Kids Guidelines)
- Concerns about students taking TTC and ability to maintain distance on public bus

Return to School Protocol: What new measures will be in place to address COVID concerns?

- Recommended class caps at 10-15 students
- What will social distancing look like?
- Will masks be required? Some respondents believe they should be.
- Will there be more custodians? How will they manage increased cleaning?
 - Concerns that classrooms are not currently cleaned enough.
- If there is a cohort Learning model, ensure siblings/students from the same family have the same in-school learning days

Distance Learning

- If continues, there needs to be more touch points with teachers via phone calls; suggestions of smaller group chats vs. entire classroom calls

Board Communication

- Continue regular communication with parents
- Survey parents again closer to September

Kindergarten Learning

- How will sanitation and social distance be enforced at this level?
 - Young students have difficulty controlling coughs, sneezes, dirty hands, etc.
- Distance Learning disadvantages this age group
- Concerns about young students “starting school in a stressful, strict socially distanced situation”



REPORT TO

REGULAR BOARD

Recommendation of New Name for Jean Vanier Catholic S.S.

But now thus says the Lord he who created you, O Jacob, he who formed you, O Israel: Do not fear, for I have redeemed you; I have called you by name, you are mine (Isaiah 43)

Created, Draft	First Tabling	Review
June 22, 2020	July 16, 2020	

Peter Aguiar: Superintendent of Student Achievement and Wellbeing-Area 7

RECOMMENDATION REPORT

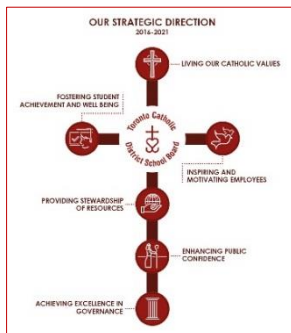
Vision:

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 a new name for Jean Vanier Catholic Secondary School.

The cumulative staff time required to prepare this report was 5 hours

B. PURPOSE

In light of the findings of the L'Arche International Independent Inquiry regarding the late Jean Vanier, founder of L'Arche, the Director of Education determined that there were extenuating circumstances which required community consultation on a name change for Jean Vanier Catholic Secondary School. This report outlines the consultation process and recommends a new name for the school.

C. BACKGROUND

1. The naming of TCDSB schools is governed by the School Names Policy S.07. (Appendix A)
2. Section C3 of the School Names Policy S.07 states that “where the Director determines that there are extenuating circumstances, the Director may require that the [CSPC] of the school consider a name change”.
3. A report outlining the consultation process was approved by the Student Achievement and Well Being, Catholic Education and Human Resources Committee on March 5, 2020 (Appendix B).

D. EVIDENCE/ANALYSIS

1. After consultation with the school CSPC, staff, students, parish priest, local trustee and school superintendent it was determined that a name change for Jean Vanier Catholic Secondary School was necessary.

2. Further consultations with the school CSPC, staff, students, parish priest, local trustee and school superintendent were held to gather a list of potential names for the school. (Appendix C)
3. The list of potential names was presented to the school's Student Council, and the Council was provided an opportunity to add additional names. On behalf of students the Student Council submitted a list of their top 5 choices.
4. A community meeting was held on June 4, 2020. The list of potential new names, as well as the student council preferences, was presented and discussed. In attendance were parents, staff, the local parish priest, the local trustee and the school superintendent.
5. Following this meeting, all members of the community were asked to rank their top choices from the list provided. This was done through an electronic survey.
6. As a result of the survey, the following four names were chosen for a short list:
 - a. St. Joan of Arc
 - b. Mary Queen of Peace
 - c. St. Michael the Archangel
 - d. St. Lorenzo Ruiz
7. As required by Board policy, the list of proposed names was sent to the Archdiocese for consultation. The Archdiocese concluded that all of the proposed names were acceptable.
8. The 4 names were presented to the 3 major Jean Vanier CSS stakeholder groups for a vote: Staff, Students and Community/Parents. In order to ensure fairness, each of the stakeholder group's total vote counted for 1/3 of the final vote.
9. The vote was held in the form of an electronic survey that went out to all parents, staff members, students, the parish priest and the local trustee. The survey was available from June 16-20, 2020.

10. The result of the survey was:

	St. Joan of Arc	Mary Queen of Peace	St. Michael the Archangel	St. Lorenzo Ruiz
	%	%	%	%
Staff (n=42)	50.0	26.1	9.5	14.3
Students (n=198)	28.8	14.6	28.8	27.9
Community (n=95)	15.8	11.6	37.9	34.7
Total % of Vote	31.5	17.4	25.4	25.6

n=number of participants

11. The school has seen a recent increase in EQAO scores and in September will be introducing Advanced Placement Courses. In light of this change, and in order to reflect an increased focus on academics, the school staff has requested that the new name chosen for the school be followed by “Catholic Academy”.

E. STAFF RECOMMENDATION

Staff recommends that Jean Vanier Catholic Secondary School be renamed St. Joan of Arc Catholic Academy.

TCDSB Policy Register

School Names S.07

Date Approved: 11 Oct. 06	Date of Review:	Dates of Amendment:
Cross Reference:		

Policy:

1. TCDSB schools shall be designated as either “Catholic Elementary or Catholic Secondary School in their official school name, unless otherwise approved by the Board.
2. A TCDSB Catholic school shall be given the name of Our Lord, Our Lady, a Saint, a Catholic tradition, a local parish church, a closed school, or an exemplary Catholic person of local, national, international, or historic significance.

Regulations:

(A) NEW SCHOOLS:

1. In the naming of a new school each of the following shall be requested by the local School Superintendent to submit to the Director of Education a proposed name:

- (a) The pastor in the name of his parish where the school will be located,
- (b) The Catholic School Advisory Council, or where there is no Catholic School Advisory Council the parents of the future students of the new school.
- (c) The Superintendent of Education for the area where the new school is located.
- (d) The local trustee representing the TCDSB ward where the new school is located.

2. The Archbishop of the Toronto Diocese will be consulted as to the suitability of the names submitted.

3. Subsequent to 1 and 2 the Board shall select the name through the usual reporting procedure. The report outlining the proposed names and their rationale, shall be presented to the Administrative and Corporate Services Committee of the Board for review and a decision on the name. The report shall include the recommendation of the Director of Education, who after reviewing the names submitted under Regulations (A) 1. (a)-(d), may also add a name to the list and the rationale.

Consideration of the school name will be in accordance with numbers one and two of the policy.

4. The exterior signage on schools will contain the TCDSB logo and the name assigned to the school.

5. The school principal shall ensure that a suitable plaque/scroll, outlining the significance of the school name, is arranged for and displayed appropriately in the school.

(B) CLOSED/CONSOLIDATED SCHOOLS:

1. Consolidated schools include the following conditions:

(a) Two or more existing schools are closed and the students are moved to one new consolidated location, or

(b) One or more existing schools are closed and the students are relocated to fill available space in one or more existing school.

2. Where two or more schools are closed and consolidated into one new school and students are moved to a new consolidated facility (the facility may be a newly constructed or renovated school for the purpose of consolidation); a name change shall be considered by the newly established CSAC for the school (or where there is no CSAC the parents of the future students of the school) to reflect the consolidated school communities using the process outlined in regulation (B) 5.

Consideration of the school name will be in accordance with numbers one and two of the policy.

3. Where one or more schools close and the students are re-located to fill available space in one or more other existing receiving school(s), and the relocated students from any one school will form no more than 33% of the total school population after consolidation (based on the September 30 enrolment summary), no name change is required for the primary receiving school. The names of closed schools are mothballed for possible future use.

4. Where one or more schools close and the students are re-located to available space in one or more other existing receiving school(s), and the transferred students from any one school will form greater than 33% of the total receiving school population after consolidation (based on the September 30 enrolment summary), a name change shall be considered upon recommendation of the newly established CSAC for the school to reflect the consolidated school communities as outlined in the following regulation (B) 5.

Consideration of the school name will be in accordance with numbers one and two of the policy.

5. In the naming of any school consolidated from two or more schools communities, each of the following will be requested by the local School Superintendent to submit to the Director of Education a proposed name.

(a) The pastor in the name of his parish where the consolidated school is located.

(b) The new Catholic School Advisory Council for the consolidated school.

(c) The Superintendent of Education for the area where the new school is located.

(d) The local trustee representing the TCDSB ward(s) where each of the schools which have been consolidated are located.

6. The key consideration in the school name shall be the Parish name in which the primary receiving school is located. The Archbishop of the Toronto Diocese will be consulted as to the suitability of the names submitted.

7. After all names have been submitted the Director of Education shall submit a report to the Administrative and Corporate Services Committee of the Board for

review outlines all names proposed and their rationale, and recommend that the Board select a name, and inform the consolidated school communities of the decision. The report shall include the recommendation of the Director of Education who, also after reviewing all of the names submitted under Regulations (B) 5. (a)-(d), may also add a name to the list and rationale.

Notwithstanding regulations B2, B3 and B4 where the Director of Education determines that there are extenuating circumstances, he/she may require that the CSAC of the closed/consolidated school shall consider a name change and that in such circumstances the process outlined in B5, B6, B7 shall be followed.

8. That the names of closed schools be considered for wings, libraries etc. in the receiving or consolidated schools.

(C) Relocated School

1. If an existing school facility is closed and the pupils are relocated to a new school facility, the name of the closed school facility shall become the name of the new school facility, unless the Catholic School Advisory Council (CSAC) requests in writing to the Director that a name change be considered for the school due to:

(a) Its location in a new Parish

(b) Its location in an area served by two or more Parishes

(c) Another reason precipitated by the location change (to be outlined in the request to the Director of Education)

2. Following a request by the CSAC in such circumstances, the Director will request that the local school Superintendent for the area of the new school location implement the process outlined in Regulation A (1-5).

3. Notwithstanding regulations C1 and C2, where the Director of Education determines that there are extenuating circumstances, he/she may require that the CSAC of the relocated school shall consider a name change and that in such circumstances the process outlined in (A)1-(A)5 shall be followed.

(D) Closed School Names:

1. If a TCDSB school is closed by the Board due to consolidation of schools or relocation as outlined in the Regulations (B) and (C), and the name of the closed school is not used for a consolidated or relocated school; the name shall be recorded and such record maintained by the Director of Education (or designate) for possible future use of the Board, as the name of a school, part of a school, library or a building. That the names for the closed schools be considered for wings, libraries etc. in the receiving schools.

(E) RENAMING EXISTING SCHOOLS

1. Non Program Needs

a) Where the title of the individual for whom the school has been named is changed by the Catholic Church, the local superintendent shall consult with the school CSAC and shall draft a report to the Board recommending renaming the school to incorporate the new title.

b) Notwithstanding (a) , where the Director determines that there are extenuating circumstances, the Director may require that the CSAC of the school consider a name change and that in such circumstances, the procedures in A (1-5) be followed.

2. PROGRAM NEEDS

a) In the event that there is a significant change to the program offering at an existing school and a change of name is contemplated, the Catholic School Advisory Council shall be consulted. The school name may only be altered by the addition (or deletion) of an extension to the existing name. If the CSAC endorses the proposed name change, the CSAC must request in writing to the Director that a name change be considered.

b) Following the request by the CSAC in such circumstances, the Director will request that the local school Superintendent implement the process outlined in regulation A (1-5).



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

POSSIBLE NAME CHANGE FOR JEAN VANIER CATHOLIC SECONDARY SCHOOL

But now thus says the Lord he who created you, O Jacob, he who formed you, O Israel: Do not fear, for I have redeemed you; I have called you by name, you are mine (Isaiah 43)

Created, Draft	First Tabling	Review
March 2, 2020	March 5, 2020	Click here to enter a date.

Peter Aguiar – Superintendent of Student Achievement and Wellbeing-Area 7
 Shazia Vlahos – Chief of Communications and Government Relations

INFORMATION REPORT

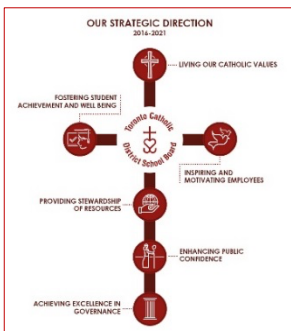
Vision:

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

Mission:

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

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



Rory McGuckin
 Director of Education

D. Koenig
 Associate Director of Academic Affairs

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

A. EXECUTIVE SUMMARY

This information report outlines the process that will be taken to determine if a new name for Jean Vanier Catholic Secondary School is required, and if so, the consultation process to determine a new school name.

The cumulative staff time required to prepare this report was 3 hours

B. PURPOSE

In light of the recent findings of the L’Arche International Independent Inquiry regarding the late Jean Vanier, founder of L’Arche, the Director of Education has determined that there are extenuating circumstances which require community consultation on a possible name change for Jean Vanier Catholic Secondary School.

C. BACKGROUND

- 1) The naming of TCDSB schools is governed by School Names Policy S.07 (Appendix A)
- 2) Section C3 of the School Names Policy S.07 (Appendix A), states that “where the Director determines that there are extenuating circumstances, the Director may require that the [CSPC] of the school consider a name change”.
- 3) In addition to the CSPC, the broader Jean Vanier CSS community shall also be consulted including students, staff, the pastor of St. Maria Catholic Parish, the local Superintendent and the local Trustee.
- 4) Following consultation, if a name change is deemed necessary, the steps outlined in Section A of the policy will be followed to determine a new name.
- 5) The policy Section 2 mandates that a Catholic School will be given the name of one of the following:
 - a. our Lord
 - b. a Saint
 - c. a Catholic tradition
 - d. a local parish church
 - e. a closed school

- f. an exemplary Catholic person of local, national, international or historic significance
- 6) In choosing a new name for the school input will be gathered from the following members of the Jean Vanier community:
 - a. Students
 - b. Staff
 - c. The pastor at St. Maria Goretti Parish
 - d. The Catholic School Parent Council
 - e. The local Superintendent
 - f. The local Trustee
- 7) A list of proposed names that meet the criteria as outlined in #5 will be compiled as well as a rationale for each of the names.
- 8) A community meeting will be held to discuss the proposed names and gather additional input.
- 9) As a result of this consultation, the local Superintendent of Education will submit proposed names to the Director of Education.
- 10) The Archbishop of Toronto will be consulted as to the suitability of the names submitted.
- 11) A report outlining the proposed names and their rationale, and any additional name suggested by the Director of Education, shall be presented at the Corporate Services Committee of the Board for a review and a final decision.

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Name (Red=Multiple Nominations)	Category	Rationale from those submitting name
Carlo Acutis	An exemplary Catholic person of local-national-International-or historic significance	Though he is not canonized yet, he has been declared venerable. He was born in 1991 and died when he was 15 and lived a super normal life as teenager and loved computers. His story is super inspiring.
Christ's Cathedral	Our Lord	Jesus is our Lord
Corazon Aquino	An exemplary Catholic person of local-national-International-or historic significance	<p>School is 60% filipino. Corazon Aquino led the fight to overthrow filipino dictator ferdinand marcos and was a strong christian woman and leader. Can't name it after another man. And this would be culturally relavent pedagogy.</p> <p>First female Filipino politician to be president of the Phillippines.</p> <p>There are numerous reasons: It is most fitting that the name to replace Jean Vanier will be a strong Catholic woman, especially one who exemplified her faith in a tumultuous time in Philippine history. Further, Cory Aquino moved people and galvanized them to non-violent protest: "3.5 million ordinary people came on to the streets of Manila with Bibles and rosaries and had answered the call of Cardinal Sin on Vatican Radio to confront the military machine peacefully." Aquino's husband himself demonstrates the courage to standing up against dictatorship and he was assassinated by Marcos. Aquino's public decisions are examples of moral courage, especially to the girls in our</p>

		<p>school community. The connection to her Catholic faith is very public and well-known as she, for example, "took up the challenge [of presidency] after 10 hours' meditation on a spiritual retreat." In addition to being recognized as a figure with strong Catholic ties, Cory Aquino is also the first female president of the Philippines. After her presidency, she continued to devote herself to serving the Philippines. I do not believe we can find a better, stronger, resonating contemporary Catholic figure. The TCDSB will also be singular in having a school named after her. I believe many students and staff will be very proud to have her as our namesake.</p>
Corpus Christi	A Catholic Tradition	<p>The Feast of Corpus Christi is one of the most beloved feast days in the R.C. liturgical year. I believe the name has an automatic Catholic representation, while at the same time being unique.</p> <p>Corpus Christi is Latin for Body of Christ. There was an elementary school by that name but it has closed. Queen of Peace or Our Lady of Peace are other choices.</p> <p>I think this is an appropriate choice. Joan of Arc was a heroic, inspiring figure.</p>
George Vanier	An exemplary Catholic person of local-national-International-or historic significance	<p>Georges-Philéas Vanier, PC, governor general of Canada 1959-67, soldier, diplomat, (born 23 April 1888 in Montreal; died 5 March 1967 in Ottawa). Vanier was the first French Canadian to serve as governor general. As a diplomat, he and his wife helped</p>

		many Europeans displaced by the Second World War. A devout Roman Catholic, he urged love and unity amid the emergence of Quebec separatism in the 1960s. In 1988 he was named the most important Canadian in history by Maclean's magazine. Father of Jean Vanier
Mary, Queen of Peace	Our Lady	Holy Mother is Mother of our Church & School system
Msgr. John Weber	An exemplary Catholic person of local-national-International-or historic significance	<p>Former St. Mikes Alumni (don't hold that against him); Appointed to Msgr. John Weber by Pope Francis in 2014; Parish priest at Good Shepherd Parish in Thornhill for 20+ years ; Parish priest for St. Barnabas Parish (80's); Celebrate the 50th anniversary mass at Notre Dame C.S.S.(former school chaplain); School priest for Holy Redeemer TCDSB + many others.</p> <p>Having personally known Father Weber for 30 years, I can honestly say he is the definition of what a Catholic truly is. It was like meeting a real life Saint. He embodied the true spirit of Catholicism, as he empowered and educated countless of youth throughout his tenure as Parish priest of Good Shepherd. Guiding hundreds of individuals towards a path of Catholic Education and Ministry.</p> <p>Msgr. Weber also had tremendous gift of generosity and compassion. His dedication and determination to provide prayer and communion to the sick and needy was unrelenting. there was not a hospital in GTA that he would not visit</p>

		<p>on a monthly basis.</p> <p>I do not have a Link for further information, but given a week, I could collect hundreds if not thousands of testimonials, from individuals just like myself. Currently 85 years old and retired, he still reaches out to hundreds of people like myself to offer prayer and support. If the name does not work with our school, I hope all of you keep in his name in mind for future schools, as he is once in a lifetime individual to meet.</p>
Saint Dulce Lopes Pontes	Saint	<p>Known to Brazilian Catholics simply as “Sister Dulce,” who is Brazil’s second native-born saint. A member of the Missionary Sisters of the Immaculate Conception, Dulce was born in 1914 and was best known for her work with the poor, sick and disabled. Early on she gave up the comforts of her middle-class life, and later founded the first Catholic workers’ organization in the state of Bahia.</p> <p>She also launched several initiatives including a health clinic for impoverished workers, a school for working families, a hospital, an orphanage and numerous care centers for the elderly and disabled. She was nominated for a Nobel Peace Prize</p>
Saint Germaine Cousin	Saint	Patroness of persons who have lifelong struggles, physically challenged people, disabled people, the sick
Saint Pedro Calungsod	Saint	Also known as Peter -is the second Saint of the Philippines, a Lay Catechist and a Martyr.
Sr. Sue Mosteller	An exemplary Catholic person of	Sr. Sue Mosteller, a recent recipient of the Order of Canada (see the link).

	local-national- International-or historic significance	Naming a school after her would keep the L'Arche connection and would honour a living Catholic who has been recognized both within and beyond the Catholic community. During my time in the mid-80s living in Daybreak I got to know her and I can tell you-- she is the real deal.
St Gonzalo Garcia	Saint	Patron Saint of Vasai (India)
St. Agatha, St. Catherine of Siena or St. Raphael the Archangel	Saint	In light of the times, I thought Patron Saints of nurses and/or healing might be appropriate. (we also have many students interested in nursing)
St. Giles	Saint	Patron of Persons with Physical Disabilities
St. Joan of Arc	Saint	<p>Joan of Arc was renowned for her bravery and true devotion to God. ... She strengthened people's faith in God and in the Catholic Church because she showed a great example of "...with God, all things are possible". I think the Academy portion is ESSENTIAL as we are rebranding the school with a specific purpose. The creation of AP programming, necessary changes to the uniform, having a prep school feel to the name will further encourage "the AP student" to enroll at our school, and change our image in the community. Changing perception and a dedication to God's message aligns our goals moving forward to a rebranding to St Joan of Arc Academy.</p> <p>She was a strong woman and deserves recognition for the both strength of her faith and dedication to her beliefs.</p> <p>St. Joan of Arc was a young person who</p>

		<p>exemplified incredible courage, commitment and confidence in her faith. St. Joan of Arc was martyred at the young age of 19 because of her steadfastness and belief in her faith and her actions.</p> <p>I believe it is important that our name change is to a strong female figure after this scandal. I also believe that choosing someone who has passed long ago and has a strong positive legacy is important to avoid our school community experiencing another similar incident in the future. I also think this name fits in with our current school mascot of a Maverick. This would allow our school community to have some continuity and support school spirit.</p> <p>Female saint, maintains the "J" initial</p> <p>Strong and faithful/spiritual woman who fought courageously for what she believed in.</p> <p>She is the patroness of soldiers. She demonstrates true courage and bravery.</p> <p>We need more strong women represented and Saint Joan of Arc is a wonderful candidate. More women needed</p>
<p>St. Joseph Vaz</p>	<p>Saint</p>	<p>First saint to be canonized in Sri Lanka – canonized in 2015</p> <p>Large Sri Lankan community, keep JV initials</p>

St. Lorenzo Ruiz	Saint	<p>The first native-born Saint and Protomartyr of the Philippines.</p> <p>St. Lorenzo Ruiz was from the Philippines. He is the patron saint of separated families, which is applicable to our school community. Many of our students are new to Canada through the reunification process; their parents came to Canada for employment beforehand. Additionally, the name is easy to spell, pronounce, and remember.</p>
St. Pio	Saint	None given
St. Anthony of Padua	Saint	None given
St. Michael The Archangel	Saint	<p>Michael's name means "who is like GOD."</p> <p>We all want to be like God.</p> <p>St. Michael is celebrated by Jews Christians and Muslims. This show's diversity as to how our school Community shows diversity.</p> <p>St. Michael is a protector, a defender of all evils of the world.</p> <p>We need to protect our school community with all the evil they face every day, on the streets, from social media, peer pressure, television Etc.</p> <p>St Michael also shows strength, confidence and compassion... St Michael, keep us safe and leads us to goodness.</p>



REPORT TO

SPECIAL BOARD

ST. JOHN THE EVANGELIST CATHOLIC SCHOOL CAPITAL PROJECT BUDGET INCREASE

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

Created, Draft	First Tabling	Review
July 8, 2020	July 16, 2020	

L. Northey, Senior Coordinator, Capital Development
 P. De Cock, Comptroller, Business Services and Finance
 M. Meehan, Superintendent of Student Achievement and Well-being
 D. Friesen, Superintendent, Capital Development and Asset Renewal

RECOMMENDATION REPORT

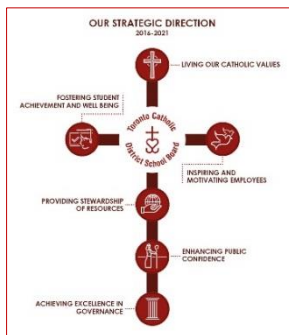
Vision:

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

The new St. John the Evangelist Catholic School was opened in September 2019. Final reconciliation of project costs has now been completed.

This report recommends the approval of a final project cost of \$20,698,700.00 for the construction of the new St. John the Evangelist Catholic School. This includes an increase of \$579,495.00 for additional costs for the construction of a culvert to allow for use of the Metrolinx tunnel deck for playground space, funded mostly by Education Development Charges (EDCs), with a small share paid by Metrolinx. There is an increase of \$161,110.00 for Change Orders not eligible for EDCs.

While there is an increase of \$1,909,674 in the use of EDCs over the original project budget, there is a final surplus of Ministry of Education Capital Priority funding approved for this project in the amount of \$670,225.00. The Ministry will allow surplus approved funding to be redirected to other Capital projects and this report recommends the allocation of this Capital Priority funding surplus to the new St. Raymond / St Bruno Catholic School to address a funding shortfall in this project. Education Development Charges are not available to the St. Raymond / St Bruno project.

The cumulative staff time required to prepare this report was 12 hours.

B. PURPOSE

1. In accordance with Board Policy, budget increases for major Capital projects (new schools and major additions) must be approved by the Board of Trustees.

C. BACKGROUND

1. *On April 10, 2017, TCDSB received Approval to Proceed (ATP) to tender from the Ministry of Education (EDU) for the construction of a replacement school for St. John the Evangelist at a cost of \$19,563,160.* The ATP amount included \$11,465,180 Capital Priorities and Full Day Kindergarten (FDK) funding approved by EDU in 2012, as well as additional unique site cost funding, Education Development Charges and City of Toronto Child Care Capital Funding. The ATP funding breakdown is shown in Appendix A.

2. ***A project budget of \$18,748,824.00 was approved for the construction of St. John the Evangelist Catholic School at the start of construction.*** On May 18, 2017, the Corporate Services, Strategic Planning and Property Committee approved the revised project budget and the award of the construction contract to Pre-Eng Construction Ltd. in the amount of \$15,194,256.80 (including net HST). Due to favourable market conditions, the required project budget was less than the funding approved by EDU at ATP.
3. ***A project budget increase was approved in May 2018 for additional costs related to site preparation.*** Corporate Services approved an increase of \$855,870.00 on May 10, 2018 mainly for the removal of contaminated soil and debris, funded from Education Development Charges (EDC).
4. ***Additional costs were incurred due to delays in gaining access to construct a culvert on Metrolinx property.*** A project budget increase of \$592,111.00 was approved in June 2019, funded from Education Development Charges (EDC), for a revised project budget of \$20,197,306.00.
5. ***Construction of the new school was completed in August 2019.*** Final deficiencies and landscape work that could not be completed in Spring 2020, due to COVID-19, will be completed this summer.

D. METRICS AND ACCOUNTABILITY

1. ***The final project financial reconciliation is detailed in Appendix A.*** The final project cost of \$20,698,700 is funded from multiple sources including the EDU Capital Priorities Grant, Full Day Kindergarten Grant, Unique Site Cost Funding, Education Development Charges and City of Toronto Child Care Capital Funding. Metrolinx also paid a share of the culvert cost based on a formula included in the Tunnel Deck License Agreement.
2. ***Additional costs beyond the approved project budget have been incurred in the construction of the culvert on Metrolinx property in the amount of \$579,495.*** Of this, \$461,193 is funded from EDCs and \$118,302 from the Metrolinx cost share. There is an increase of \$161,110.00 for Change Orders not eligible for EDCs.
3. ***A surplus of \$670,225 in EDU Capital Priorities funding remains at the completion of the project.*** Total final project costs funded from the EDU

Capital Priorities Grant and FDK Grant are \$10,794,955. The approved funding from these sources was \$11,465,180.

4. ***The Ministry of Education allows for unencumbered Capital Priority funding from a completed project to be allocated to another Capital project that has a funding deficit.*** The new St. Raymond / St. Bruno Catholic School Capital project is awaiting ATP from EDU in order to proceed to tender. This project is not eligible to use EDCs for site preparation costs and EDU funding for unique site costs does not cover all extraordinary costs identified in the pre-tender cost estimate. The Board must find alternate sources of funding for a shortfall of \$1.2M. As well as surplus funding from completed projects, Proceeds of Disposition may be used. Allocation of the surplus from St. John the Evangelist would reduce the amount of POD required to approximately \$530,000.

E. STAFF RECOMMENDATION

1. That a final project cost of \$20,698,700 including net HST be approved for the construction of the new St. John the Evangelist Catholic School, as detailed in Appendix A.
2. That the Capital Priority funding surplus in the amount of \$670,225 be allocated to the construction of the new St. Raymond / St. Bruno Catholic School.

APPENDIX A - ST. JOHN THE EVANGELIST FINAL PROJECT RECONCILIATION

30-Jun-20

St. John the Evangelist Catholic School Final Project Reconciliation (all amounts include net HST)	Funding Sources					Total Cost
	Capital Priorities + FDK	EDC Funding 100%	City of Toronto Children's Services	Metrolinx	Ministry Unique Site & TGS Funding	
A. Total Design Consulting Fees/ Expenses	\$563,401	\$625,757	\$106,420	\$0	\$39,548	\$1,335,125
B. Total Other Soft Costs	\$717,013	\$227,435	\$118,619	\$0	\$130,560	\$1,193,626
Total Original Construction Contract Bid Price	\$9,150,077	\$3,255,318	\$1,787,800	\$447,355	\$553,707	\$15,194,257
Total Change Orders	\$698,147	\$2,467,008	\$54,801	\$0	\$146,915	\$3,366,871
Cash Allowance Surplus	(\$265,215)				(\$36,745)	(\$301,960)
C. Total Construction Cost	\$9,583,009	\$5,722,326	\$1,842,601	\$447,355	\$663,877	\$18,259,168
D. Contingency Allowance (for outstanding change orders)	\$68,468	\$0	\$20,751	\$0	\$0	\$89,219
TOTAL PROJECT COST	\$10,794,955	\$6,575,517	\$2,046,889	\$447,355	\$833,985	\$20,698,700
BOARD APPROVED PROJECT BUDGET	\$10,633,845	\$6,114,324	\$2,368,583	\$329,053	\$751,500	\$20,197,305
PROJECT COST to APPROVED BUDGET Surplus/(Deficit)	(\$161,110)	(\$461,193)	\$321,694	(\$118,302)	(\$82,485)	(\$501,395)
MINISTRY APPROVED FUNDING at ATP	\$11,465,180	\$4,665,843	\$2,368,583	\$229,569	\$833,985	\$19,563,160
PROJECT COST to APPROVED FUNDING Surplus/(Deficit)	\$670,225	(\$1,909,674)	\$321,694	(\$217,786)	(\$0)	(\$1,135,540)



REPORT TO

REGULAR BOARD

RESPONSE TO MAY 2020 CPIC MOTIONS

*“Bear one another’s burdens, and in this way, you will fulfil the law of Christ.”
Galatians 6:3*

Created, Draft	First Tabling	Review
June 9, 2020	June 18, 2020	Click here to enter a date.

John Wujek, Superintendent of Education, Area 5 and Parent Engagement
Steve Camacho, Chief Information Officer

RECOMMENDATION REPORT

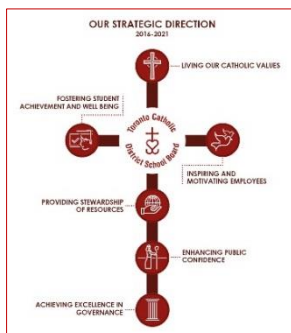
Vision:

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

This report is offered as a response to the Board direction to staff at Regular Board on May 21, 2020. The four motions provided by the Catholic Parent Involvement Committee (CPIC) are presented, and additional staff information has been provided. Some of the directions can be implemented, while others, would need further consultation and consideration by staff to valued parent stakeholders.

The cumulative staff time required to prepare this report was 18 hours

B. PURPOSE

1. The Catholic Parent Involvement Committee (CPIC) meets monthly and minutes from these meetings receive approval at the next regularly scheduled meeting along with any sanctioned motions. These minutes and bylaws typically appear on the subsequent Regular Board Order Paper for separate consideration. Each motion appears for consideration separately from the CPIC Minutes.
2. At the May 21, 2020 Regular Board meeting, the CPIC minutes and five motions from their April 20 meeting were on the Regular Board Meeting Agenda.
3. Following consideration from the Board of Trustees, four of the motions were directed back to staff for a response through report. The content of this report addresses this directive.

C. BACKGROUND

1. The Catholic Parent Involvement Committee (CPIC) meets monthly and minutes from these meetings receive approval at the next regularly scheduled CPIC meeting along with any sanctioned motions. These minutes and bylaws typically appear on the subsequent Regular Board Order Paper for separate consideration. Each motion appears for consideration separately from the CPIC Minutes.
2. At the May 21, 2020 Regular Board meeting, the CPIC minutes and five motions from their April 20 meeting were placed on the Regular Board Meeting Agenda.

3. Following consideration from the Board of Trustees, four of the motions were directed back to staff for a response through report. The content of this report addresses this directive.

D. EVIDENCE/RESEARCH/ANALYSIS

1. On May 21st, four motions entitled below were referred back to staff for response and further information:

Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process

1. The PRO Grant Ward and school allocations for 2019-2020 school year be rescinded;
2. The funds be deferred to the 2020-2021 school year (subject to approval by the Ministry of Education); and
3. A revised application process for 2020/21 to come back in June be recommended by Catholic Parent Involvement Committee (CPIC).

Motion B: Use of Escribe platform and assistance of board staff

1. Agendas for CPIC be compiled and distributed through Escribe with the support of the TCDSB Recording Secretary;
2. The Chair / Vice-Chair of CPIC to approve the final agenda before distribution consistent with in-force CPIC bylaws; and
3. Recording Secretary support be provided for creation of minutes of CPIC starting September 2020.

Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC

1. Add appropriate checkbox (s) to the annually collected parent consent/information forms and the online Student Online Application for Registration (SOAR) system to allow parents to consent to receiving communications via email directly from their Catholic School Parent Council (CSPC) and CPIC (using only the respective CSPC Chair /CPIC Chair @tcdsb.org accounts); and
2. Setup a working group made up of Board Staff and parent representatives to: implement procedures and tools (both addressing short term and long term) using various systems for the purposes of allowing school councils to effectively and timely communicate with parents of their school community while respecting privacy and unsubscribe requests.

Motion D: Initiate public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings

1. The Board facilitate broadcasting of virtual meetings of CPIC in a similar fashion to the Board of Trustee meetings or other mutually agreeable publicly accessible format.

E. METRICS AND ACCOUNTABILITY

The following is the response to the corresponding four motions:

Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process

1. The PRO grant funds were awarded to schools based on the Ministry of Education’s outlined criteria, the staff report entitled “Toronto Catholic District School Board Parent Reaching Out (PRO) Grant Disbursement Report, 2019-2020” and the subsequent Board of Trustees recommendation made at the January 9, 2020 Student Well-being and Achievement Committee Meeting.

Further to the procedure in the report, trustees directed CPIC and staff that the fund distribution of \$41,000 of the PRO Grant funds were disbursed equally to all 12 wards. First application rights were given to Equity Poverty Action Network (EPAN) schools where present in the ward. As well, \$5000 for SEAC events, and \$5000 for Equity, Diversity and Indigenous Education and Community Relations Department events, adhering to the timelines outlined in the report.

2. The motion to carry forward PRO grant funds to 2020-2021 would be subject to Ministry of Education approval, and as such, may not be consistent with CPIC’s intent of developing a new application process which would not be in line with the original prescribed process appearing in the Transfer Payment Agreement.
3. In addition, local CSPCs had previously submitted two applications to comply with the requirements set out in the Board report. The central rescindment of awarded funds without consultation will not take into account potential current, delayed or future plans that schools have made, in accordance with school closures and public safe distancing policies.

Staff does not recommend that the PRO Grant ward and school allocations for 2019-2020 be rescinded. Furthermore, staff recommend waiting and following the direction from the Ministry of Education and in the event of PRO Grant carryover to 2020-21, that the original schools who were allocated such funding be permitted to execute their original or augmented plan.

Motion B: Use of e-Scribe platform and assistance of Board staff:

1. The e-Scribe software structure does not allow for meeting participants or chairs to create and manage an agenda independently. The software assumes that that a formal administrative structure is in place with only a few people able to create and modify the meeting agendas. Currently, for all our public meetings, this responsibility lies with the recording secretary.
2. Staff are recommending that the Board of Trustees adopt this motion with the understanding that CPIC would use the same protocol for eScribe as is used for regular board and committee meetings. This protocol calls for:
 - the agenda to be constructed by the recording secretary in escribe;
 - the agenda to be reviewed by the CPIC Chair and staff prior to being released;
 - and finally, for the agenda to be released to the public and CPIC members a few days before the meeting.
 - A Recording Secretary provide services at monthly CPIC meetings.
3. Additional modifications to the agenda would completed through the recording secretary and issued as an addendum.

Staff are recommending that the Board of Trustees adopt this motion with the described protocol.

Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC:

1. The TCDSB is bound by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) to ensure that all personal information that is collected, is protected and secured.

2. Whenever the TCDSB collects personal information (e.g. a parent email address), it can only be collected for two reasons:
 - a) It is expressly authorized by law; or
 - b) It is necessary to the proper administration of a legally authorized activity.
3. Even if consent is obtained for a collection of information, if there is no direct or indirect legal authority for the collection, it could not be collected under MFIPPA.
4. The primary reason that the Board collects parent email addresses is to populate the *Office Index Card*, which is an OSR document and therefore expressly authorized by the Education Act. This collection occurs primarily through registration in the Student Online Application for Registration (SOAR).
5. If, in SOAR, an option is added for collecting the private parent information to share with CSPCs, this would constitute a different purpose for the collection, so it would need to be addressed as a separate reason for the collection, other than for its intended use of populating the Office Index Card.
6. The Privacy Commissioner has said that collecting personal information cannot "merely be helpful" to the administration of the activity, it must be necessary.
7. Although the formation of CSPCs and the activities they carry out, is legally authorized by the Education Act in Regulation 612, as for example, to "*consult with parents of pupils enrolled in the school about matters under consideration by the council*", obtaining parent emails would be helpful but not necessary to the administration of these activities, as the principal could disseminate the information on behalf of the CSPC.
8. If the TCDSB proceeds with adding a necessary reason for which CSPCs and CPIC members have access to parent personal information, the following, for example, would need to be put in place to justify disclosure:
 - a) addition of a clause about collecting parent email for this specific purpose;
 - b) secure transmission of the data;

- c) rules for CSPCs/CPIC members that would govern the permitted use of the information; and
 - d) rules on how the information would be confidentially maintained.
9. In addition, the following are some potential privacy and accountability risks to the Board in providing CSPCs/CPIC members with lists with the parent's personal information, as for example:
- a) it would be difficult to monitor and control confidentiality;
 - b) it would be difficult to investigate potential misuse of the information;
 - c) it would be difficult to ensure CSPCs are utilizing current lists, leading to potential misuse of contact information of any parents who have withdrawn consent.
 - d) it could dismiss the intended collaboration between the CSPCs and the principal;
 - e) it would dismiss the potential lack of accountability to school administration who, under TCDSB CSPC policy, are expected to approve communication that is sent to all parents; and
 - f) the Board would have few legal actions it could take to recover the data or transfer liability to a CPSC/CPIC member should a member purposefully or accidentally breached personal data in the Board's custody.

For the reasons above, staff recommends that the motion not be adopted. However, staff will work with CPIC to develop and update protocols for principals and CPSC to ensure timely communication from the CSPC is sent to parents via the school principals when needed.

Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings

- a) Staff, want to note to the Board of Trustees that similar requests have been made by other committees such as SEAC. Should this trend to more online and/or meeting broadcasts continue past the COVID-19 epidemic, there will be a need to review a more sustainable staffing model for support evening meetings and, in turn, the need for additional staffing. Broadcast and/or online meeting can use between 3 to 5 ICT Services staff per meeting to support effectively. Some meetings require 6 to 8 hours of support including the setup, video management, and tear down of the meeting.

Staff recommends this motion and, upon approval by the Board of Trustees will work CPIC on a more detailed plan to implement it.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Parent Engagement Staff will continue to work with CPIC to engage and utilize central resource departments to reduce structural barriers as appropriate for improvement in transparency and communication.

Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process

Carry over the PRO allocations to the appropriate schools for the 2020-21 school year and allow for local self-determined adjustments to the school plan as allowable by any future Ministry of Education PRO Grant guidelines.

Motion B: Use of Escribe platform and assistance of Board staff:

Initiate and implement with the recommended considerations.

Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC:

Staff require more opportunity to consider appropriate collection and sharing of parent contact information.

Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings

Initiate and implement with the recommended considerations.

G. STAFF RECOMMENDATION

Staff recommend the following:

1. That with respect to **Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process**, it is recommended to wait and follow the direction from the Ministry of Education and, in the event of PRO Grant

carryover to 2020-21, that the original schools who were allocated such funding be permitted to execute their original or augmented plan.

2. That with respect to **Motion B: Use of Escribe platform and assistance of Board staff**, it is recommended that the Board of Trustees adopt this motion with the described protocol.
3. That with respect to **Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC**, it is recommended that staff work with CPIC to develop and update protocols for principals and CPSC to ensure timely communication from the CSPC is sent to parents via the school principals when needed.
4. That with respect to **Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings**, staff recommend approval of this motion, pursuant to a detailed implementation plan.

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

Appendix A

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

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

Appendix A

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 <u>S.A.01 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

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

Appendix A

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

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

Appendix A

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

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

MASTER PENDING LIST AND ROLLING CALENDAR TO JULY 16, 2020

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Jan-2020 Corporate Services	TBC	Corporate Services	That all options be explored for Dante Alighieri, and that a report come back at the March 12, 2020 or April 16, 2020 Corporate Services Committee meeting (2020-2021 School Relocations Plan)	Associate Director of Facilities, Business & Comm. Dev & CFO
2	June-2020 Special Board	TBC	Regular Board	Report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledge how important it is for students to be able to see themselves reflected in different fields and positions of leadership (Consideration of Motion from Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools)	Director of Education & Associate Director of Education, Academic Services & Associate Director of Facilities, Business & Comm. Dev & CFO
3	June-2020 Special Board	Sept-2020	Regular Board	Report regarding CPIC recommendations and parental feedback (Delegation from John Del Grande, Catholic Parent Involvement Committee (CPIC) Chair regarding CPIC Recommendations and Parental Feedback)	Associate Director of Education, Academic Services
4	June-2020 Special Board	Oct-2020	Regular Board	Report regarding how Toronto Catholic District School Board (TCDSB) can work with TAIBU Community Health Centre (Delegation from Philip Johnson, representative of TAIBU Community Health Centre,	Associate Director of Education, Academic Services

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				regarding Addressing Anti-Black Racism)	
6	June-2020 Special Board	Dec-2020	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic (Computers for Students in Need)	
5	Mar-2020 Student Achievement	Sept-2020	Student Achievement	Report regarding the feasibility of inviting the three presenters to have in-person workshops on the following topics: Code of Conduct for Trustees; School Board Governance; Integrity Commissioner Office. The report would contain the cost, the proposed time, and any other details that would be of interest and would be of importance to our decision making (Consideration of Motion From Trustee Kennedy regarding Presentations from Ontario Catholic School Trustees' Association (OCSTA) on Code of Conduct, Integrity Commissioner and School Board Governance)	Director Of Education