

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.



AGENDA ADDENDUM THE REGULAR MEETING OF THE CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

PUBLIC SESSION

Angela Kennedy, Chair

Frank D'Amico, Vice-Chair

Thursday, May 13, 2021

7:00 P.M.

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TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. _____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Anna DiCredico-Moya
Committee	Corporate Services Strategic Planning and Property
Date of Presentation	5/13/2021
Topic of Presentation	Madonna CSS Building
Topic or Issue	Madonna CSS Building
Details	Madonna Building is in need of possible new build/renovation.
Action Requested	Formally request on behalf of Parents and Community that Madonna be considered new build/renovation.
I am here as a delegate to speak only on my own behalf	
I am an official representative of the Catholic School Parent Committee(CSPC)	Yes Madonna Member CSPC
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	5/2/2021

Good evening Trustees, Director Browne and Staff.

My name is Anna DiCredico-Moya, I am representing the CSPC And a proud parent of Madonna - my youngest daughter is graduating this year and my eldest daughter graduated in 2017 and is currently in university. - when I say that I am a proud parent I say that with honor and appreciation for what Madonna has done for both my girls. Staff have provided the students with excellent learning opportunities and experiences, both in academics and extra-curricular. Madonna has won awards in robotics - the Skills Ontario Mobile robotics Gold Medalists, the Skills Canada Mobile Robotics Silver Medalists and World, World Skills Team Canada Prospects - We also have won the Google for Doodle Competition, Leadership athletics, and much more despite the physical building shortfalls.

I am sure that you are aware that the government has committed more funding to school infrastructure over the past several years, which is great, but I must say that for myself and many in our community, these decisions weigh heavily on the Madonna community.

The reason that this was a shock to us is that our school, for the most part, the community feels like Madonna has been overlooked in terms of anyone advocating for its needs for example:

- 1) Registrations - To give you context: students who live in our feeder area, and should be coming to Madonna, literally pass us by everyday to go to other single schools farther away. This issue has become bigger and bigger every year as more and more students are accepted at other schools and we have to continue to work hard to ensure our grade 9 registrations remain at a certain amount.
- 2) We have been advocating to our school Board for years for upgrades, and we receive platitudes, which have been accepted but doesn't change the needs of our school. In fact, both myself and the whole parent council participated in a full walk-through with Senior Capital and Facilities Staff as well as the Director of Education in 2016 to show the needs of the building.
- 3) As the previous delegation mentioned, we have been advocating for years for a simple field renewal.

Can we control how students choose their high school -no, and we know that there are many perceptions as to why one school is chosen over us, but, with new 24 million dollar funding (that is quite a chunk of change) and a new school, the reality is that we will not be able to compete with a new building there, also a new building at St. Joseph Morrow Park (another closest all girl school that just opened) and not to mention that all the high schools in the area that can welcome girls have newer buildings (JCM/St. Basil's/Dante will be soon).

Our work to ensure that Madonna remains a vibrant part of the community will be that much harder, and worries many of us about our future. We are a welcoming and inclusive high school with teachers who care about the girls' success. There is an opportunity with the new condos and development going up in Downsview Park that our enrollment will go up.

There has been more funding allocated, so as an initial conversation I put it to you that it is time we are treated equitably like all the other schools in the area and receive funding to improve our building.

We have been told that Madonna is a hidden gem, if we are a gem then we hope that we are diamonds, then in that case we would like to shine as diamonds do!



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Delegation No. _____

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

Name	Annalisa Crudo-Perri	
Committee	Corporate Services Strategic Planning and Property	
Date of Presentation	5/13/2021	
Topic of Presentation	Madonna CSS Field Improvements	
Topic or Issue	We would like to advocate to ensure that the projected field improvements are implemented in a timely manner.	
Details	Madonna CSS has been seeking since 2017 to receive new field improvements in-conjunction with the City's proposed bike path.	
Action Requested	Follow through on City's requests as soon as possible to have the project completed as well as allocate additional funding if needed.	
I am here as a delegate to speak only on my own behalf		
I am an official representative of the Catholic School Parent Committee(CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization	Yes Madonna Alumna Association	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	4/30/2021	



Delegation to TCDSB Corporate Services

May 13, 2021

Good evening Chair Kennedy, Trustee Rizzo for Ward 5, all Trustees, Director Browne and Staff.

Many of you may know me in my capacity as the Executive Director for OAPCE and my many years of volunteer service at the TCDSB but tonight I am delegating in my capacity to represent the Madonna community as the Madonna Alumnae association Administrator.

They say that school lays the foundation for you as you grow and develop yourself and without a shadow of doubt, Madonna was the foundation that helped me become the Catholic leader and advocate that I am today as well as the many others before, during and currently at the school and in two short years we will be celebrating 60 years of “Young Women Achieving Excellence since 1963”.

Since 2017 I, along with the Madonna Administrators and CSPC, have been advocating to have the field renewed for a much needed re-do - we have met over five times to discuss these projects yet, we are still awaiting for them to be started. I was very fortunate to have been approached by the Senior Planner at the City of Toronto Bike Path Development that wanted to connect and extend the existing bike/pedestrian path that stopped in Downsview Park - there was an interest to continue the path behind Downsview SS all along and behind Madonna to Wilson Ave. This amazing opportunity of connecting the community and allowing the bike and pedestrian path to be accessible to Wilson has come to a halt as there has been no arrangements made with the TDSB to get the project done.

Two years ago we were also approached by the Wilson BIA who were requesting that the TTC bus stop at the corner of Dubray and Wilson be made larger to ensure the safety of people waiting at the corner for the bus - this too has taken some time to come to fruition - with this change of the stop the school would have to give up a portion of its already small field to accommodate the

change. The City Councillor James Pasternak has ensured that there is some extra funding to go along with this revision for the field area.

Here are the specifics of what is needed at this time to ensure that the project is done:

Dubray/Madonna TTC Bus Stop:

- The land exchange portion, where the TCDSB would declare the area needed, to push back the fence, and expand the sidewalk/bus waiting area, as surplus; must be finalized between the Board and the City's Real Estate / Transportation staff.
- According to our Transportation staff, they are reviewing cost sharing options between TTC, the BIA and Transportation Service's own funds. Regardless of this, the surplus declaration from the Board must take place as soon as possible to expedite the process.

Multi-use Trail and Madonna Schoolyard Improvements:

- TCDSB Senior staff is supposed to go back and prepare a detailed site plan showing the schoolyard improvements which would incorporate a multi use trail along the east edge of the schoolyard which would at least meet the minimum requirements part of the City's guidelines for construction of such trails. Attached is the email containing the guidelines I sent to Michael at the end of March so he can get started on a plan with measurements etc.
- Once the TCDSB team comes back with a detailed plan and/or an estimate of the land value for the area to be dedicated towards the multi-use trail, our office will then forward the detailed request to our Real Estate and Transportation Staff and figure out funding/agreements to acquire the land.
- There is also the set of requirements from TDSB and Toronto Lands Corp. regarding their section of the multi-use trail. One of the requirements is for Madonna and TCDSB to provide written confirmation of their section of the trail first.

We have an opportunity to get some of the revitalization master plan done soon with some additional capital funding from the TCDSB. On behalf of the Madonna CSS community, we ask that this opportunity of the Bike Path can be done as well as provide funding to the field renewal - We only feel that we should be treated **equitably** like all the other school communities that have recently been allocated funding for their fields and schools and provide us with the above requests and timelines of start and completion.

Madonna Alumnae Association 20 Dubray Ave. Toronto, Ontario M3K 1V5
madonnaalumna@gmail.com
Once A Madonna Girl, Always A Madonna Girl!



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

First Name:

Councillor James

Last Name:

Pasternak

Please select the applicable Board, Standing, Statutory, Sub or Ad Hoc Committee at which you are requesting to depute.

Corporate Services Strategic Planning and Property Committee

Do you wish to Delegate by electronic means?

Yes

Do you require assistance from the Recording Secretary's Office?

No

Do you wish to make your deputation in private session because the matter involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil of his or her parent or guardian?

No

Date of Deputation:

05-13-2021

Topic of Deputation:

Madonna Catholic Secondary School Bike/Field Request



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

Key Issue(s):

Ensuring items deemed necessary are completed to proceed with the project.

Brief Summary of the Topic of Deputation:

Here to support the Madonna CSS community to have TCDSB provide necessary requirements to achieve project's success.

Action Requested:

Provide required action items as noted in previous Delegations requests as well as my own.

Please select one of the following options:

I am here as a spokesperson for another group or organization.

Please provide name of the group or organization:

Councillor Ward 6, York Centre

Submission Date:

05-08-2021



May 13, 2021

Good evening Chair Kennedy, Trustees, school board staff and members of the public.

This has been a difficult time for our city. I hope all of you are and remain safe and healthy. I also understand one of my colleagues Councillor Joe Cressy is participating in tonight's meeting.

It is a pleasure and commitment to say a few words this evening to assure the Toronto Catholic School Board, its parents and educators that the City of Toronto is a strong partner in improving recreational assets and student safety.

The health and wellbeing of cities is often defined by health of its school system. This can only take place when a city is a true partner in listening, learning and getting things done. As a former Trustee, I can honestly say that a school system thrives with a good partner at City Hall and cities thrive when they have healthy, vibrant and successful schools.

I am here today to support the parents of Madonna Catholic Secondary School and their local Trustee Maria Rizzo and that I as the local City Councillor will work with them to make these projects happen. I would also like to thank Annalisa Crudo-Perri for inviting me here this evening.

Discussions are currently underway between the City of Toronto and the TCDSB on two projects which required minor negotiated land surplus declarations which will come to this Board for deliberation and approval in the future.

The first is of the utmost urgency. It is redesigning and rebuilding the TTC stop waiting area at Wilson Avenue and Dubray Avenue. As many of you know, students from Madonna, Downsview Secondary and other transit users must cram onto a very narrow sidewalk while waiting for the bus. In order to create a safer and wider platform area, we must rebuild the bus stop, which will encroach on school lands. The city, TTC, my office and the local Business Improvement Area board are fully committed to this project. We have been working on this for some time. Our ask this evening is for the Board to consider and support a surplus declaration of a small sliver of the southeast corner of the school property so this vital safety project can happen. We are also hopeful that school board staff expedite their engagement with the city to bring this before Trustees.

The second project I would like to pledge my support for is the creative and vital proposal to upgrade the fields and school yard at Madonna. Of note, I want to pledge our support to the part of this plan which would see a multi-use trail built along the east side of the property that would run north and south along from the Downsview Lands to Wilson Avenue. Once again, I would urge this board to support a surplus declaration of the strip of land, for city purchase, along the east side of the property to make this a reality. Negotiations would take place between the city and the school board to find common ground and common property value.

Regarding the school yard project itself, it is a wonderful project worthy of the Board's support and investment and my office and the city will explore what funds are available through various provisions of the Planning Act through local development.

In conclusion, I want to thank you for your time, and your due consideration of these two projects that are essential for the safety and wellbeing of students and staff at the school. I hope you all remain safe and healthy that students and teachers can return to the classrooms soon.

Sincerely,



Councillor James Pasternak

Toronto - Ward 6, York Centre - Downsview
Chair, North York Community Council



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

First Name:

Rosa

Last Name:

Morphy

Please select the applicable Board, Standing, Statutory, Sub or Ad Hoc Committee at which you are requesting to depute.

Corporate Services Strategic Planning and Property Committee

Do you wish to Delegate by electronic means?

Yes

Do you require assistance from the Recording Secretary's Office?

No

Do you wish to make your deputation in private session because the matter involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil of his or her parent or guardian?

No

Date of Deputation:

05-13-2021

Topic of Deputation:

Notre Dame High School & the 2021 Capital Priorities Project ranking

Key Issue(s):

Notre Dame High School is in dire need of new a new facility / rebuild.



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

Brief Summary of the Topic of Deputation:

The Notre Dame CSPC was delighted to learn that Notre Dame was given priority ranking for the TCDSB's ranking of capital priority projects. We strongly feel that the current size and state of the school facilities have imposed limitations and prevented Notre Dame High School from reaching its potential for meeting the needs of students, parents and the community. This has impacted TCDSB as a whole as students are selecting other schools and boards with a greater selection of academic, extra curricular, and sports offerings.

Action Requested:

On behalf of the parent community, I would like to thank the TCDSB for recognizing the needs of our school. I would also like to provide our perspective and offer to assist in the development of the required Business Case to ensure that Notre Dame is prioritized and selected for the Capital Priorities Program Funding request.

Please select one of the following options:

I am an official representative of the Catholic School Parent Council (CSPC).

Please provide the name of school and your position:

Name of School: Notre Dame High School

Your Position CSPC Co-Chair

Submission Date:

05-10-2021

Good Evening Mr. Chair, Trustees, Director of Education, Staff, Parents and Guests,

Thank you for the opportunity to delegate at today's meeting. My name is Rosa Morphy, and I am the Co-Chair of the Notre Dame CSPC. I would like to thank the TCDSB staff for completing the TCDSB capital priorities matrix as published in today's agenda. The CSPC was delighted to learn that Notre Dame was given top priority ranking for the TCDSB's ranking of capital priority projects. It is an outcome that does not surprise us as we strongly feel that the current size and state of the school facilities have imposed limitations and prevented Notre Dame High School from reaching its potential for meeting the needs of students, parents and the community. This has impacted TCDSB as a whole as students are selecting other schools and boards with a greater selection of academic, extracurricular, and sports offerings. We would like to support the TCDSB in any way possible to ensure a successful outcome.

It is often stated that students do not attend Notre Dame for the facilities and esthetics, but rather for the school offerings. I can recall how surprised I was many years ago when my daughter told me she had selected Notre Dame for her high school. Based on the external appearance and small size, the school was not what I had expected for my daughters' academic future. Once I attended the Grade 8 Open House, it became evident to me that Notre Dame was the right secondary school for us despite the facility limitations. My daughters have attended Notre Dame for a collective five years and during that time I have appreciated Notre Dame for the school that it is – a school with a strong sisterhood and value system, where staff and students nurture and support each other while providing the guidance required as our daughters mature into young adults. However, we cannot ignore that there is a great deal of potential limited by the current school facilities.

Notre Dame was founded in 1941 as a small church building and grew to the Main Building on 12 Malvern Avenue, built in 1950. O'Connor Hall, a second building, was added in 1963, and further growth in the 1970's resulted in Notre Dame classes being held in the neighbouring St. John's elementary school. Currently, Notre Dame utilizes all three buildings, including part of the St. John's third floor.

Through this delegation, I hope to address some points for your consideration:

- Notre Dame is an academic girl's school that promotes leadership and academic excellence. Our school is trying to program for the students' needs and in doing so, is striving to attract those students who are currently leaving the TCDSB after elementary school to attend public high schools which offer more options.
- Notre Dame is the only TCDSB all-girls school east of Bayview, with the newly rebuilt St. Joe's Morrow Park located off Bayview, north of the 401. As a result, it is a school that services a large community from throughout east Toronto, including Scarborough. The school offers many wonderful programs and opportunities for students; however, it is limited by its current size and facility. In 2019, it was ranked #4 in the Board by the Fraser Institute.
- An optimal school facility and infrastructure is a key contributing factor to a student's learning experience and development, as well as the social and extracurricular activities that are so critical during the high school years. An appropriate school facility also plays a key role in motivating both students and staff, while potentially serving community needs.

Some of the limitations that I am aware of (many of which have been recounted by my daughters over the years) include:

- Notre Dame students must travel between the three building facilities to attend classes. As my daughters have recounted, this includes crossing a school yard during

cold and rainy weather (many times jackets are left in lockers), interrupting St. John's recess while dodging running elementary students and thrown balls.

- The school is overcrowded. There is a lack of study spaces which allow a student to comfortably work during free time. The limited cafeteria 250 capacity does not accommodate the required number of students. Many students are forced to eat quietly in the halls, outside, or skip lunch altogether.
- The school lacks a regulation size gymnasium and therefore is not able to host extramural sport finals.
- The school and classroom temperatures fluctuate across both extremes. My daughter has recounted her experience in wearing winter coats and mittens during a computer technology course.
- The HVAC system is outdated, and the school relies on opening windows for fresh air. Since the windows do not have screens, coupled with the fact that the neighbouring school yard is a haven for bees and wasps, this creates a risk for any students with a potential for anaphylactic reactions to bee stings.
- There is no gas setup in the laboratories; thereby eliminating any experiments that require bunsen burners.
- The school is not AODA Compliant to ensure accessibility for students with disabilities. There is no ramp to get into the building and no elevator. This creates issues when a student suffers an injury resulting in physical limitations.
- The lack of a drop off spot results in safety issues and the ire of neighbourhood residents as parents drive up on the curb to drop off/pick up their daughters.

We are delighted to see that Notre Dame High School is being prioritized. As noted, the Notre Dame CSPC and community would like to support the TCDSB in any way possible to ensure a successful outcome. It is our position that the investment of capital funds to develop an optimal school facility and infrastructure is a key contributing factor to a student's learning experience, development, and motivation. A modern school with

increased capacity will provide the ability to offer additional course offerings as well as student services support, such as special education, student success and guidance. These services are desperately needed now and will be more so post-Covid. The investment in a modern school will provide a healthier environment, improve student and teacher motivation, and contribute to student success for the many Toronto East students who prefer attending an all-girls school. Ultimately, this will ensure the sustainability and competitiveness of our beloved school.

Thank you.

Rosa Morphy

CSPC Co-Chair, Notre Dame High School

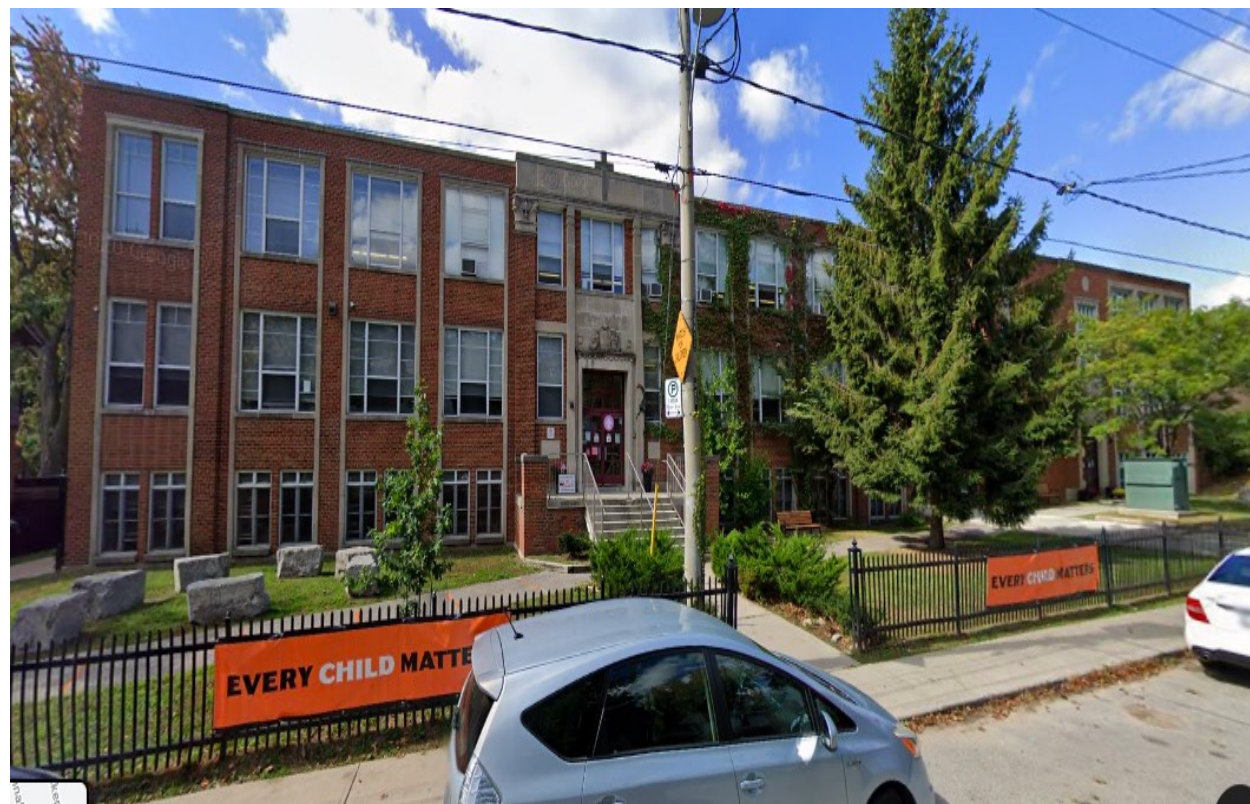


Notre Dame High School
Leadership, excellence and service in a dynamic environment

1963:



2021:





Maria Rizzo
Trustee Ward 5

E-mail: Maria.Rizzo@tcdsb.org

Voicemail/Fax: (416) 512-3407

To: Corporate Services Committee Meeting, May 13, 2021

From: Maria Rizzo, Trustee Ward 5

Subject: Notice of Motion – Notice of Motions

MOVED BY: Maria Rizzo, Toronto Catholic District School Board

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

WHEREAS: Notices of motions/motions and amendments are used to bring proposals for consideration by trustees;

WHEREAS: Notices of motions/motions and amendments are submitted in writing;

WHEREAS: Preamble clauses are whereas explanatory notes that precede the be it resolved clauses;

WHEREAS: Using a preamble or whereas explanatory notes gives the mover to list the reasons for the resolution;

WHEREAS: Preamble clauses (whereas) should support the resolved statement(s);

WHEREAS: Comments made in the preamble should be factual and verifiable;

WHEREAS: Preambles must be as specific as possible about the issue and demonstrate the relevance of the resolution;

WHEREAS: Commentary in the whereas paragraphs exemplify why action should be taken;

WHEREAS: The TCDSB recently adopted a revised Trustee Code of Conduct that states in part:

Trustees have a duty to treat members of the public, one another and staff appropriately and without abuse, bullying or intimidation;

WHEREAS: Trustees should be committed to performing their functions with integrity, impartiality and transparency;

WHEREAS: Trustees shall be respectful of the role of staff to advise based on political neutrality and objectivity and without undue influence from any individual Trustee or faction of the Board;

WHEREAS: Trustees as leaders of the community, are held to a higher standard of behaviour and conduct;

WHEREAS: Trustees shall not maliciously or falsely impugn or injure the professional or ethical reputation or the prospects or practice of staff, and all Trustees shall show respect for the professional capacities of the staff of the Board;

WHEREAS: Trustees share a common basis and understanding for acceptable conduct of Trustees, in concert with and beyond the minimum standards of behaviour set out in the existing legislative framework;

WHEREAS: Negative preambles should be avoided;

WHEREAS: Members are not endorsing whereas comments when voting for a resolution; and

WHEREAS: Negative motions or resolutions should not be considered.

THEREFORE BE IT RESOLVED THAT: Trustees in presenting notices of motions, motions and amendments adopt the following principles effective immediately:

- a). preambles will be factual and verifiable;
- b). preambles will be as issue specific as possible;
- c). negative preambles to notices of motions, amendments and resolutions will be avoided;
- d). resolutions and preambles to notices of motions/motions or amendments will not maliciously or falsely impugn the professional or ethical reputation of staff or trustees; and

e). resolutions and preambles to notices of motions/motions or amendments will respect the professional Board staff and trustees

FURTHER BE IT RESOLVED THAT: The aforementioned be referred to the Governance and Policy Committee and to staff for necessary amendments to the present policies.



Ida Li Preti
Trustee Ward 3

E-mail: Ida.LiPreti@tcdsb.org

Voicemail: 416-512-3403

To: Corporate Services Committee Meeting , May 13, 2021

From: Ida Li Preti, Trustee Ward 3

Subject: Notice of Motion – National School Food Program

MOVED BY: Ida Li Preti, Toronto Catholic District School Board

WHEREAS: The Toronto Board of Health recommends that City Council authorize the Medical Officer of Health to enter into agreements totaling \$16,407,877.00 with the Angel Foundation for Learning and the Toronto Foundation for Student Success to administer the 2021 approved municipal funding to eligible student nutrition programs across the City of Toronto;

WHEREAS: Toronto City Council and the Board of Health request the Federal Government to provide core funding for a national school food program;

WHEREAS: The City of Toronto and the Board of Health are requesting the Provincial Government to increase its grant funding investment proportionally, to match the increased City of Toronto investment;

BE IT RESOLVED THAT: The Toronto Catholic District School Board request the Federal Government to provide ongoing core funding for a universal national school food program;

BE IT RESOLVED THAT: The Toronto Catholic District School Board support the ongoing efforts of the Coalition for Healthy School Food to advocate for a universal, healthy school food program based on the shared belief that all children and youth should have daily access to healthy food at school by writing a letter of support to the Ontario Minister of Children, Community and Social Services, The Ontario Minister of Health, The Ontario Minister of Education, Members of the Provincial Parliament of Ontario and Federal Members of Parliament.

Ida Li Preti
Trustee, Ward 3



Ida Li Preti
Trustee Ward 3

E-mail: Ida.LiPreti@tcdsb.org

Voicemail: 416-512-3403

To: Corporate Services Committee Meeting , May 13, 2021

From: Ida Li Preti, Trustee Ward 3

Subject: Notice of Motion – TCDSB Proclaim Wednesday of National Accessibility Week as Red Shirt Day.

MOVED BY: Ida Li Preti, Toronto Catholic District School Board

WHEREAS: National Accessibility Week is taking place from May 30 to June 5, 2021 and this year's theme "Disability Inclusion 2021: Leaving no one behind", relates to many of the topics and meaningful discussions we continue to have at the TCDSB;

WHEREAS: National Accessibility Week (NAAW) is an opportunity to celebrate the valuable contributions of Canadians with disabilities and to recognize the efforts of individuals, communities and workplaces that are actively working to remove barriers to accessibility and inclusion;

WHEREAS: Easter Seals is just one example of an organization participating in National Accessibility Week and on June 2nd, Easter Seals invites everyone to participate in Red Shirt Day by wearing Red to support Accessibility and Inclusion which highlights their support for people living with disabilities;

WHEREAS: Canadians are pledging to take individual and collective action to help create a fully accessible and inclusive society that honours and values the contributions of people of all abilities and in all aspects of life; and

WHEREAS: Red Shirt Day is a day when people across Canada come together and wear red in schools and workplaces in order to create a visible display of solidarity for people and families living with disabilities.

BE IT RESOLVED THAT: TCDSB proclaim every Wednesday of National Accessibility Week Red Shirt Day to help advance accessibility awareness beginning on Wednesday June 2, 2021; and

BE IT RESOLVED THAT: TCDSB students and staff be encouraged to wear something red to support National Accessibility Week and to promote messages of support for people and families living with disabilities.

Ida Li Preti
Trustee, Ward 3



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

2021-22 GRANTS FOR STUDENT NEEDS ANNOUNCEMENT

"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go."
Joshua 1:9

Created, Draft	First Tabling	Review
May 5, 2021	May 13, 2021	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 S. Camacho, Chief Information Officer		
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.



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

D. Boyce
Associate Director of
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

1. ***Announcements made by the Ministry of Education will entail further analysis to develop the budget.*** The Grant for Student Needs (GSN) funding and regulations released on May 4th, 2021 by the Ministry of Education (EDU) provided a first look at ongoing funding commitments, funding reductions and new education funding investments into the education sector (see attached).
2. ***The late release of data by the Ministry delayed the original budget approval timelines previously communicated to the Board.*** Given the delay of the technical details and the Electronic Financial Information System (EFIS) release by the Ministry to mid-May, staff will bring the preliminary budget estimates to the Board meeting on June 8th and may require a Special Board meeting to finalize the budget.
3. ***Based on a preliminary analysis and review of the GSN announcement to date, staff expect that service levels across all program and service areas will be affected to arrive at a balanced budget.*** The Ministry of Education announcements on May 4th affects program and service areas and addresses the return to school following the COVID-19 pandemic. Consequently, the 2021-22 Budget Estimates will contain service level reductions to arrive at a balanced budget in compliance with the Education Act.

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

B. PURPOSE

1. ***This annual report has been prepared to provide highlights and identify budget impacts of the education funding announcements for the TCDSB.*** This report responds to the recent GSN announcement for key policy and funding changes for 2021-22. In addition, this report has been prepared to allow Trustees and members of the public a preview of some financial and operational impacts.

C. BACKGROUND

1. ***The Ministry of Education released B and SB Memorandums regarding the 2021-22 Grants for Student Needs on May 4th, 2021.*** These Memorandums provide an update to the 2021-22 Budget Estimates' GSN calculations and address the ongoing financial challenges due to the Covid-19 Pandemic.
2. ***Total projected overall GSN funding for the TCDSB is decreasing. Although government is providing additional funds for COVID-19 related expenses, a decline in TCDSB's projected enrollment is driving an overall significant reduction in funding.*** In response to the negative enrolment impact brought on by the pandemic, District School Boards are required to adjust staffing levels in compliance with provincial legislation due to the elimination of funding stabilization amounts received as a one-time adjustment for the 2020-21 fiscal year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ***One-time Provincial Funding of \$16.5M for COVID-19 and \$22.7M for Enrollment Stabilization will not continue into the 2021-22 school year.***
2. ***One-time Federal funding of \$17.5M, based on current knowledge, will also not continue into the 2021-22 school year.***
3. ***The Planning for the Return to School 2021-22 Memo (B:07) contains reference to new funds available to School Boards for COVID-19 related expenses in 2021-22.*** The impacts to the TCDSB are detailed in the table below. School Boards have been asked to only budget for 50% of these funds for the 1st half of the school year with a few exceptions for investments in remote learning technology and learning recovery amounts.

	<i>Provincial Funding</i>
Additional School Based Staffing Support*	\$11.98M
Additional School Operational Support*	\$1.22M
Transportation Health and Safety Measures*	\$2.06M
Special Education Supports*	\$0.47M
Mental Health Supports*	\$0.60M
Re-engaging Students and Reading Assessment Supports	\$0.82M
<i>Full Total</i>	<i>\$17.15</i>
*50% of Funds Available	\$8.99M

4. ***In addition to the above, the Ministry is allowing the use of up to 2% of the base operating budget to be supplemented by School Board Reserves.*** The Ministry estimates this to be approximately \$22M for the TCDSB. However, only \$7.8M is available in the Operating Contingency Reserve. Furthermore, Business Services staff believe these reserves should be used to offset in-year pressures and not placed into the baseline budget to start the school year.
5. ***The Ministry has also provided a Remote Learning Funding Amount but has not provided any specific allocation to the TCDSB.*** This source of funding will be available on an application basis.
6. ***GSN Per Pupil Funding changes are nominal.*** GSN funding for 2021–22 is projected to be \$25.6 billion, an increase of 2.2 per cent, while the average provincial per-pupil funding is projected to be \$12,686 in 2021–22, which is an increase of \$152 or 1.2 per cent from 2020–21.
7. ***Covid-19 supports in the 2021-22 GSN.*** Starting in 2021–22, in recognition of the continuing need for additional funding for technology resources and mental health supports, the Ministry is now planning for these allocations to be ongoing elements within the GSN.

Additionally, there will be other time-limited supports through the Language Grant in the GSN demonstrating the government's ongoing support for the health, safety and well-being of students and staff during the pandemic.

8. ***Technology Resources - Moving to the Pupil Foundation Grant (PFG) and Geographic Circumstances Grant (GCG)*** The ministry will provide \$14.9 million in 2021–22 to support technology-related costs. This continued funding will help to replace some devices that may be out-of-date and support the procurement of additional student devices.

This funding is provided through a new Student Technological Devices per-pupil amount (\$7.11) for students in Kindergarten to Grade 12. This would be an approximate increase in funding for the TCDSB of \$0.6M, which is equivalent of about 1,200 computers.

9. ***Mental Health Supports - Moving to the Mental Health and Well-Being Grant.*** The Ministry will provide \$10.1 million in 2021–22 to support student mental health to foster the continued learning and well-being of students. This is in addition to \$49.0 million through Priorities and Partnership Funding (PPF) for special education, mental health and well-being and equity initiatives for temporary COVID-19 funding supports.

This funding is provided through a new Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant of the GSN. School boards may use this funding for the following student mental health related purposes:

- Employ mental health professionals to directly support students
- Provide professional learning and training for educators, school-based mental health
- Collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available
- Student engagement opportunities regarding mental health
- The collection, analysis and reporting of student mental health related information

Funding will be provided to school boards through a per-board amount of \$100,858 plus a per-pupil amount (\$1.34). School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

10. ***Recent Immigrant Supplement.*** Due to the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic and closed borders, \$79.6 million in time-limited mitigation funding is being provided to supplement the Recent Immigrant Component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation (for English-language school boards) This funding is expected to help school boards continue to offer the same level of support to students requiring ESL/ELD programs. The specific impact of these funds to the TCDSB is still being analyzed.
11. ***The ministry will provide a 2% cost bench mark update to the non-staff portion of the School Operations.*** This allocation will assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs).
12. ***Labour Funding Salary benchmark funding rates for 2021-22 will increase by 1%*** as per Central Collective Agreements with employee union groups.
13. ***School Operations Supplementary Area Factor (SAF) will decrease.*** SAF reductions within the School Operations and Renewal Grant will continue to be phased-in to reflect the new Secondary class size of 23. This will reduce the TCDSB operating funding amount. The specifics are still to be determined.
14. ***The Capital Funding 2021-22 Memo (B:09) contains updates confirming school renewal and condition capital funding for the 2021-22 school year.*** Funding for School Renewal is estimated to provide the TCDSB \$43.9M for School Condition Improvement (SCI), \$17.2M for the School Renewal Allocation (SRA) and \$3.2M for the Temporary Accommodation Allocation. ***These amounts are similar to previous years and not a material increase.***
15. ***The 2021-22 Priorities and Partnership Memo (B:10) provides funding updates concerning 2021-22 Priorities and Partnerships (PPF).*** Some School Board Allocations are contained within this announcement, while the remaining School Board allocations will be communicated later. These funds must be used for these specific initiatives. The allocations to the TCDSB appears in the following table:

PPF	Description	Amount
Math Strategy	Additional Board and School positions to support student math performance and de-streaming Gr.9 math; and support for Additional Qualifications Courses for educators	\$1.35M
Pilot to Improve School-based Supports for Students with ASD	Support for the provision of Applied Behaviour Analyst (ABA) Practitioners to provide direct service to students with Autism Spectrum Disorder (ASD)	\$0.03M
Well-being and Mental Health Bundle	Support for School Boards to meet local needs and priorities that promote well-being and mental health, including safe, healthy, inclusive, and accepting learning environments.	\$0.12M
Educators Autism Additional Qualifications (AQ) Subsidy	Support for teacher participation in the Teaching Students with Communication Needs (Autism Spectrum Disorder) AQ Course.	\$0.006M
Learn and Work Bursary	A bursary for vulnerable and underserved students in a cooperative education program and have financial and other barriers to completing the OSSD.	\$0.03M
Parents Reaching Out (PRO) Grant	Support for parent engagement in their own communities and enable more parents to support their child's learning and well-being.	\$0.095M
Learning and Innovation Fund for Teachers	Support for teacher collaboration, learning and sharing of effective practices within schools, within boards, and ac	\$0.063M
TCDSB - Total		\$1.699M

- 16. Overall, the funds provided by the Ministry will be somewhat helpful to the TCDSB, but will likely not cover the projected revenue loss from declining enrollment.**
- 17. The June 8, 2021 Preliminary Budget Estimates report will include more TCDSB specific detail.** Staff will now begin the process of analyzing the technical details of the Ministry release in order to determine TCDSB specific impacts and calculate the budget. As details become available, staff will provide some of the pertinent details to Trustees through briefing notes if necessary, but all information will be made public through the June 8, 2021 report.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board of Trustees.

Ministry of Education

Education Labour and Finance
Division

315 Front Street West
11th Floor
Toronto ON M7A 0B8

Ministère de l'Éducation

Division des relations de travail et du
financement en matière d'éducation

315, rue Front Ouest
11^e étage
Toronto (Ontario) M7A 0B8

2021:B08

Date: May 4, 2021

Memorandum To: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities

From: Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

Subject: **2021–22 Grants for Student Needs Funding**

I am writing to provide you with information about the Ministry of Education's Grants for Student Needs (GSN) funding for 2021–22. This information is being provided in conjunction with the release of the 2021–22 school year allocations for the Priorities and Partnerships Funding (PPF) and the ministry's 2021–22 COVID-19 supports that provides for another year of resources totalling more than \$1.6 billion. At this time, school boards are expected to budget for approximately half of these resources where the remaining resources will be confirmed by the ministry in the Fall, if needed for the second half of the year. This continued support builds upon more than \$1.6 billion in resources made available in 2020–21 to support the safe reopening and operation of schools across Ontario. More information on the above PPF investments can be found in 2021:B07 and 2021:B10.

GSN funding for 2021–22 is projected to be \$25.6 billion, an increase of 2.2 per cent, while the average provincial per-pupil funding is projected to be \$12,686 in 2021–22, which is an increase of \$152 or 1.2 per cent from 2020–21¹.

This year's GSN includes updates to COVID-19 supports, changes to how online learning classes are funded, transfers from PPF, enhanced accountability measures, and ongoing investments to

¹ Excludes GSN stabilization funding for 2020–21.

reflect the third year of the labour agreements. This year's GSN also includes technical and other routine updates.

As noted in memorandum 2021: B04 *2021–22 School Year*, school boards should take a conservative approach in their planning for the 2021–22 school year given the uncertainty in enrolment.

A. COVID-19 SUPPORTS IN THE 2021-22 GSN

In 2020: B08 *2020–21 Grants for Student Needs Funding*, the ministry announced an investment of \$25 million to support extraordinary costs related to the COVID-19 outbreak in the 2020–21 school year. This was included in the more than \$1.6 billion in resources available in 2020–21. Starting in 2021–22, in recognition of the continuing need for additional funding for technology resources and mental health supports, the ministry is now planning for these allocations to be ongoing elements within the GSN.

Additionally, there will be other time-limited supports through the Language Grant in the GSN (outlined below) demonstrating the government's ongoing support for the health, safety and well-being of students and staff during the pandemic. For further details on COVID-19 resources for 2021–22 through both the GSN and PPF, please see the April 27, 2021: B07 memo from Minister Lecce and Deputy Minister Naylor, *Planning for the 2021–22 School Year*.

Technology Resources - Moving to the Pupil Foundation Grant (PFG) and Geographic Circumstances Grant (GCG)

The ministry will provide \$14.9 million in 2021–22 to support technology-related costs. This continued funding will help to replace some devices that may be out-of-date and support the procurement of additional student devices.

This funding is provided through a new Student Technological Devices per-pupil amount (\$7.11) for students in Kindergarten to Grade 12 in the PFG, with a Student Technological Devices Top-Up Allocation within the GCG to ensure every school board receives a minimum amount of \$50,000.

Mental Health Supports - Moving to the Mental Health and Well-Being Grant

The ministry will provide \$10.1 million in 2021–22 to support student mental health to foster the continued learning and well-being of students. This is in addition to \$49.0 million through PPF for special education, mental health and well-being and equity initiatives for temporary COVID-19 funding supports.

This funding is provided through a new Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant.

School boards may use this funding for the following student mental health related purposes:

- employ mental health professionals to directly support students
- provide professional learning and training for educators, school-based mental health professionals, and system leaders

- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available
- student engagement opportunities regarding mental health
- the collection, analysis and reporting of student mental health related information

Funding will be provided to school boards through a per-board amount (\$100,858) and a per-pupil amount (\$1.34). School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

Recent Immigrant Supplement

Due to the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic and closed borders, \$79.6 million in time-limited mitigation funding is being provided to supplement the Recent Immigrant Component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation (for English-language school boards) and the Programme d'appui aux nouveaux arrivants (PANA) Allocation (for French-language school boards). This funding is expected to help school boards continue to offer the same level of support to students requiring ESL/ELD and PANA programs.

The Recent Immigrant Supplement will ensure school boards generate minimum funding based on total weighted enrolment for each of the four years that generated funding through the ESL/ELD Recent Immigrant Component and the PANA Allocation in their 2019–20 Financial Statements. School boards will generate top-up funding to get to this minimum if actual weighted enrolment falls below this level.

B. ONLINE LEARNING AND REMOTE LEARNING

Online Learning

The ministry is updating the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants based on a differentiated funded average class size for online and in-person learning.

In 2020–21, the Online Learning Adjustment Allocation was based on the number of credits offered in 2017–18, funded at an average class size of 30. To align the policy with the funding benchmarks, beginning this year the secondary benchmark will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419). The online learning credit load benchmark assumes approximately 8% of secondary students will take one course online in 2021–22. For planning purposes, school boards can anticipate the participation rate to be adjusted to approximately 16% in 2022–23 and 26% in 2023–24. These planning assumptions may be reviewed based on experience and policy objectives.

Under this new approach, the Online Learning Adjustment in the Cost Adjustment and Teacher Qualifications and Experience Grant has been eliminated.

Remote Learning

As noted in *2021:B04 2021–22 School Year*, school boards that are planning to deliver remote learning through virtual schools in 2021–22 should use the existing secondary class size average for staffing fully remote classes. Hybrid models should also apply in-person class size requirements.

C. KEEPING UP WITH COSTS

The ministry will provide a two per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs).

D. PPF TRANSFERS TO GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, the following three PPF allocations will be transferred into the GSN:

Specialist High Skills Major (SHSM) \$23.6M

SHSM programs support Grade 11 and 12 students in gaining sector-specific skills, knowledge and training in the context of education and career/life planning activities that assist them in their planning and transition from secondary school to apprenticeship training, college, university, or the workplace.

This allocation will be transferred and consolidated within the existing SHSM Allocation of the Learning Opportunities Grant. The SHSM amounts will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation and adjusted in-year as necessary to reflect updated enrolment data.

After-School Skills Development (ASSD) Programs \$6.1M

ASSD Programs implemented by school boards provide students with autism spectrum disorder (ASD) and other students with special education needs who may benefit from the program with additional targeted skills development opportunities, outside of the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. This allocation will be transferred to, and enveloped within, the existing Behaviour Expertise Amount (BEA) Allocation of the Special Education Grant.

Integrated Services for Northern Children (ISNC) \$1.44M

The ISNC funding supports the coordinated assessment, consultation and treatment services on a multi-agency, multi-ministry basis to children and youth with physical, psychological and educational challenges in under-served rural and remote communities in Northern Ontario. This allocation will be transferred into the Northern Adjustment category, under the Measures of Variability component of the Differentiated Special Education Needs Amount within the Special Education Grant. ISNC funding will flow to the lead school board of each of the three regional Northern Adjustment cooperatives, to support regionally determined special education

priorities that are addressed through joint, innovative and cost-effective special education programs and services, including in under-served rural and remote communities.

E. ENHANCED ACCOUNTABILITY MEASURES

Indigenous Education and the Program Leadership Grant (PLG)

The Indigenous Education Grant (IEG) is being adjusted to include greater accountability measures and is being streamlined as follows:

- The Indigenous Languages Allocation and First Nations, Métis and Inuit Studies Allocation will be enveloped. School boards will be required to spend the allocations on each program and the use of any funding surplus beyond what is needed to run these courses is to be reported through the Board Action Plan (BAP). School boards are required to deliver these programs if a minimum of eight secondary pupils of the board enroll in the course.
- The Indigenous Education Lead position funding, previously funded through both the Per-pupil Amount (PPA) Allocation in the IEG and PLG, will now be fully funded through the PLG. Each school board will continue to generate 1.0 Supervisory Officer salary and benefits benchmark and will also generate 10.44 per cent in travel and professional development. The remaining PPA Allocation will be realigned within the IEG to become a component of the BAP Allocation, which will continue to be enveloped.
 - School boards continue to be required to spend at least half of the benchmark on the lead salary and benefits, and any remainder will be transferred to the BAP for current or future years' IEG spending.
 - As in previous years, the Indigenous Education Lead must be a full-time position and must be dedicated. Job splitting is not permitted, unless an exemption is requested by the school board in writing and approved by the Indigenous Education Office.

The ministry would also like to remind school boards that children and youth in care of children's aid societies (including First Nation's Caring Societies) may choose to attend a First Nation school, under the Reciprocal Education Approach (REA), subject to a First Nation school's admission policies. The REA requires that school boards provide funding support for students, who would ordinarily be eligible to be pupils of the board to attend a First Nation school when requirements and eligibility criteria are met.

Library Staffing

The ministry will be introducing additional requirements to enhance reporting for library staffing funding to get greater insight into how school boards are using the funding. School boards that are not fully utilizing this funding on library purposes will be asked for a multi-year plan highlighting their vision and next steps to address any underspending in this area.

F. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) MANDATORY REQUIREMENT

Starting in 2021–22, the ministry is requiring that a newly revised PLAR process be available for all eligible adult learners (mature students). The PLAR process provides recognition of adult learning towards the Ontario Secondary School Diploma, where relevant and appropriate, and helps to minimize duplication of learning required. This enables the student to more quickly earn a high school diploma, expediting their goal to gain employment, improve their employment situation, or participate in further education or training.

The ministry will provide additional details through the release of a revised Policy/Program Memorandum (PPM) 132: Prior Learning Assessment and Recognition (PLAR) for Mature Students in the spring of 2021.

G. PLANNING FOR THE FUTURE

Student Transportation

In 2020, the ministry launched a review of student transportation, which aims to achieve a more equitable, efficient, and needs-based student transportation system in Ontario. While the review is underway, the overall Student Transportation Grant will be maintained at the previous year's funding level, with adjustments for enrolment growth.

School Board Administration and Governance and Secondary Class Size Accountability Requirements

As noted in 2020:B08 *2020–21 Grants for Student Needs Funding*, the ministry is reviewing accountability requirements for compliance with the school board administration and governance enveloping provision and the secondary provisions of the Class Size Regulation (O. Reg. 132/12). The ministry aims to complete this review for the 2022–23 school year.

Starting in 2022–23, the class size compliance framework will be expanded to include the secondary provisions of Ontario Regulation 132/12 - *Class Size*.

H. ONGOING IMPLEMENTATION AND OTHER CHANGES

Labour Funding

The ministry will adjust salary benchmarks² by one per cent. The ministry will also provide benefits funding that vary by employee group, reflecting central agreements, which include up to one per cent increases for benefits' plan maintenance or improvements and additional inflationary increases. The Supports for Students Fund (SSF) will also continue, and all funds should be used consistent with the central agreement obligations.

Funding also continues to be available through the Teacher Job Protection Fund for classroom teachers, if needed, in relation to the changes to class sizes in 2019–20 and 2020–21.

² Does not include directors of education, senior administration staff, principals or vice-principals

Retirement Gratuities

This is the tenth year of a 12-year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. This 0.167 per cent reduction will be applied to the benefits benchmarks in the foundation grants with equivalent adjustments to the benchmarks in the supplemental grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from school boards in 2021–22. This recovery, which began in 2016–17, will be over the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that school boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

School Operations Allocation - Supplementary Area Factor

This is the third year of the five-year phase-in of updates to the Supplementary Area Factor for base school facility operations, within the School Facility Operations and Renewal Grant, to reflect a secondary class size of 23.

Additional Educational Software Licensing

The per-pupil amount is being increased to \$0.84 and the minimum amount per school board is being increased to \$50,000 through the top-up allocation. These funds are being given directly to school boards, as the ministry's last term-limited licences for digital learning tools expire, to help support their own choice and purchase of licences. This funding is for digital tools that support learning in and outside of the classroom and is provided through a per-pupil component in the Pupil Foundation Grant, with a top-up allocation within the Geographic Circumstances Grant.

Central Employer Bargaining Agency Fees

The Central Employer Bargaining Agent Fees Allocation is being revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014* (SBCBA). The 2021–22 GSN reflects funding amounts per district school board which are based on the maximum annual revenue of their respective trustees' association. Starting in 2022–23, the district school boards funding amounts will be adjusted each year based on a number of factors, including changes to the GSN benchmarks and each trustees' association's total annual expenses.

As part of this revision, the Central Employer Bargaining Agency Fees – Supplemental (\$1.2 million) PPF is being transferred and consolidated within the existing Central Employer Bargaining Agency Fees Allocation within the GSN.

Parent Engagement Allocation - Moving to the School Foundation Grant (SFG)

The Parent Engagement Allocation is provided to support the parent engagement activities of a school board's Parent Involvement Committee and school councils. This committee and these school councils support the implementation of a wide range of policies, programs, strategies, and initiatives that involve parents. Moving the Parent Engagement Funding Allocation from

the School Board Administration and Governance Grant (SBAGG) to the SFG will better delineate funding for parent engagement based on local needs since the SFG provides school-based funding for in-school administration and leadership.

Capital Planning Capacity (CPC) Allocation – Moving to the School Facility Operations and Renewal Grant

The CPC program supports school boards in acquiring additional resources to undertake a range of capital planning-related activities. To better reflect the purpose of this allocation, the CPC Allocation is being moved from the SBAGG to the School Facility Operations and Renewal Grant, which addresses the costs of operating school facilities (heating, lighting, maintaining, and cleaning) as well as the costs of repairing and renovating schools.

Asset Management Software Allocation

School boards are provided with this funding to offset the cost of licensing and related fees associated with approved software that supports the implementation of effective renewal programs and tracks school condition over time. An update on this funding will be provided at a later point in time, pending completion of procurement. As such, amounts are not yet allocated on a board-by-board basis.

Non-Instructional Spaces Amount - Moving to the School Facility Operations and Renewal Grant

Funding for the Non-Instructional Spaces Amount is being moved from the SBAGG into the School Operations Allocation of the School Facility Operations and Renewal Grant. This funding is provided to support the operating costs of non-instructional spaces such as teacherages in isolate board school authorities that were merged with and continued as district school boards in 2009. As of the 2021–22 school year, three district school boards continue to maintain such non-instructional spaces as part of their facility inventory which they acquired when they merged with isolate board school authorities. The allocations provided to the three district school boards will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation.

Calculation of In-Year Deficit for Balanced Budget Compliance

To reduce school board and ministry administrative burden and simplify the calculation of in-year deficit for different purposes, O. Reg. 488/10 *Determination of Boards' Surpluses and Deficits* will be amended to exempt the following three adjustments from the calculation of in-year deficit for balanced budget compliance purposes:

- The amortization of accumulated surplus set aside to offset the amortization of unfunded employee future benefits
- The amortization of accumulated surplus set aside to offset the amortization expense of committed capital spending funded by school boards' accumulated surplus
- The amortization of accumulated surplus set aside to offset the difference between sinking fund interest earned and the amortization expense of the assets supported by the sinking fund debentures

As a result of the change above, a corresponding change is being made to O. Reg 280/19 *Calculation of Maximum In-Year Deficit* where these three adjustments will no longer be exempted from the calculation of the adjusted in-year deficit.

I. CAPITAL

Details of capital funding programs are provided in a separate memorandum, 2021:B09.

School Renewal

The ministry is committed to supporting healthy and safe learning environments. For the upcoming school year, the ministry will continue to invest approximately \$1.4 billion to maintain and improve the condition of schools. This investment is in addition to almost \$700 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program.

J. ISOLATE BOARD SCHOOL AUTHORITIES

As in previous years, funding for isolate board school authorities will be adjusted, as appropriate, to reflect changes in funding to district school boards. As such, funding for isolate board school authorities may include adjustments to some of the items presented in this memorandum. The ministry will provide further information to isolate board school authorities concerning their 2021–22 funding, through an updated Addendum to 2021–22 Technical Paper for Isolate Board School Authorities in the near future.

K. REPORTING

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 30, 2021	School Board Estimates for 2021–22
November 15, 2021	School Board Financial Statements for 2020–21
November 19, 2021	School Board Enrolment Projections for 2022–23 to 2025–26
December 15, 2021	School Board Revised Estimates for 2021–22
May 13, 2022	School Board Financial Report for September 1, 2021 to March 31, 2022

Rural and Northern Education Funding (RNEF) – Schools List

By June 30, 2021, school boards must submit to the ministry the list of all the additional schools, approved by board of trustees' motion, to be eligible to spend the RNEF Allocation on these specific schools. Please submit these motions along with the list of these additional schools to EDULABFINANCE@ontario.ca including the school name, School Facilities Inventory System (SFIS) number, Campus ID, Board School Identification number (BSID) and panel (elementary/secondary). **Please include "RNEF" in the subject line of your email.**

L. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Email
Additional Educational Software Licensing	Jennifer Chan	jennifer.Chan3@ontario.ca
Benefits Trusts Funding, Central Employer Bargaining Agency Fees Allocation, and Retirement Gratuities	Romina Di Pasquale	romina.dipasquale@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	taunya.paquette@ontario.ca
Operating Funding	Paul Duffy	paul.duffy@ontario.ca
Prior Learning Assessment and Recognition & Specialist High Skills Major	Dianne Oliphant	dianne.oliphant@ontario.ca
School Renewal	Andrea Dutton	andrea.dutton@ontario.ca
Special Education / Student Mental Health	Claudine Munroe	claudine.munroe@ontario.ca
Student Transportation	Mehul Mehta	mehul.mehta@ontario.ca

General questions regarding the 2021–22 GSN release can be emailed to:

EDULABFINANCE@ontario.ca

M. OTHER GSN MATERIALS

For further information, please see the 2021–22 Education Funding Technical Paper and GSN Projections for the 2021–22 School Year, which are available on the [Education Funding webpage](#).

N. NOTICE

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act* or other legislation as required. Such regulations have not yet been made.

Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

In closing, the ministry would like to acknowledge the ongoing work of school board teams to support students, families and the broader community during this challenging time. The ministry looks forward to working closely with you to facilitate the next school year.

Sincerely,

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

May 2021

2021-2022 BUDGET

GSN Update

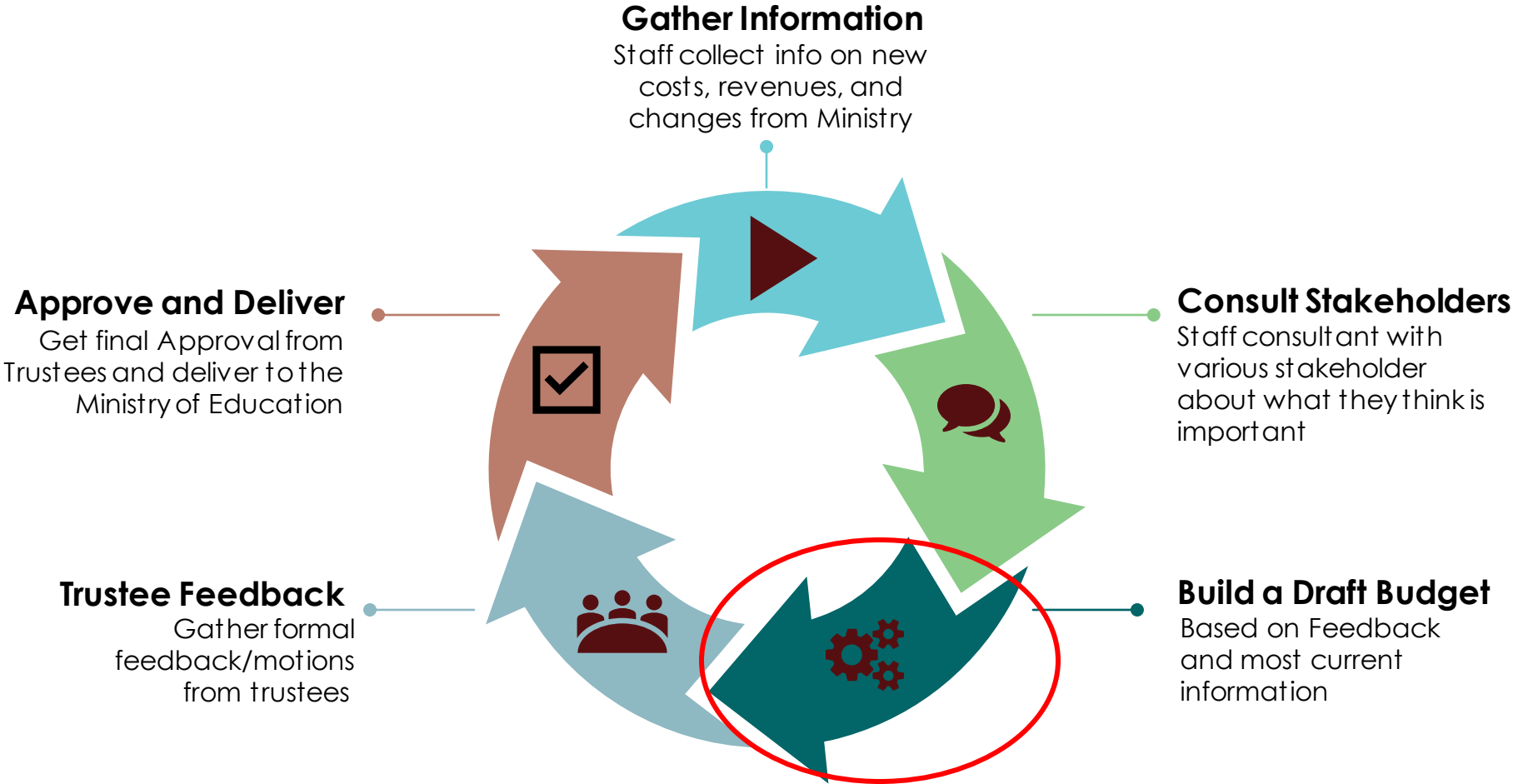


TOPICS FOR TODAY



- Budget Development Process – Current State
- GSN Announcement Highlights
- New COVID-19 Funding
- Cost Pressures and Gap
- Next Steps and timing
- Questions

How we develop a Budget



GSN Highlights

- ✓ GSN announcement was released May 3rd - 1 month late
- ✓ 2020-21 COVID-19 not continued
 - ✓ \$16.5M COVID + \$22.7M Enrollment Stabilization
- ✓ New temporary COVID-19 of \$8.9M
- ✓ Immigration (lack of) supplement added – reduce impact on ESL
- ✓ Baseline per pupil funding flat
- ✓ Other Positives
 - ✓ 2% operations grant increase for increase for utility costs
 - ✓ Minor increase to baseline technology funding
 - ✓ Minor increase to baseline mental health funding



New COVID-19 Funding Announcement

Item	Amount
Additional School Based Staffing Support*	\$11.98M
Additional School Operational Support*	\$1.22M
Transportation Health and Safety Measures*	\$2.06M
Special Education Supports*	\$0.47M
Mental Health Supports*	\$0.60M
Re-engaging Students and Reading Assessment Supports	\$0.82M
<i>Full Total</i>	<i>\$17.15</i>
*50% of Funds Available	\$8.99M

✓ Funds are one-time, not permanent



PRESSURES AND GAP



Revenue Pressures ↓

- ✓ 2020-21 Decline in Enrollment (\$24.3M)
- ✓ 2020-21 Decline in International (\$11.6M)
- ✓ Additional decline in Enrollment (\$8.3M)
- ✓ Additional decline in International (\$2.5M)

Cost Pressures ↑

- ✓ Cancel Bell time optimization (\$1.6M)
- ✓ Utility Cost (\$1.6M)
- ✓ Additional Transportation (\$2.6)

With new GSNs still ~\$40M to \$45M gap

Exact amount depends on funding analysis



A PATH TO BALANCE



Right-sizing staffing

- Matching Staffing to Enrollment

Efficiencies

- Deliver programs and services in more cost effective way

Service Reductions

- Reduce Programs
- Other Service Levels

NEXT STEPS



- ✓ Stakeholder Consultations report back
- ✓ Draft Balanced for Trustee review (June 8)
- ✓ Final Balanced Budget (Late June)
 - ✓ May require Special Board Meeting



Questions





REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

2020-21 SECOND QUARTER FINANCIAL STATUS UPDATE

"Whatsoever thy hand findeth to do, do it with all thy might."

Ecclesiastes 9:10

Created, Draft	First Tabling	Review
March 30, 2021	April 7, 2021	May 13, 2021

L. LePera, Sr. Financial Analyst

D. Bilenduke, Senior Coordinator of Finance

P. De Cock, Comptroller of Business Services & Finance

INFORMATION REPORT

Vision

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

Mission:

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



Brendan Browne. PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

D. Boyce
Associate Director Facilities,
Business and Community
Development

A. EXECUTIVE SUMMARY

This Financial Update Report as at February 28th, 2021 provides a year-to-date look at significant financial activities at the Board.

This is the second update for fiscal 2020-21 using the Revised Estimates approved by the Board of Trustees in December 2020. This update forecasts an in-year deficit of approximately \$33.8M versus the \$42M approved in the 2020-21 Revised Estimates that included additional COVID-19 related expenses. Appendix A provides a more detailed variance summary.

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

B. PURPOSE

The Financial Update report is required to keep Trustees informed on the Board's financial performance through the year and illustrate any variance in expected outcomes. The report will provide a systematic analytical review of Operating and Capital Budgets, in the following order:

- High Level Review and Risk Assessments of Operating Revised Estimates
- Staff Absenteeism
- High Level Review of School Renewal and Capital Projects

C. BACKGROUND

1. *This report is recognized as a best practice in the province.* The Ministry of Education and the District School Board Reporting Workgroup have both identified regular periodic financial reporting as a best practice in managing the Board's financial outcomes.
2. *Year to year comparisons can be slightly skewed.* When comparing the percentage spent to this period last year, it is important to note that YTD February 2021 had 115 teaching days and YTD February 2020 had 114 teaching days (114 teaching days for YTD February 2020 accounts for 3 job action days by OECTA. Had there been no job action by OECTA, the YTD February 2020 teaching days would have totalled 117). On-line learning is a

significant factor for the current period and was not a factor for the same period last year. Lastly, the 2020-21 Revised Budget Estimates approved by the Board of Trustees in December 2020 included an in-year deficit and a deficit elimination plan for the 2021-22 fiscal/school year. This significant budget increase in various expenditure categories creates extraordinary variances for comparative purposes.

D. EVIDENCE/RESEARCH/ANALYSIS

HIGH LEVEL REVIEW AND RISK ASSESSMENTS OF OPERATING REVISED ESTIMATES

1. ***LATEST FORECAST identifies a Net Savings of \$8.2M vs approved 2020-21 Revised Budget Estimates.*** The savings is largely driven by the delay of new hires in all Instructional positions, with the exception of Occasional Teachers.

<u>Expenditure Saving</u>	<u>\$M</u>
Instructional Staff Costs (excl. Occasional)	13.50
Transportation (offset in Revenue)	0.54
Total Expenditure Savings	14.04

<u>Additional Costs</u>	<u>\$M</u>
Occasional Staff Costs	5.00
Other Staff Costs	0.34
Total Additional Cost	5.34

<u>Revenue Loss</u>	<u>\$M</u>
Transportation Claw-back	0.54

<u>Net Savings</u>	8.16
---------------------------	-------------

2. ***Salary and Benefit expenditures are expected to finish slightly below target for this academic year (\$8.5M).*** Overall, in the Salary and Benefits area, Figure 1 below illustrates the current risk exposure. This expenditure category is the most closely monitored risk as it comprises the largest portion of the revised operating expenditure estimates.

Figure 1: Salary and Benefits Variance / Risk Analysis

	<i>Actual to Revised Estimates (millions)</i>		<i>Risk Assessment</i>
<i>Instructional Salaries</i>	↓	\$36.63 (7.6%)	●
<i>Instructional Benefits</i>	↓	\$9.18 (12.9%)	●
<i>Non-Instructional Salaries</i>	↓	\$0.70 (1.8%)	●
<i>Non-Instructional Benefits</i>	↓	\$0.69 (6.5%)	●

● = Low: On Track ◆ = Medium: Monitor ◆ = High: Action Required

Salaries for both Instructional and Non-Instructional categories are projected to come in slightly below Revised Estimates. The small favourability in Benefits, Actuals to the Revised Estimates, is due primarily to the delay in new Instructional hires.

3. *At an aggregate level, the total of other expenditure categories (besides salary and benefits) are expected to finish on target.* Overall, in the Non-Salary area, Figure 2 below illustrates the current risk exposure.

Figure 2: Non-Salary Variance / Risk Analysis

	<i>Actual to Revised Estimate (millions)</i>		<i>Risk Assessment</i>
<i>Instructional Expense</i>	↓	\$9.16 (34.5%)	●
<i>Transportation Expense</i>	↓	\$1.14 (4.8%)	●

<i>Operations & Maintenance</i>	↓	\$5.20 (22.2%)	●
<i>Other Non-Instructional</i>	↓	\$0.47 (1.9%)	●

While Operations & Maintenance is tracking low compared to Revised Estimates, they are considered a low risk because of the timing of expenditures. As a result of COVID-19 school closures, Transportation \$0.54M (offset in Revenue)

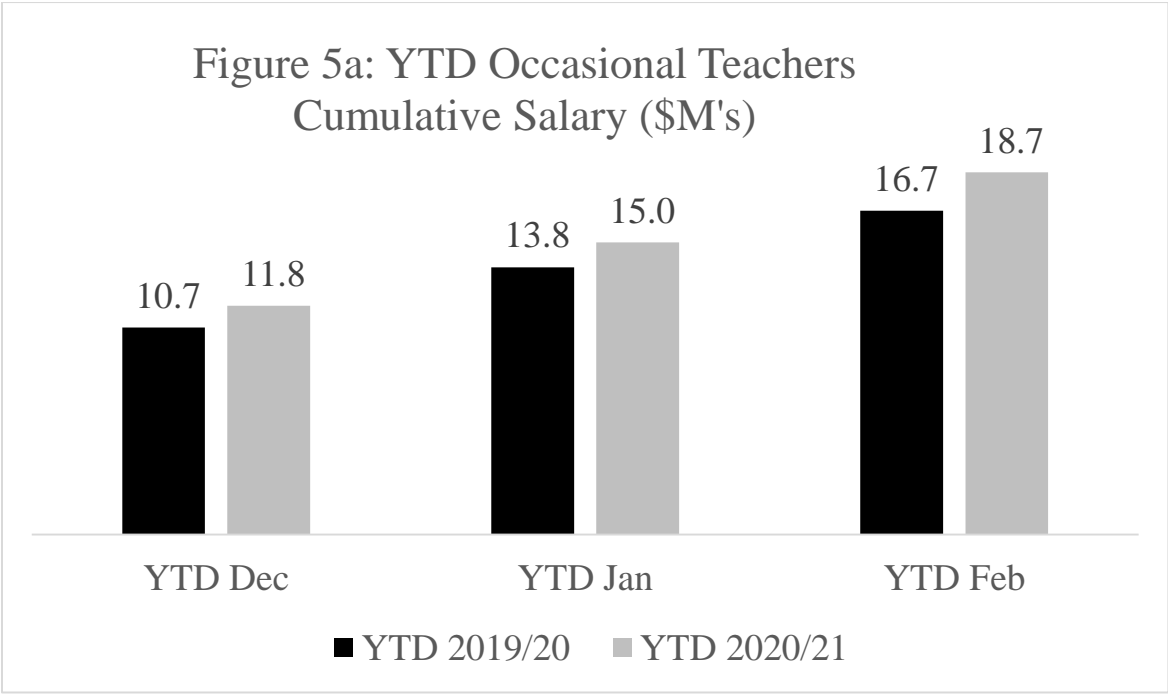
4. ***Grant Revenue from the Province projected to remain unchanged from the 2020-2021 Revised Estimates.*** Grants for Student Needs (GSNs) revenue is expected to remain unchanged and all indications from the current Provincial Government is that they will not be affected in the 2020-21 fiscal year. The ministry has included a GSN Stabilization funding component that is intended to minimize the enrolment losses funded by the GSN's that all boards are experiencing during the COVID-19 pandemic. It is important to note, the GSN Stabilization did not fully offset the GSN reductions (Net Shortfall of \$1.6M) and additional Revenue losses, i.e. International VISA Student Tuition Revenues (\$11.6M), resulted in an overall loss in revenues for the TCDSB.
5. ***COVID related reductions to Other Revenues (-\$0.54M) as a result of school closures.*** The Transportation Revenue claw-back due to the reduction in bussing usage is estimated to be \$542K.

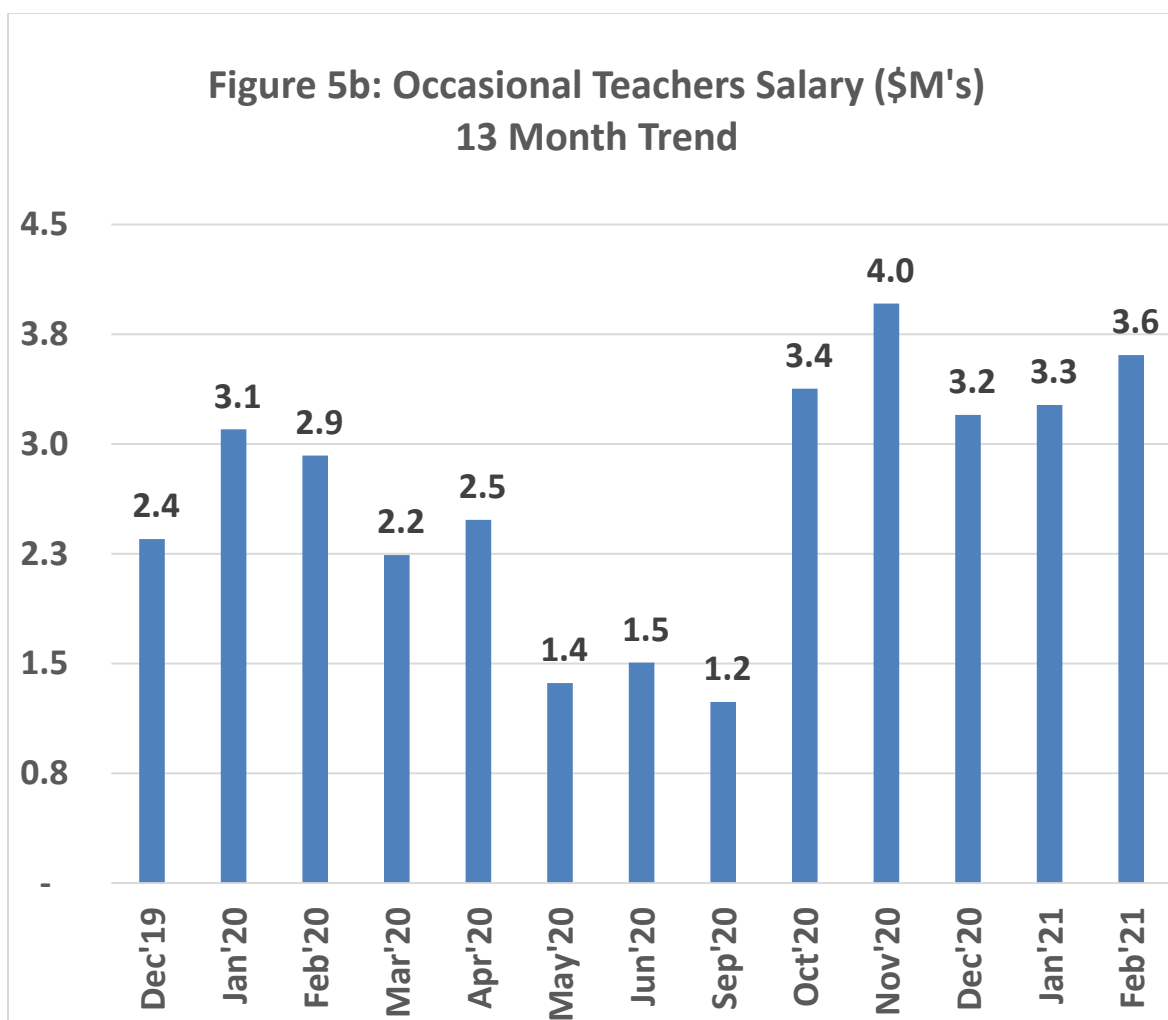
STAFF ABSENTEEISM AND EMPLOYEE FAMILY ASSISTANCE PROGRAM

6. ***Staff Absenteeism Rates and Occasional Fill Rates have decreased overall.*** Recent statistics provide evidence that overall staff absenteeism rates experienced a decrease of 3,030 days over the same period, from the prior year. Although the net absenteeism in Instructional Staff is higher (797 days), the large decrease is driven by the reduction in the Other School Board Employees and the Custodian/Trade/Maint. groups (-3,612 days and -214 days, respectfully). The average absence days per FTE are 11.2 compared to 11.5 in the prior year's first quarter.

** Absence days are inclusive of: Personal/Family Illness Days, Urgent Personal Business Days, Bereavement, Compassionate Leave, Health & Safety Inspections, In Lieu of Planning, Jury Duty/Subpoenaed as Witness, Recoverable, Special Circumstances, Special Permission, Suspension and Teachers' Earned Leave Plan – Partial Paid Days. **

7. ***Staff absenteeism in Instructional groups continues to be an area of concern for the Board.*** The Occasional Teacher costs shown in Figure 5a are expected to come in over the Revised Estimate by \$5.0M. The Board has not been able to fill all teacher absences and the Occasional Teacher cost would be higher still if the teachers were available. Figure 5b illustrates the 13-month trend in Occasional Teachers salary. The first six months of the school year experienced higher levels of salary when compared to prior year. This graph highlights any trends in absenteeism by month, year over year.

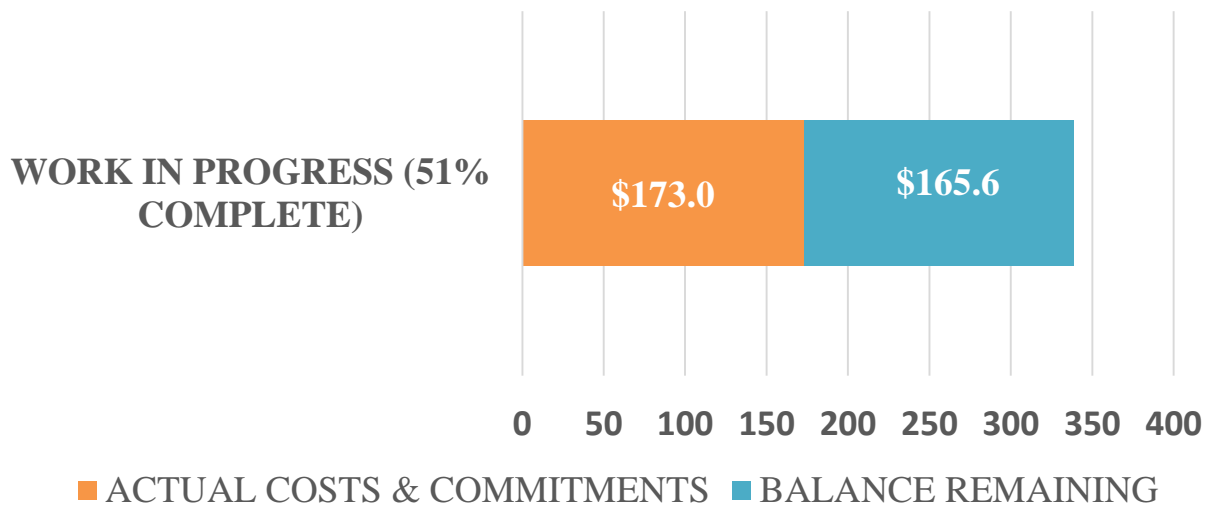




HIGH LEVEL REVIEW OF SCHOOL RENEWAL AND CAPITAL PROJECTS

1. ***The Capital program totals \$339 million.*** The Board received Capital Project funding for new schools, additions and childcare spaces. The capital program funding includes Childcare funding and Full Day Kindergarten funding for projects where applicable. Figure 8 illustrates the Ministry approved capital budgets, the amount spent and/or committed, the balance remaining and the percentage completed. **Appendix B** provides more detail regarding the Capital Projects.

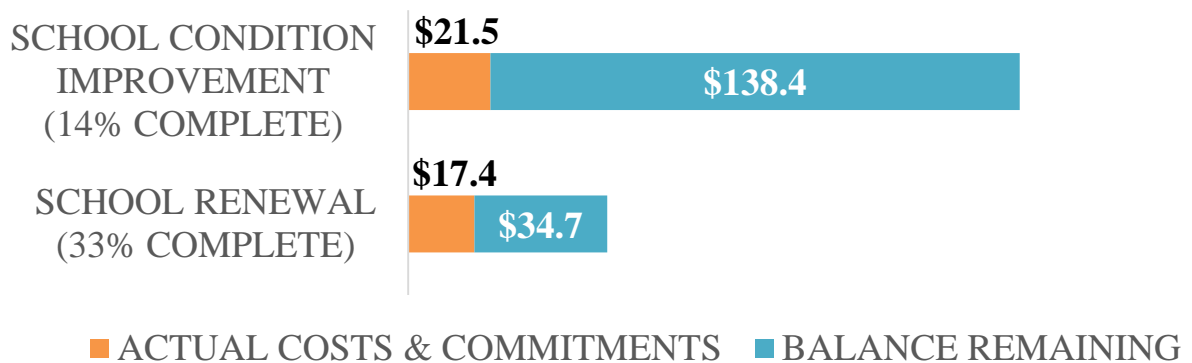
**FIGURE 8: CAPITAL PROJECT SPENDING STATUS
FOR WORK IN PROGRESS (\$M) NEW**



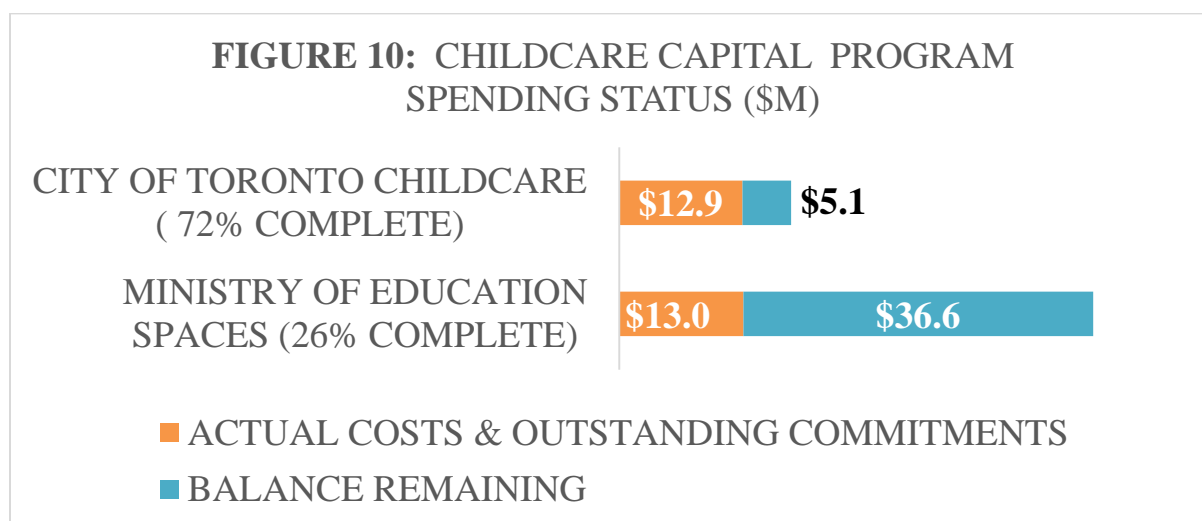
2. *The Renewal Program consists of major building component replacements and site improvements for a total available at September 1, 2020 of \$211.9M with funding of approximately \$173.05M remaining.* The Regular School Renewal Grant, School Improvement Grant and several other grants provide the funding for the School Renewal Program.

Figure 9 provides a high-level view of the Ministry Approved funding, and Appendix C provides the detailed Actual & Committed Amounts spent and the balance remaining for School Renewal and School Renewal Capital Projects to date:

Figure 9: Renewal Spending Status (\$M's)



3. ***The childcare program consists of childcare additions, childcares as part of new school construction and retrofit of existing childcares.*** Childcare capital funding is received from the Ministry of Education and the City of Toronto for purposes of building childcare space at specific schools. Figure 10 presents the status of progress to date including the percentage complete, actual and committed costs, as well as the balance remaining for both the Ministry and City of Toronto funded childcares.



E. METRICS AND ACCOUNTABILITY

1. ***Negotiated salary and wage increases are not included in actuals.*** The 1% salary increase negotiated with the various unions for September 2019 and September 2020 will not be paid until the conclusion of all local negotiations.
2. ***The overall actual revenues and expenditures are trending slightly favourable compared with the \$42M deficit approved in the 2020-21 Revised Estimates.*** The Board's latest estimate reflects an in-year deficit of \$33.8M.

F. CONCLUDING STATEMENT

This report is for the consideration of the Corporate Services, Strategic Planning & Property Committee.

OPERATING EXPENDITURES
@ February 28, 2021

'000's	Total Revised Estimate	YTD Revised Estimate	YTD Actual	Variance '000's	Variance %	2020/21 YTD % Spent	2019/20 YTD % Spent
Salaries							
Teachers	571,058	338,514	322,100	16,414	4.9%	56.4%	59.0%
Occasional Teachers	27,504	16,503	18,652	(2,150)	-13.0%	67.8%	68.5%
Educational Assistants & ECE's	66,141	39,685	32,713	6,971	17.6%	49.5%	57.7%
Principal & VP	40,639	24,383	23,351	1,032	4.2%	57.5%	60.3%
School Office	19,037	11,422	9,739	1,683	14.7%	51.2%	55.4%
Continuing Education	17,148	10,289	5,060	5,229	50.8%	29.5%	39.0%
Other Instructional	67,227	40,336	32,888	7,448	18.5%	48.9%	58.4%
Sub Total Instruction	808,754	481,131	444,504	36,628	7.6%	55.0%	58.7%
Administration	17,422	8,711	9,596	(885)	-10.2%	55.1%	49.2%
Transportation	1,115	557	461	96	17.3%	41.4%	47.9%
Operations & Maintenance	49,784	24,892	24,194	698	2.8%	48.6%	54.0%
Other	8,591	4,296	3,504	792	18.4%	40.8%	48.6%
Sub Total Non Instruction	76,912	38,456	37,755	701	1.8%	49.1%	52.1%
Total Salaries	885,666	519,587	482,258	37,329	7.2%	54.5%	58.1%
Benefits							
Teachers	87,193	43,596	35,891	7,705	17.7%	41.2%	45.4%
Occasional Teachers	5,818	2,909	3,293	(384)	-13.2%	56.6%	51.8%
Educational Assistants & ECE's	20,774	10,387	9,893	495	4.8%	47.6%	53.2%
Principal & VP	5,307	2,653	2,410	244	9.2%	45.4%	50.8%
School Office	5,671	2,836	2,839	(3)	-0.1%	50.1%	53.8%
Continuing Education	2,634	1,317	1,137	180	13.6%	43.2%	47.8%
Other Instructional	14,770	7,385	6,436	949	12.9%	43.6%	51.2%
Sub Total Instruction	142,167	71,083	61,899	9,184	12.9%	43.5%	47.9%
Administration	5,213	2,607	2,728	(122)	-4.7%	52.3%	52.4%
Transportation	247	124	121	3	2.5%	48.7%	46.4%
Operations & Maintenance	14,673	7,336	6,819	518	7.1%	46.5%	52.9%
Other	1,338	669	376	293	43.8%	28.1%	49.1%
Sub Total Non Instruction	21,472	10,736	10,044	692	6.5%	46.8%	52.5%
Total Benefits	163,639	81,819	71,943	9,877	12.1%	44.0%	48.5%
Operating Expense							
Instructional Expense	44,308	26,585	17,422	9,163	34.5%	39.3%	63.3%
Transportation Expense	39,359	23,616	22,481	1,135	4.8%	57.1%	64.7%
Operations & Maintenance Expense	46,767	23,383	18,182	5,201	22.2%	38.9%	49.5%
Other Non Instructional Expense	4,996	2,498	2,451	47	1.9%	49.1%	33.5%
Total Expense	135,431	76,082	60,536	15,546	20.4%	44.7%	56.8%
Grand Total	1,184,735	677,489	614,737	62,751	9.3%	51.9%	56.7%

CAPITAL PROJECT

Appendix B

Financial Update at February 28, 2021

MINISTRY APPROVAL & COSTS		PROGRESS				
MINISTRY APPROVED BUDGET	Costs to Date	Outstanding Purchase Order	Costs & Outstanding Purchase Orders ②+③	Balance ①–④	% Complete	
①	②	③	④			
Elementary New Schools	167,375,350	71,377,650	7,173,885	78,551,535	88,823,815	47%
Secondary New Schools	98,445,686	33,329,995	2,522,302	35,852,297	62,593,389	36%
Additions - Elementary	72,707,969	56,394,551	2,176,482	58,571,033	14,136,936	81%
	338,529,005	161,102,196	11,872,669	172,974,865	165,554,140	51%

Elementary New Schools

Secondary New Schools

Additions

Twelve (12) Elementary new schools at various stages of completion

Three (3) Secondary new schools at various stages of completion

Sixteen (16) Elementary additions at various stages of completion

SCHOOL RENEWAL AND SCHOOL CONDITION IMPROVEMENT GRANT BALANCE

FUNDS REMAINING

Financial Update at February 28, 2021

	SRG Renewal	SRA Renewal	SCI 70% Restricted	SCI 30% Unrestricted	TOTAL
	70%		30%		
FUNDING AVAILABLE					
Balance Forward - August 31, 2020 EFIS	31,569,495	1,270,554	56,068,470	51,511,693	140,420,212
Grant - 2020-2021 (<i>Estimates & B16:2020</i>)	17,142,224		33,522,645	14,366,848	65,031,717
Total Grant Available for 2020/2021	48,711,719	1,270,554	89,591,115	65,878,541	205,451,929
Add: Accruals (<i>Deducted from EFIS Bal Fwd</i>)	1,957,278	109,663	4,343,107	55,420	6,465,468
Balance Available September 1, 2020 ①	50,668,997	1,380,217	93,934,222	65,933,961	211,917,397
EXPENDITURES & WORK IN PROGRESS (September 1, 2020 - February 28, 2021)					
Actuals - Completed Work	4,996,181	156,704	7,052,825	55,420	12,261,129
*Open Purchase Orders - Work in Progress	12,065,177	140,538	14,359,078	39,261	26,604,055
EXPENDITURES AND OPEN PURCHASE ORDERS ②	17,061,358	297,242	21,411,903	94,681	38,865,183
BALANCE AT February 28, 2021 ①-②	33,607,640	1,082,975	72,522,319	65,839,280	173,052,214



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

2021-2022 STUDENT LEARNING MODELS

For wisdom becomes known through speech, and education through the words of the tongue. Sirach 4:24

Created, Draft	First Tabling	Review
May 12, 2021	May 13, 2021	Click here to enter a date.

Michael Caccamo, Superintendent
Lori DiMarco, Superintendent
Maria Meehan, Superintendent
Shazia Vlahos, Chief of Communications

INFORMATION REPORT

Vision:

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Associate Director of
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Community Development

A. EXECUTIVE SUMMARY

This report provides information related to the 2021-2022 school year learning models and will cover the following topics:

1. Elementary learning model for in-person and remote learning
2. Secondary hybrid learning model
3. Special education support for students
4. Enhanced day e-learning for secondary students
5. Continuing education expanded offerings
6. Communication plan

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

B. PURPOSE

This report provides information related to the learning models for the 2021-2022 school year.

C. BACKGROUND

1. On May 4th, 2021 the Ministry of Education provided information and direction to boards of education in preparation for the 2021/22 school year.
2. The Ministry of Education has focused support on learning recovery and renewal, equity and student mental health and well-being, while continuing to implement strategies that protect the health and safety of students and staff and support flexibility in school board operations.
3. We have learned from our successes and challenges this past year and this plan provides a pathway forward for the 2021/22 academic year which includes options while prioritizing stability for students, staff, families, and the entire system.
4. Given the increasing access to vaccines around the province and TCDSB staff eligibility, most staff will receive their second vaccination

dose before September. This further enhances the public health and safety protocols already in place at TCDSB schools including signage for regular hand washing, sanitizing, use of masks, social distancing etc.)

5. As such, we anticipate and are planning for the majority of students to return to in-person learning. However, remote learning options will remain available for those students whose parents may decide on an alternative to in-person learning. These models are further elaborated in the next section of the report.
6. In-person learning supports student mental health and well-being. Where possible, families are encouraged to consider the importance of student mental health and well-being when determining the best option for their child(ren). The TCDSB mental health team is currently working on additional resources to support students and staff for a more normal return to school in September 2021.
7. The hybrid model in our secondary schools has been utilized successfully this year and continues to limit direct and indirect contacts of 100 by students while in the school building. It also provides the opportunity for remote learning for students/families that may need it within their home school.
8. The TCDSB Student Learning Models Action Plan will continue to be updated to reflect any changes including any items from Board motions, Ministry of Education and Toronto Public Health updates. The plan will continue to be updated as information changes moving towards the start of the 2021-2022 school year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Elementary School Model:

For 2021-2022, students will continue to be cohorted with their classmates and homeroom teacher.

a. Parents/guardians will be able to select one of two learning options for their child(ren):

- attend full time in-person
- attend online by transferring to St. Anne Catholic Academy, School of Virtual Learning for the 2021-2022 school year

b. Core French will be offered at St. Anne and at the in-person schools. Extended French and French Immersion will be offered only at in-person schools that previously had such specialty programming.

c. The information below provides considerations for parents of elementary students with special education needs, to help inform their decision.

i. **In-Person - Elementary Special Education programs and placements:**

- Special Education teacher support
- Empower™ Reading program
- Kindergarten Language Program - Itinerant support
- Program to Assist Social Thinking (PAST) - Itinerant support
- Intensive Support Program (ISP) classes (Language Impaired, Learning Disability, Mild Intellectual Disability, Multiple Exceptionality, Developmental Disability, Autism, Behaviour, Deaf and Hard-of- Hearing)
- Gifted Grade 5-8 - one day per week withdrawal program (accessed through remote learning from home)
- Gifted Grade 6-8 - Congregated program

ii. **Virtual - St. Anne Jr. Elementary Special Education programs and placements will include:**

- Special Education teacher support
- Gifted Withdrawal

2. Secondary School Model:

- a. For 2021-2022, parents/guardians will be able to choose one of two options for their child(ren):
 - Attend in-person at their home school through the hybrid model.
 - Attend remotely through their home school through the hybrid model.
- d. Secondary schools will continue to provide their specialty program options such as International Baccalaureate (IB), Advanced Placement (AP), Ontario Youth Apprenticeship Program (OYAP), Specialist High School Major (SHSM), Cooperative Education, Extended French, French Immersion, etc.
- e. Special Education:
 - support will be provided for all students with an Individualized Education Plan (IEP) through the hybrid model
 - Intensive Support Program (ISP) classes will be offered through the hybrid model

3. Switching Between Learning Models

The past year and a half has brought tremendous uncertainty in education. We recognize and appreciate the importance of consistency where possible for students and staff. The establishment of relationships and routines is important for student achievement and we must acknowledge that classroom stability contributes to enhancing student learning and development.

While the expectation is that the choice of in-person or virtual learning is for the full 2021/22 academic year, **families will have the ability to make a transfer request to their in-person school or to St. Anne at any time.** However, the request will follow the appropriate policy and be dependent on availability of space in existing classes. There will be no guaranteed placement or start date for any requested change. This process is the continuation of the transfer process between in-person and virtual that was adopted successfully in the second half of the 2020/21 academic year.

Families whose transfer requests cannot be accommodated immediately, will be placed on a waitlist until there is an opportunity for their child(ren) to transfer.

In instances where there is no availability, a request to transfer may not be possible.

4. **Day e-learning** has been offered to students in the TCDSB for over 20 years. Day e-learning has provided opportunities for Grade 11 and 12 students, from any school, to register in a course outside of their school, but within the TCDSB. Day e-learning enables students to take a missed course when a course at their school had insufficient enrollment in the course, there was lack of space in the course, the course was not offered, or the course does not fit into a student's timetable due to a scheduling conflict.

For 2021-2022, TCDSB will be enhancing the offerings in day e-learning so that more courses are available to support students within the system.

5. The **Continuing Education** Department will continue to provide expanded opportunities for credit accumulation:
 - night school offerings
 - Saturday school offerings
 - e-class offerings.

The modality of learning (in-person or remote) for night and Saturday school offerings will be determined by Toronto Public Health and Ministry of Education directions.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Elementary and secondary families will receive a communication with information about learning models being offered in the September 2021-2022 school year. This communication will be shared with families on Monday May 17, 2021 and will break down pertinent details about each learning model. Families will be able to select in-person or remote learning

for their child in elementary. For secondary students, families will be asked if their child will attend in-person classes or whether they will choose remote learning which will operate at their home school and not St. Anne. Families will have from May 17, 2021 until June 4, 2021 at 4:00 p.m. to complete the registration questionnaire. The decision a family makes during this time will be for the entire 2021-2022 school year.

The results of this questionnaire will be critical in the timely creation of class cohorts, organization of school classrooms, student timetabling, staffing requirements and school bus transportation planning.

We recognize that families want the best information possible to make the most informed decision for their child. FAQs are being finalized to be included in parent/guardian communications to assist with decision making for their child's September learning model.

The family communications and FAQs will be posted on the Board's website for ease of reference and linked on social media posts for additional awareness.

Local planning considerations will take place at the school level in late August in collaboration with school principals. Input gained through continued consultation with stakeholders will be considered during this process.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



Procurement Award Report – Addendum 1

The following shall be **added** to the **May 13, 2021, Corporate Services Committee**, Agenda item **17.d Monthly Procurement Approvals** (Recommendation), Appendix A:

Appendix A

No.	Report Name	Vendor Name(s)	Type	Description	Amount
19	Holy Angels Catholic School at Allanhurst Site Reconstruction	A. Wesley Paving Limited	New Procurement Award	Site work at former Buttonwood Public School site located at 100 Allanhurst Drive for temporary relocation of Holy Angels Catholic School	\$226,616.05



Procurement Award Report

(for Purchases/Contracts over \$50,000)

1. Report Information

Report Name	Holy Angels Catholic School at Allanhurst Site Reconstruction Contractor Award
Report #	Ren 2020 102
Division	Capital Development, Asset Management and Renewal/Environment Support Services
SO/Executive	D. Friesen, Superintendent, Capital Development, Asset Management and Renewal M. Farrell, Superintendent, Environment Support Services
Initiator/Requestor	D. Domet, Portable Supervisor

2. Tender/RFP/RFQ Information

RFP/Tender #	T-039-21	Value (exclude all Taxes)	\$226,616.05
Term Start Date	June 1, 2021	Term End date	July 30, 2021

3. Description of Goods/Service or Change

Site work at former Buttonwood Public School site located at 100 Allanhurst Drive for temporary relocation of Holy Angels Catholic School during construction of replacement school. Scope of work includes the removal of the field and replacement with stone and asphalt for portable classrooms and improvements to other areas of the site to include, accessibility, asphalt repairs, concrete repairs, removal of dangerous areas and landscaping as required to accommodate students.

4. Procurement Process

Procurement Type	Tender
Consortium/Group Purchase	No
# of Compliant Bidders/Respondents	3
Name of Recommend Vendor/Bidder	A. Wesley Paving Limited
Winning Bid Value (exclude all Taxes)	\$226,616.05
Budget Source	Portable Classroom Renewal Budget for 2021-2022.
Budget Source approval (Report & Date)	Annual Portable Plan & Other Accommodation Needs 2021-2022 April 22, 2021; 2020-2021 School Renewal Plan, Jan. 14, 2021

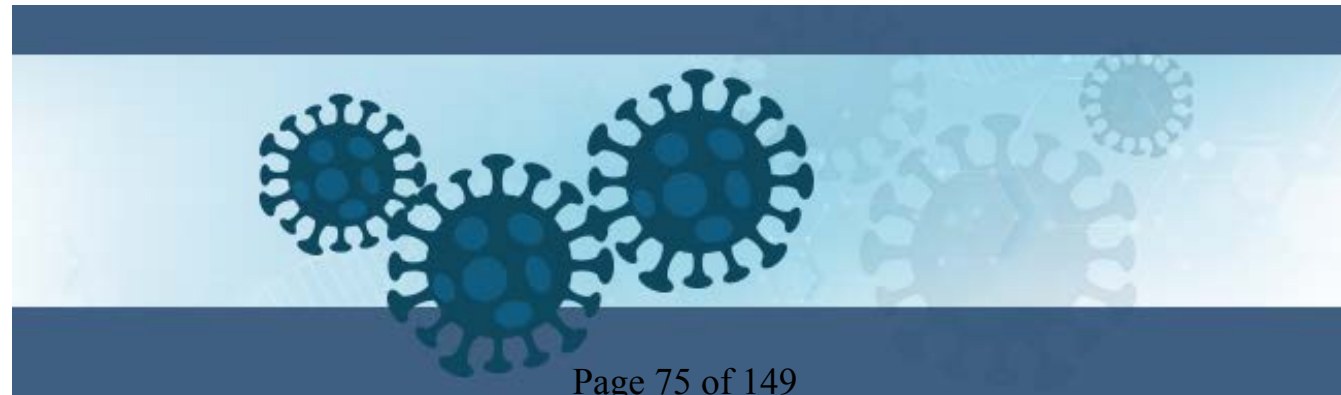
5. Formal Award Recommendation

That the contract for site work at 100 Allanhurst Drive for the temporary relocation of Holy Angels Catholic School be awarded to A. Wesley Paving Limited in the amount of \$226,616.05 for plus net HST of \$4,894.91 for a total of \$231,510.96.

Response to COVID-19: May 2021 Update

Presentation to the Board of Health

May 10, 2021



Status of COVID-19 Epidemic in Toronto

COVID-19 dashboard showing some signs of improvement

Case, hospitalization, and outbreak data as of May 5, 2021

Rt calculated May 2 using data as of May 1, 2021, percent positivity as of week ending May 1, 2021

Virus Spread and Containment

Status: RED - Indicators trending away from goals

New COVID-19 cases, 7 day moving average¹

963

New Hospitalizations, 7 day moving average¹

60.7

Active daily COVID-19 outbreaks in institutions¹

42

Effective Reproductive Number for COVID-19 Cases²

$R_t = 0.94$
(90% CI 0.73 to 1.16)

COVID-19 Laboratory Tests Percent Positivity, previous week average³

12.3%

Health System Capacity

Status: YELLOW - Indicators need attention

ICU bed occupancy rate⁴

81%

ICU-ventilator bed occupancy rate⁴

57%

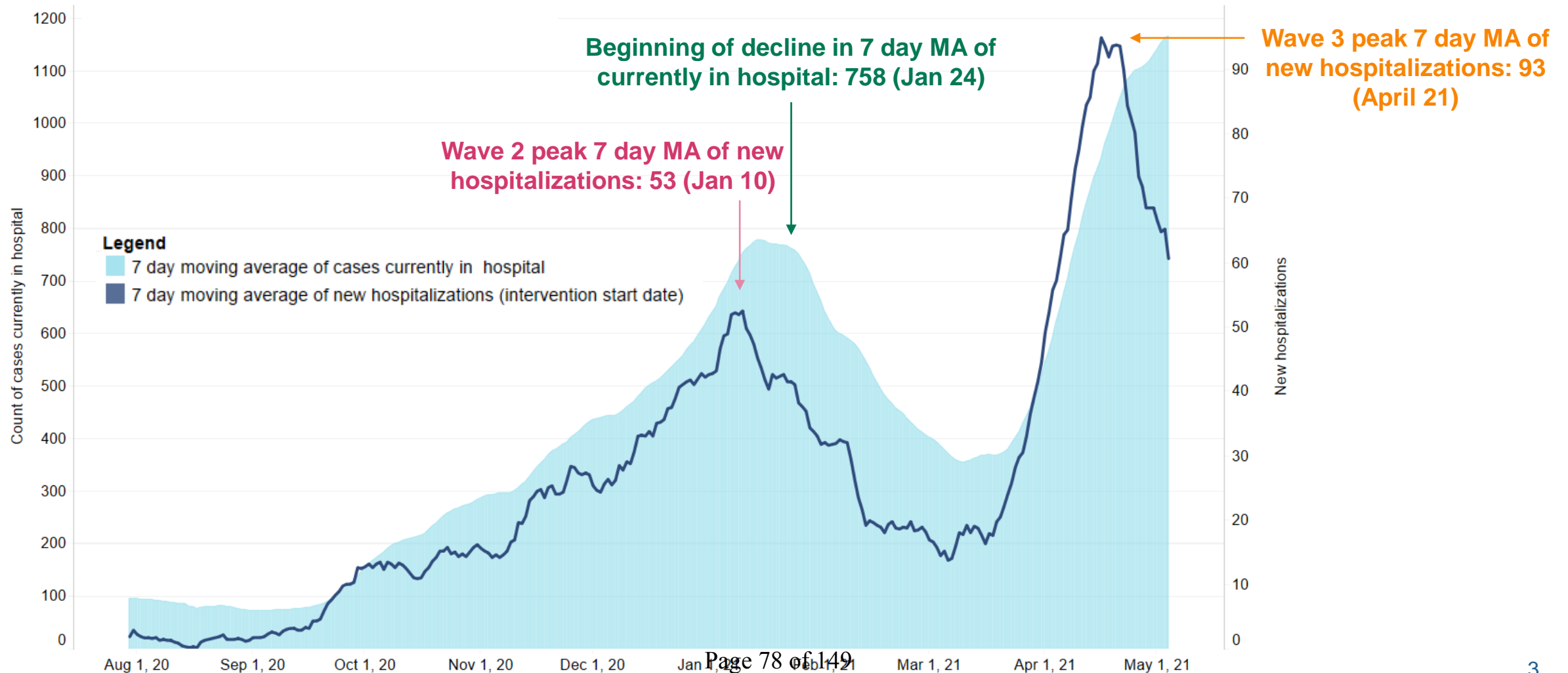
Acute bed occupancy rate⁴

84%

Number of cases currently in hospital remains high and has not yet peaked

Cases currently in hospital and count of daily new hospitalizations, 7 day moving average (3 day lag)

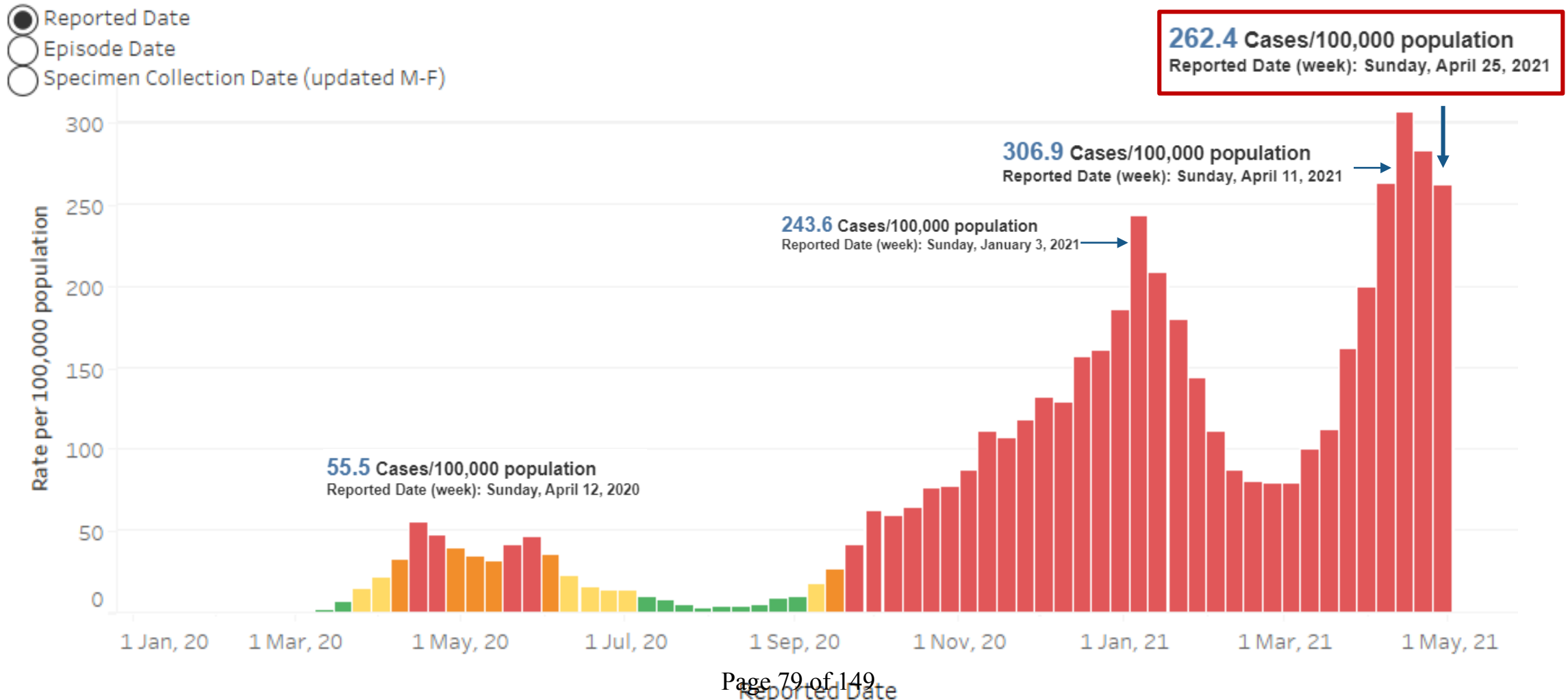
Toronto, August 1, 2020 to May 6, 2021



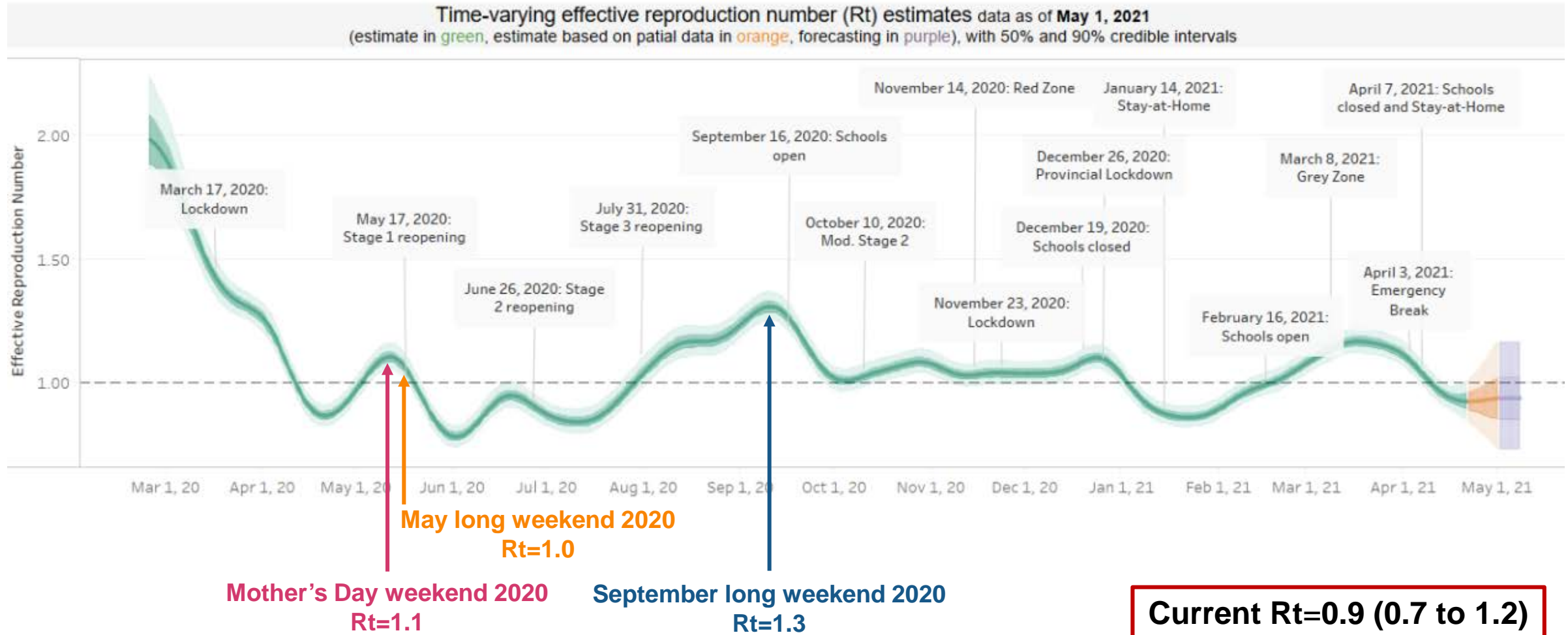
Toronto case rates continue to decrease, but remain far from safe reopening

Epidemic curve of weekly COVID-19 incidence rates by reported date

Toronto, week of January 19, 2020 to April 25, 2021

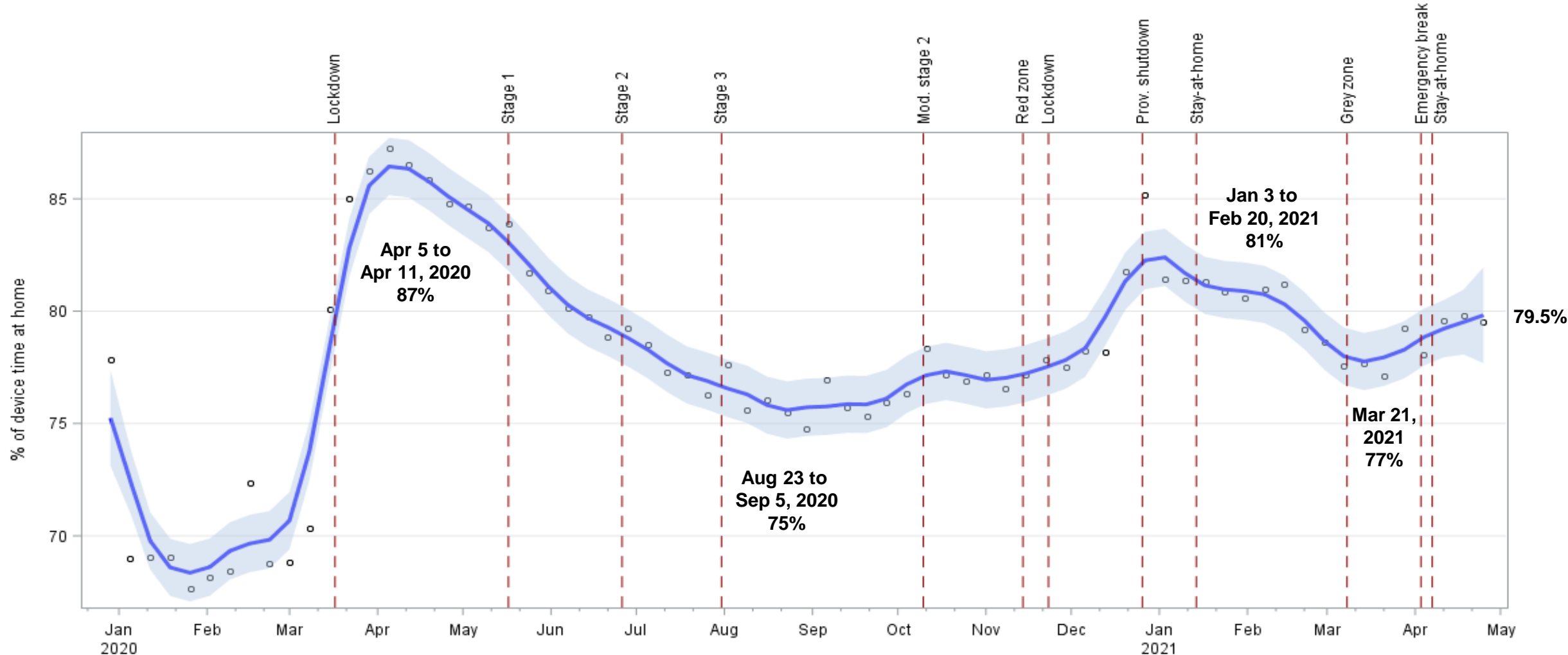


Rt remains below 1.0 for second week in a row

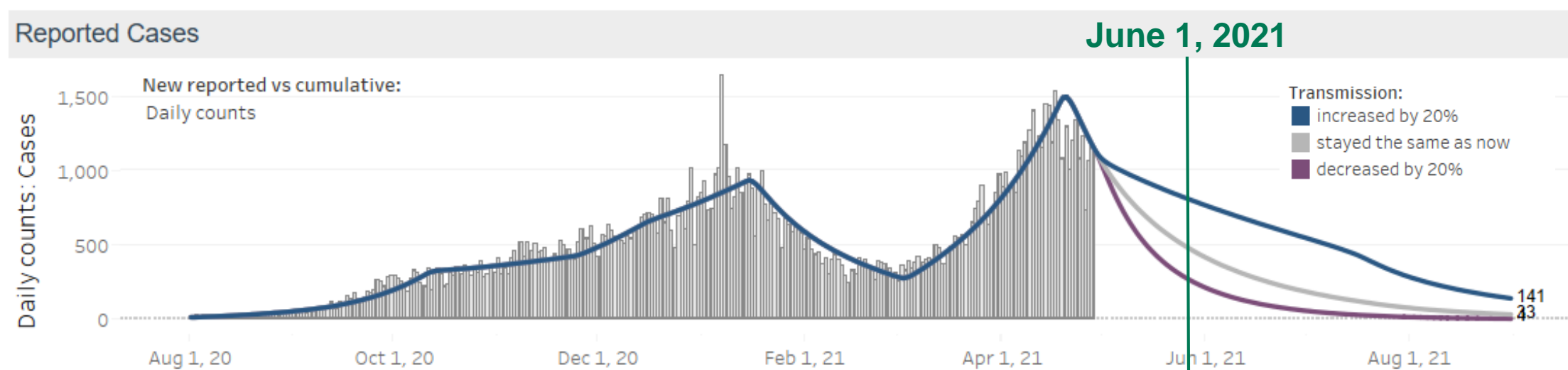


Stay at home orders increased time at home, which has plateaued at just under 80%

Weekly proportion of device-time at home, median for Toronto, between Jan 1, 2020 – May 1, 2021

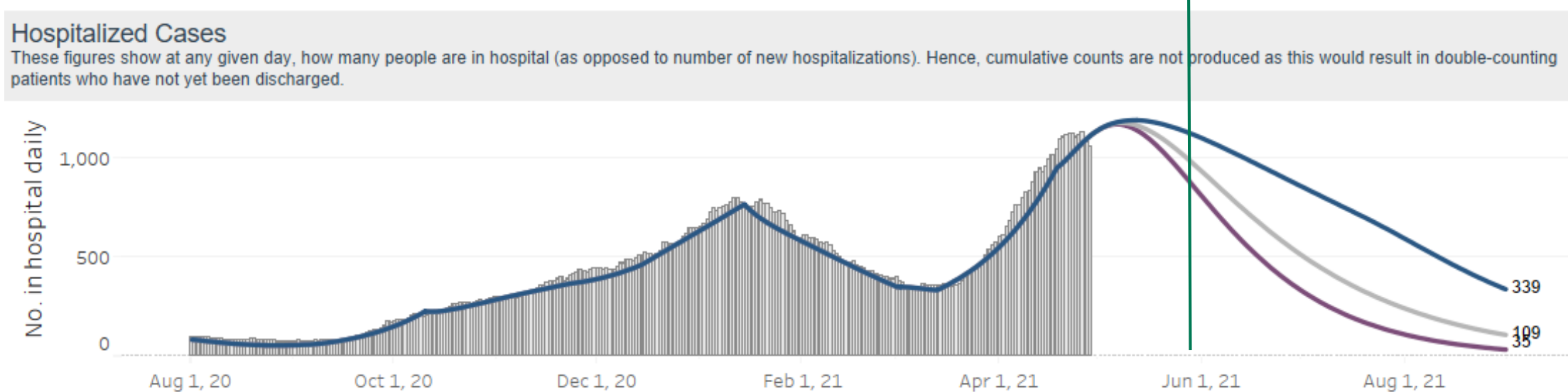


Emergency brake had a significant impact on projected cases, but pressure on hospital system continues



If transmission stays the same (grey line) then:

~400 daily cases by beginning of June



~900 cases in hospital by beginning of June (higher than peak in Wave 2)

We need to break our pattern of COVID transmission related to long weekends

Epidemic curve of weekly COVID-19 incidence rates by reported date

Toronto, week of January 19, 2020 to April 25, 2021



A thick, solid blue vertical bar positioned to the left of the word "Summary".

Summary



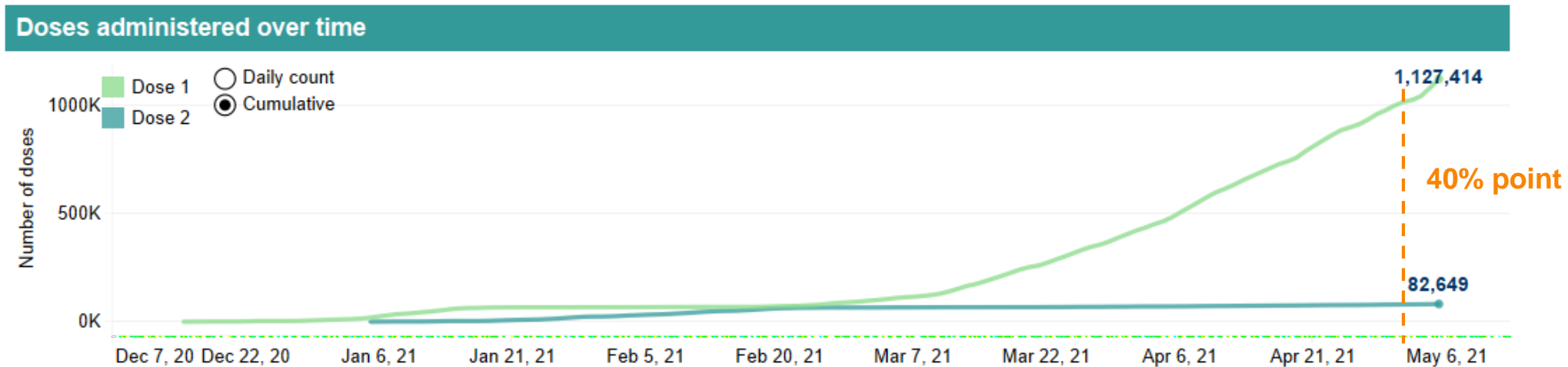
Team Toronto

Vaccination progress

- Working with healthcare partners, pharmacies and Toronto Public Health to administer all available COVID-19 vaccines.
- To date, **1,445,809** COVID-19 vaccine doses have been administered in Toronto.
- Team Toronto effort is focused on getting as many residents vaccinated as quickly as possible based on an equitable allocation of available supply - expanding mobile vaccination efforts across Toronto to bring vaccine to the neighbourhoods most in need.

First goal of 40% of adults vaccinated by May 1 achieved; second goal is 65% by May 31

Provincial goal to vaccinate 40% of adult residents was achieved on May 1st



At the current rates of vaccination, we are on track to exceed the 65% goal by end of May

Projected coverage:

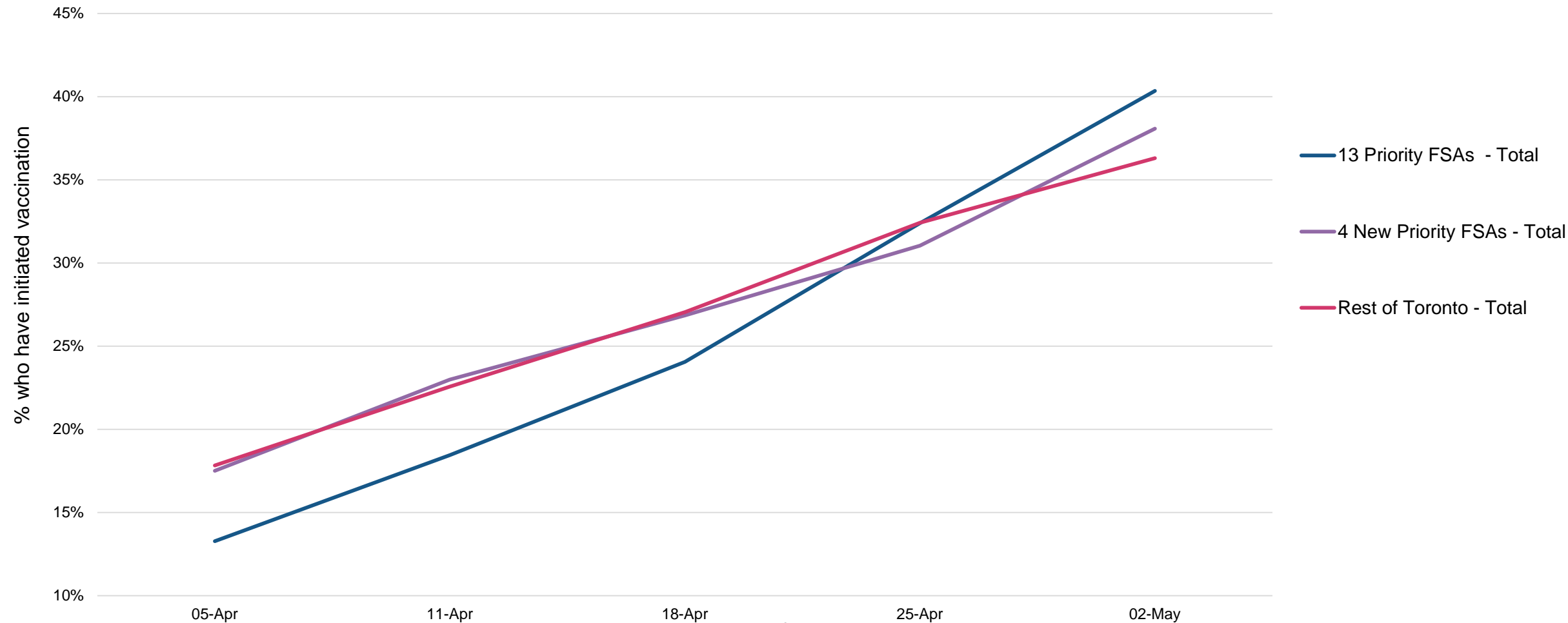
68%

Exceeds coverage goal

Assuming a vaccination rate of 23,220 daily doses administered for the age groups selected over 26 days, there will be a projected coverage of 68% with **at least one dose** and 603,716 doses given in total which **Exceeds coverage goal**.

Hot spot strategy success - increased vaccination coverage in priority areas

Proportion of people 18+ who have initiated vaccination (at least one dose) (%) comparing the 17 Team Toronto Priority FSAs to Toronto from April 5, 2021 to May 2, 2021



Vaccine coverage rates still not high among older age groups in highest incidence neighbourhoods

Vaccine coverage by age group and neighbourhood COVID-19 incidence quantile

December 15, 2020 to current

Neighbourhood quantiles (1=high neighbourhood COVID-19 incidence, 14=low neighbourhood COVID-19 incidence)

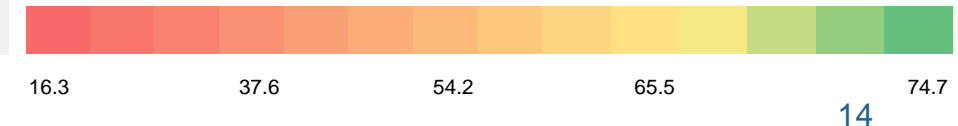
Age group	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Overall (%)
80+	60.7	57.1	56.5	53.6	51.8	60.0	55.6	56.0	58.2	53.5	59.2	60.7	60.9	65.4	57.7
75-79	64.9	64.1	67.7	67.0	67.2	68.6	67.4	69.4	69.7	69.5	67.7	72.1	72.8	73.8	68.7
70-74	63.2	64.5	66.3	67.3	65.5	68.6	68.3	69.9	69.7	70.8	68.8	70.8	72.2	74.7	68.6
65-69	61.1	62.8	62.9	65.0	63.2	63.7	65.3	66.1	65.9	67.3	66.3	67.1	67.6	74.2	65.5
60-64	59.3	60.3	61.1	62.2	61.4	59.1	63.0	64.4	63.3	66.1	65.2	66.4	66.4	74.2	63.4
55-59	52.9	52.1	52.0	52.6	53.0	50.6	52.3	54.2	50.3	52.9	51.7	54.8	51.1	64.9	53.1
50-54	47.1	48.1	46.2	45.8	46.1	44.0	44.4	47.4	41.2	42.6	39.5	44.2	38.7	50.4	44.7
45-49	37.9	34.9	35.8	35.3	35.7	34.9	34.9	35.4	34.5	37.6	37.6	38.5	35.8	45.3	36.7
40-44	34.7	32.3	33.3	31.4	32.2	33.3	31.8	33.8	34.8	37.1	37.7	35.6	34.1	43.5	34.5
16-39	28.7	23.0	26.2	22.3	21.8	21.2	17.8	18.2	16.9	18.3	17.5	18.8	16.3	17.6	20.5
Overall (%)	42.1	40.5	41.3	39.8	39.1	39.5	38.1	40.2	38.7	39.5	37.6	36.9	36.8	45.8	39.6

Vaccine coverage is highest among those 60 to 79 in the neighbourhoods with the lowest COVID-19 incidence rates.

Vaccine coverage (%)*

*Age-specific population by neighbourhood quantile

COVID-19 episode dates: Dec 15, 2020 to Apr 23, 2021
COVID-19 vaccination data: Dec 15, 2020 to May 5, 2021



Younger groups showed largest changes in vaccine coverage, especially in high incidence neighbourhoods

Change in vaccine coverage by age group and neighbourhood COVID-19 incidence quantile

April 28 to May 5, 2021

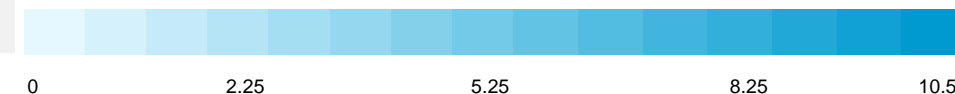
Neighbourhood quantiles (1=high neighbourhood COVID-19 incidence, 14=low neighbourhood COVID-19 incidence)

Age group	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Overall (%)
80+	1.4	1.4	1.3	0.7	1.1	1.1	1.1	0.8	0.7	0.5	1.0	0.7	0.6	0.5	1.0
75-79	2.2	2.5	1.9	1.3	2.2	1.7	1.4	1.3	0.9	1.1	0.9	0.7	0.7	0.5	1.4
70-74	3.3	3.2	2.5	2.0	2.4	1.9	1.8	1.7	1.4	1.4	1.5	0.8	0.7	0.6	1.8
65-69	4.4	3.9	4.1	3.6	3.5	3.4	3.2	2.9	2.5	2.3	2.1	1.5	1.6	0.9	2.9
60-64	5.3	4.4	4.2	3.7	3.5	3.3	3.3	3.2	2.8	2.3	2.0	1.6	1.8	0.9	3.1
55-59	8.2	7.3	8.7	7.7	7.5	7.0	7.0	6.9	5.9	5.8	5.7	4.6	5.1	3.5	6.6
50-54	8.9	8.4	9.4	7.7	9.3	8.0	6.9	6.6	6.1	6.2	5.9	5.3	5.0	5.2	7.2
45-49	10.0	10.5	10.1	9.3	8.9	9.3	8.6	8.0	7.0	7.5	6.7	7.0	5.3	5.9	8.2
40-44	9.7	10.3	9.4	8.2	8.1	7.7	6.3	6.2	5.8	7.1	5.8	6.0	5.1	5.8	7.2
16-39	8.9	9.6	10.3	8.5	7.6	7.5	6.2	6.0	5.0	6.6	5.3	7.0	4.0	4.8	7.0
Overall (%)	7.6	7.5	8.0	6.7	6.5	6.2	5.4	5.1	4.4	5.2	4.6	5.3	3.6	3.6	5.8

The highest change in vaccine coverage (from April 28th to May 5th) occurred in the 18 to 39, 40 to 44, 45 to 49 and 50 to 54 age groups in neighbourhoods with the highest COVID-19 incidence rate.

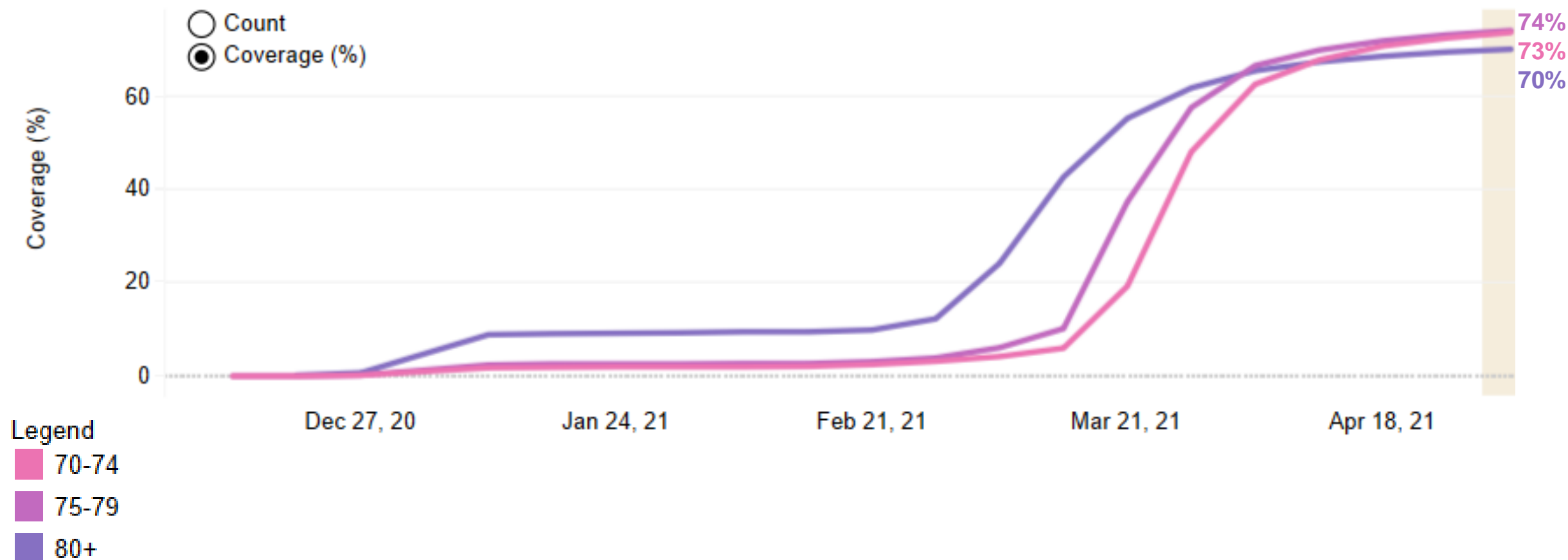
Legend: Change from previous week (percentage points)

COVID-19 episode dates: Dec 15, 2020 to Apr 23, 2021
COVID-19 vaccination data: Dec 15, 2020 to May 5, 2021



Vaccine rates in seniors have plateaued

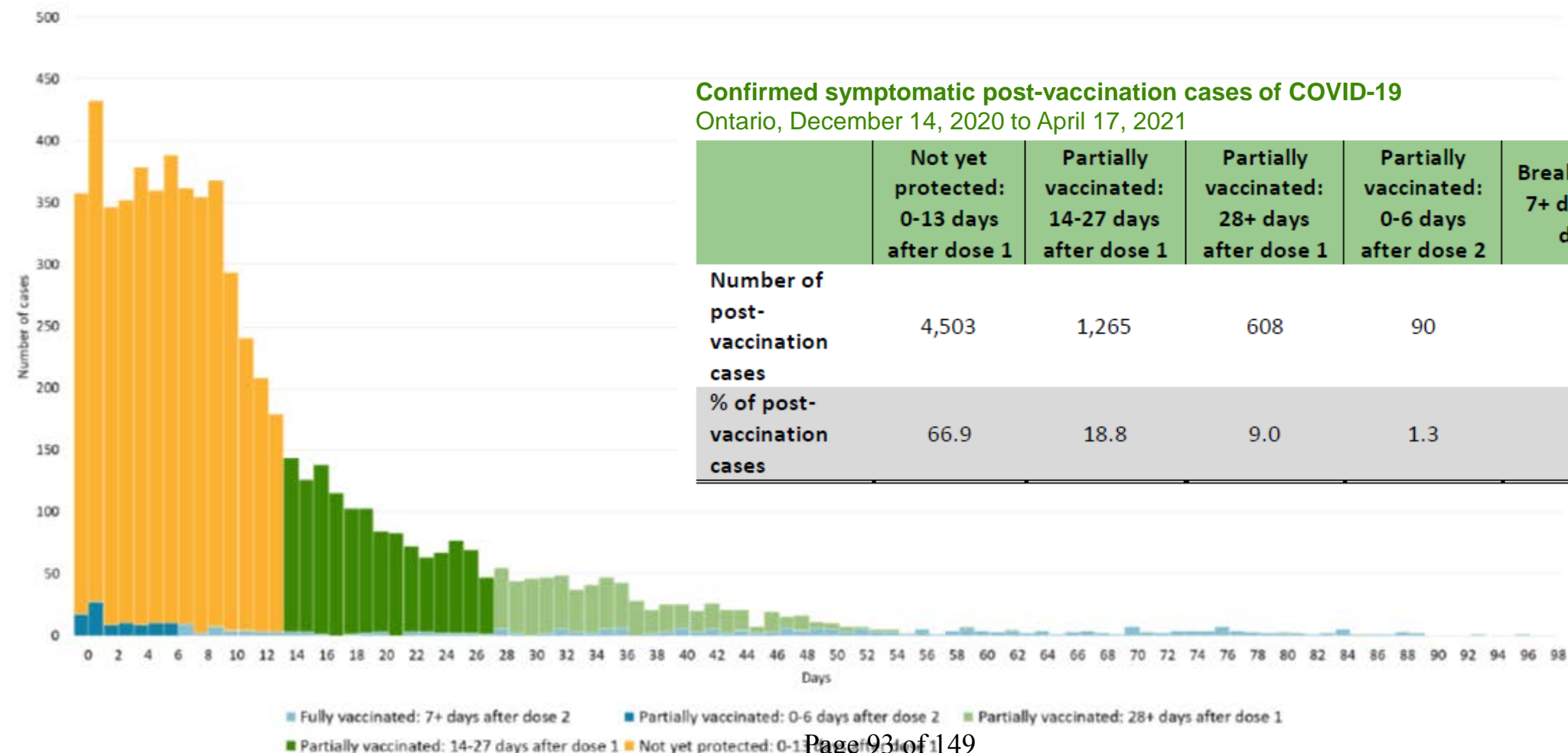
Number of people who have initiated vaccination by age group - Time trend



- 18+ and living in 53 provincial hot spot postal codes are eligible for vaccination at City of Toronto and other COVID-19 vaccination clinics.
 - Community mobile or pop-up clinics serving a subset of 17 hot spot postal codes are also vaccinating 18+
- 50+ and older, individuals with high-risk health conditions and essential workers unable to work from home listed in the Province's Group One are able to book appointments for City-run clinics.
- Toronto residents 18+ can book vaccination appointments at participating pharmacies.

Progress with vaccination still requires vigilance

Confirmed symptomatic post-vaccination cases of COVID-19 by number of days between dose administration and symptom onset: Ontario, December 14, 2020 to April 17, 2021





Community Engagement & Mobilization Plan Update to

Toronto Board of Health

May 10, 2021



Plan Implementation



Immediate scaling up

All 155 agencies are immediately scaling up EXISTING activities and completing their work plans. Ambassador outreach underway.



Planning

Co-development, planning sessions and various training underway with agencies concurrent to scaling up activities.



Full implementation

On track for full implementation of outreach program in May with 280 ambassadors across Toronto

Particular focus on hotspot neighbourhoods, high-density towers, low-income neighbourhoods, and high-risk population groups.

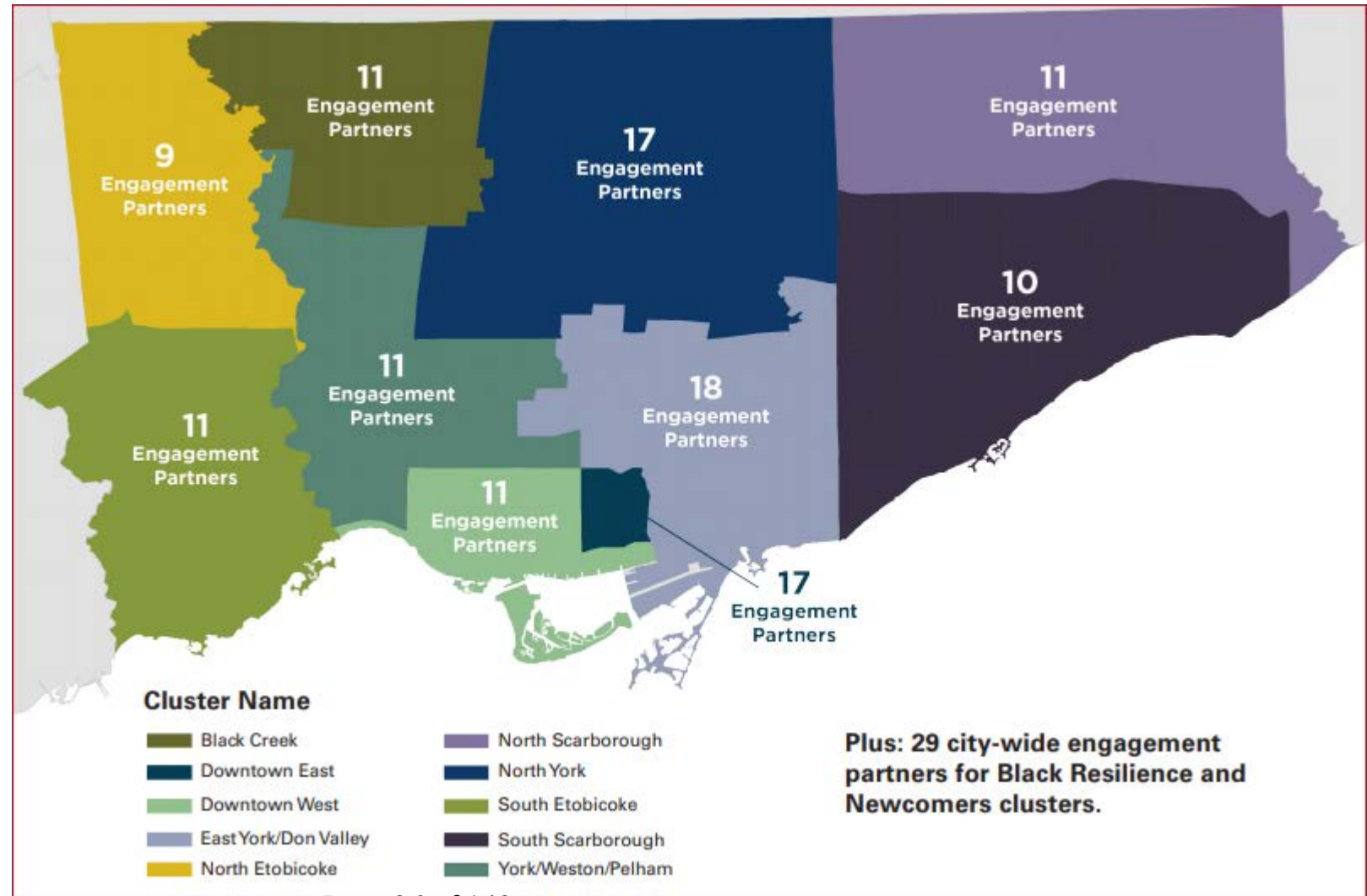
Equity-deserving focus populations



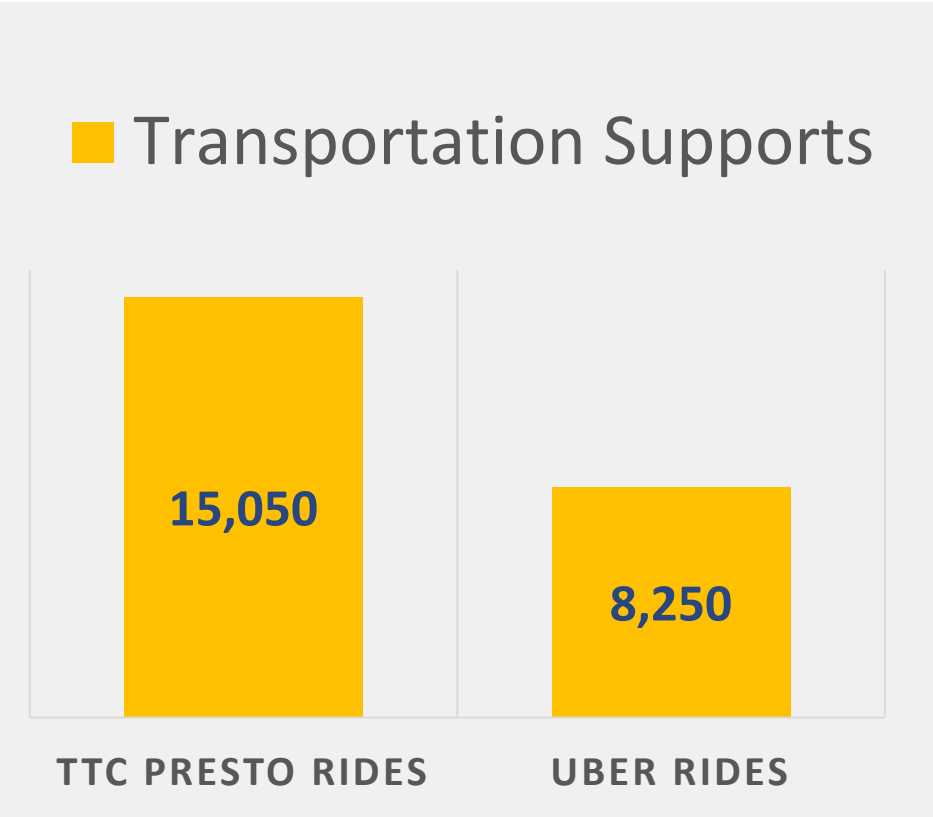
Increasing Immunization Take Up

Vaccine Engagement Teams established in each of the City's ten geographic clusters, representing 140 neighbourhoods.

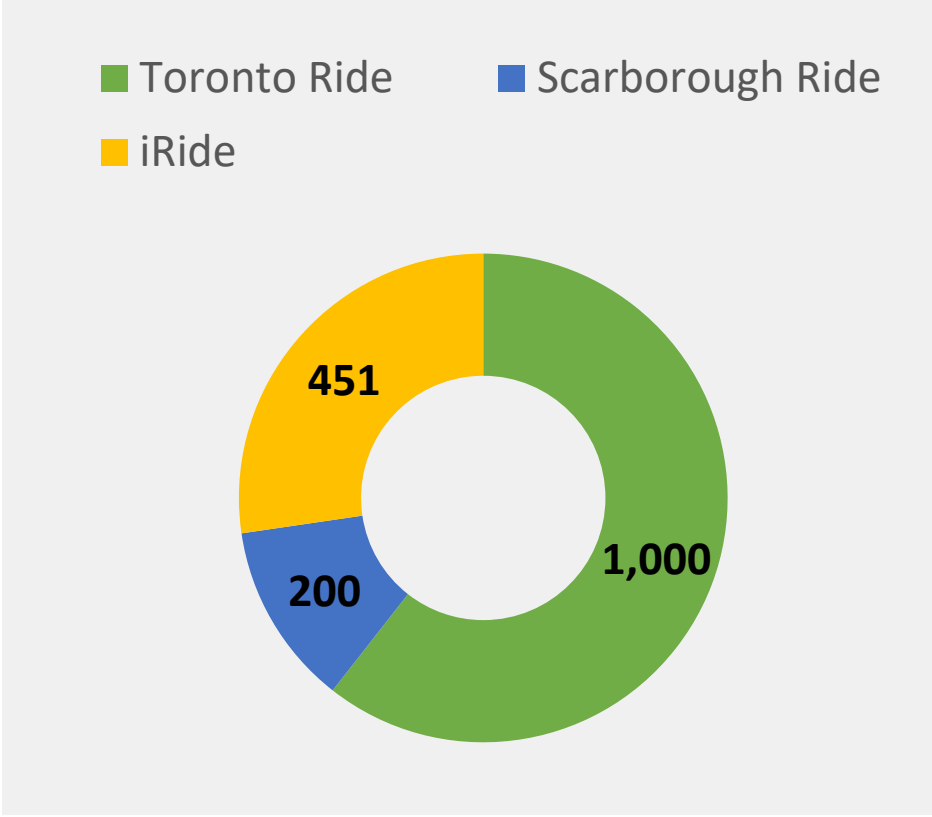
Each Team is made up of a number of local community agencies that will conduct outreach and provide support to residents.



Equity Transportation Plan



Total free rides available in hotspots to alleviate transportation barriers for those who can't afford to get to vaccine appointments.



Total to date free assisted rides to and from vaccine appointments for frail seniors, people with disabilities and immunocompromised individuals.

Councillor Office Engagement

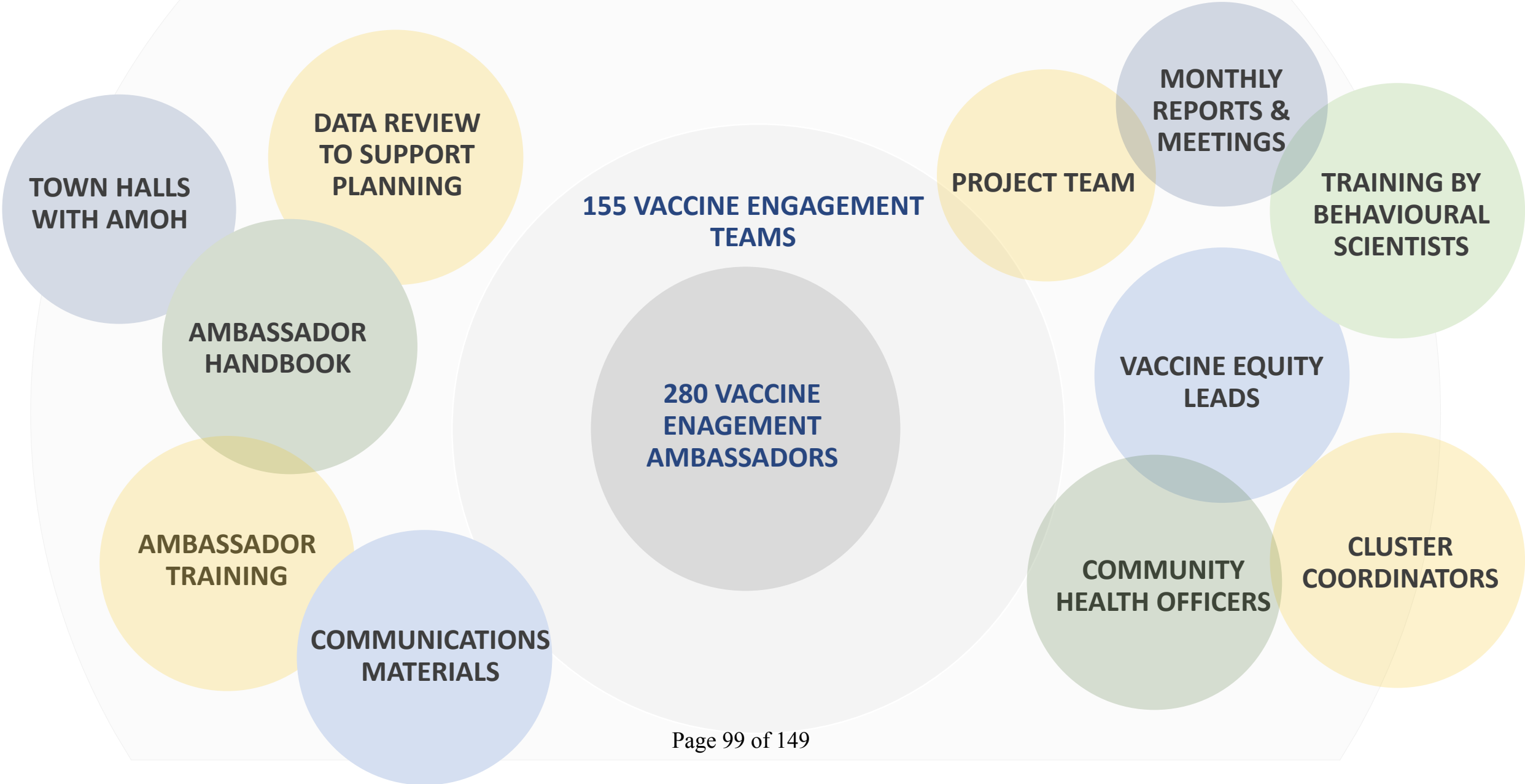


Engagement with Councillors Offices to mobilize residents to get immunized

Utilizing ward office and City resources to get key messages out to residents and increase vaccine uptake in each ward

- Ward Mobilization leads being convened weekly
- Ward maps with postal code, hotspot and cluster details distributed
- Immunization webpage developed and distributed
- RFP for support of city-wide and ward-wide teletown halls, voice and text message broadcasts, phone banking and email blasts

ENGAGEMENT SUPPORTS SYSTEM



Highlighted Progress to April 31st

90,521

RESIDENT OUTREACH

Total # of residents outreached through different channels (phone calls, town halls)

100%

PEOPLE WITH DISABILITIES

People with disabilities in congregate settings vaccinated over 3 weeks

641

UNINSURED TORONTONIANS

Uninsured supported for vaccine registration over 2 weeks

\$5.5M

FUNDING

Funding to 155 community organizations across Toronto

14+

EQUITY INITIATIVES LAUNCHED

Black Scientist Task Force, Accessibility Task Force, Indigenous outreach, Grant Program, Transportation Supports, Toolkits, Training by behavioural scientists etc.

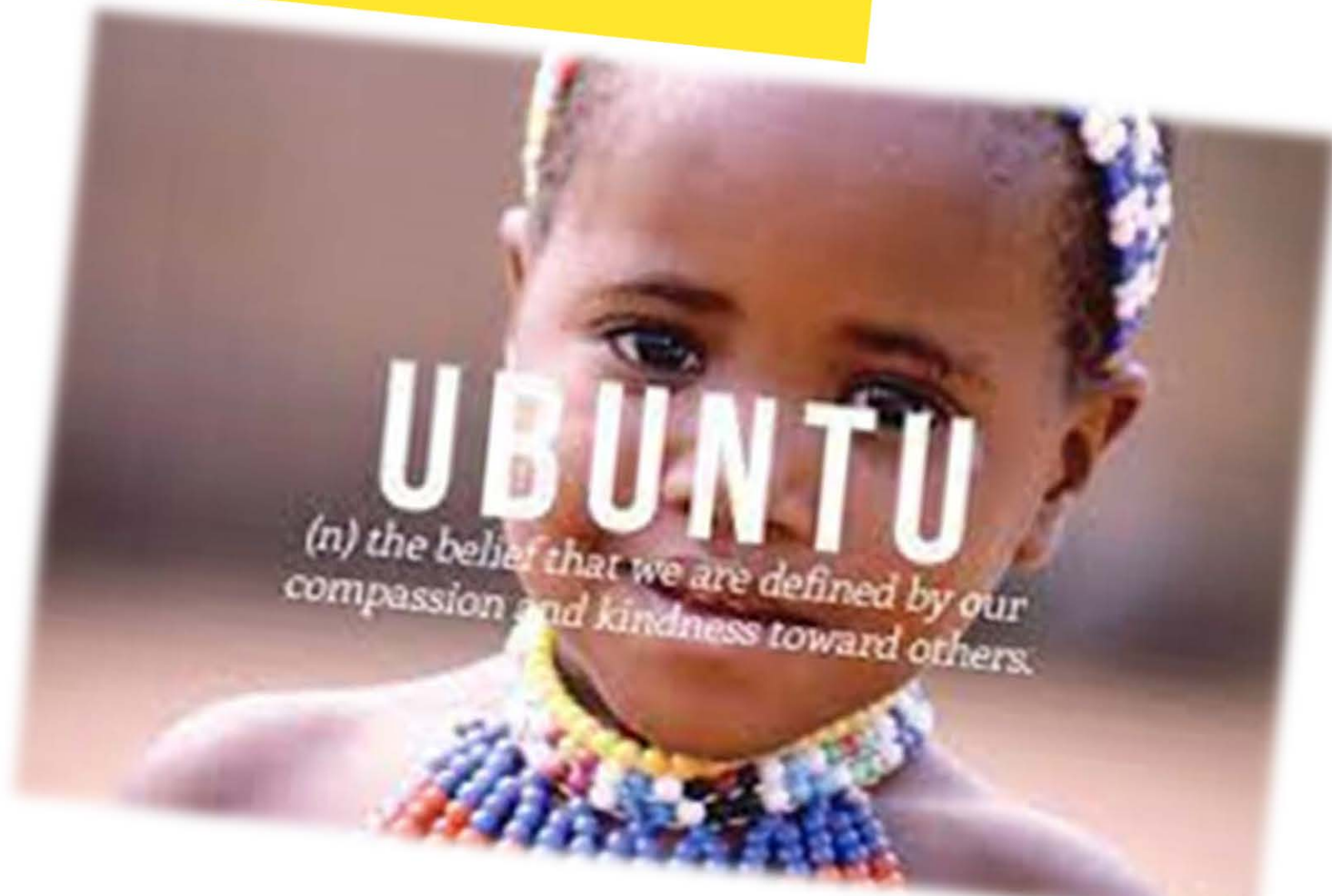
\$540,000

Donations

Uber Canada, Sun Life Financial, Intact Insurance, Anti-Racism Directorate

Let's get back

TO



UBUNTU

*(n) the belief that we are defined by our
compassion and kindness toward others.*

Accessibility Task Force on COVID 19 Vaccines: Overview and Recommendations

- Wendy Porch M. Ed
- Executive Director, Centre for Independent Living in Toronto (CILT)
- Chair, Accessibility Task Force on COVID 19 Vaccines

Accessibility Task Force on COVID 19 Vaccines

- The City of Toronto's Accessibility Task Force on COVID 19 Vaccines formed in March 2021 to:
- make recommendations to effectively close equity gaps in current vaccine planning and increase vaccination rates among people with disabilities and their caregivers;
- share knowledge about COVID-19 infection risks and measures that reduce risks, and enhance testing and safety practices across disability communities;
- identify, review and address concerns with COVID-19 vaccines and barriers to accessing the vaccine

Rationale

- Other jurisdictions (UK, US) have found people with disabilities have been disproportionately impacted by the pandemic:
- Updated estimates of coronavirus (COVID-19) related deaths by disability status, England: 24 January to 20 November 2020:
“Disabled people made up 6 in 10 (59.5%) of all deaths involving the coronavirus (COVID-19) for the period to 20 November 2020 (30,296 of 50,888 deaths). For comparison, disabled people made up 17.2% of the study population, therefore suggesting that disabled people have been disproportionately impacted by the COVID-19 pandemic.”
- "People with learning disabilities are dying of coronavirus at more than six times the rate of the general population"
<https://www.theguardian.com/world/2020/nov/12/covid-deaths-for-people-with-learning-disability-in-england-six-times-average>
- Disaggregated data on COVID and people with disabilities not collected in Toronto or Canada

Covid deaths for people with learning disability in England six times average

Campaigners say report on first wave shows government failed to protect the most vulnerable

- [Coronavirus - latest updates](#)
- [See all our coronavirus coverage](#)



▲ The higher death rate is likely to reflect underlying health problems, greater vulnerability to respiratory infections and difficulties following Covid rules. Photograph: Christopher Thomond/The Guardian

People with learning disabilities are dying of coronavirus at more than six

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Covid: Disabled people account for six in 10 deaths in England last year - ONS

11 February



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COVID Impact

Fury at 'do not resuscitate' notices given to Covid patients with learning disabilities

Vulnerable people have encountered 'shocking discrimination' during pandemic, says Mencap charity

- [Coronavirus - latest updates](#)
- [See all our coronavirus coverage](#)

nes Tapper

3 Feb 2021 13:56 GMT



99,906



▲ 'People with learning disabilities already get a raw deal from the health services.' Photograph: Nathan Stick/Getty Images

People with learning disabilities have been given do not resuscitate orders during the second wave of the pandemic, in spite of widespread

Advertisement

The world is confusing



NEJM
Catalyst

Innovations in Care Delivery

JOURNAL EVENTS INSIGHTS COUNCIL TOPICS **COVID-19** ABOUT Q

COMMENTARY

The Devastating Impact of Covid-19 on Individuals with Intellectual Disabilities in the United States

A study across 547 U.S. health care organizations finds that individuals with intellectual disabilities are at substantially increased risk of dying from Covid-19.

Summary

A cross-sectional study of 64,858,460 patients across 547 health care organizations reveals that having an intellectual disability was the strongest independent risk factor for presenting with a Covid-19 diagnosis and the strongest independent risk factor other than age for Covid-19 mortality. Screening for Covid-19, care coordination, and vaccination efforts should be

By Jonathan Gleason, MD, Wendy Ross, MD, Alexander Fossi, MPHc, Heather Blonsky, MAS, Jane Tobias, DNP, RN, MSN, CPNP-PC & Mary Stephens, MD

March 5, 2021

NEJM
CareerCenter

PHYSICIAN JOBS

MAY 6, 2021

Chiefs / Directors / Dept. Heads
Director of Pediatric Hospitalists, Westchester County, NY

COVID Impact

Recommendations

March 2021

- To date, the Task Force developed the following recommendations:
 1. That people with disabilities who rely on daily service provision/are resident in congregate care settings are immediately prioritized in phase 1 of the vaccine roll-out
 2. That the City of Toronto's Vaccine roll-out partners, including Ontario Health Teams and Toronto Public Health, work with supportive housing and developmental service providers to immediately:
 - a. Identify priority days for client vaccine bookings
 - b. Identify mobile/outreach teams to vaccinate people in congregate care settings who cannot travel to a vaccination site
 - c. Provide vaccines directly to Vibrant Healthcare Alliance and Safe Haven for use in disability community specific vaccine clinics

Result of March Recommendations

- TPH provided space to TF disability agencies to book 200 people with disabilities living in congregate care settings.
- People with developmental disabilities in congregate care settings reported to be at 100% vaccinated
- This is not yet the case for homebound people with disabilities or people with other disabilities in congregate settings

Additional Recommendations

- Acknowledging the growing COVID-19 case counts and the increased risk presented by Ontario's Critical Care Triage Protocol will be invoked, the Accessibility Task Force on COVID-19 Vaccines at the City of Toronto recommends that people with disabilities be prioritized for vaccination to avoid the potential need for hospital and critical care admission.
- The urgent vaccination of people with disabilities requires the provision of:
 1. A simplified, centralized vaccine booking process that includes disability related priority groups and navigation support for disabled people.
 2. Accessibility and accommodations training for staff at vaccine clinics to appropriately provide accommodations and care from a human rights perspective.
 3. Accessible clinic locations that include private, quiet spaces available for those who require this as an accommodation, and other accommodations as requested.

Recommendations cont.

4. Disability-specific clinics such as mobile, drive through, and pop-up community clinics that are appropriately resourced to ensure these options are offered in a timely fashion.

5. Prioritized access to in-home vaccination through existing mobile vaccination outreach methods including EMS and OHT mediated mobile vaccination efforts.

6. Clear communications and navigation resources (in accessible formats such as Braille, plain language, ASL) specific to people with disabilities access information about their eligibility and how to access vaccines.

Ongoing Task Force Reporting and Initiatives

- To ensure ongoing improvements, the Task Force requests:
 - Resources, supports for and implementation of our additional recommendations
 - Ongoing opportunities to report to BOH
 - Additional disability specific clinics

Black Scientists' Task Force on Vaccine Equity

A brief overview of town hall engagements and findings

Toronto Board of Health, May 10, 2021

Dr. Akwatu Khenti & Dr. David Burt





CONTEXT

- On average, one town a week since February 1st.
- At least 4050 participants.
- 90% Black, 10 % White attendees
- Between 30 to 40% identify as vaccine hesitant; 10 -15% say no to COVID vaccines
- On average, the town halls reduce hesitancy by at least 20%
- Archived recordings are shared widely so there is a cascading effect expected; anecdotally, many people report family members changing their minds on the vaccine after watching such recordings.
- At our pilot Black-focussed vaccination weekend, 2231 people came out and got their vaccine; the only vaccine hesitancy we encountered this past weekend was towards the Astra Zeneca vaccine

Concern #1. Immunization coverage does not match Black and racialized rates of positivity, hospitalization and death

- Across Toronto, Black Communities are now keenly aware that they are disproportionately affected by the pandemic.
- Participants consistently shared lived experiences that confirmed statistics Black people were **far more likely to get sick and be hospitalized** for COVID-19 than their non-Black neighbours
- **Higher death rates** among Black persons is a reality as many people have either lost someone or know someone that has such an experience; not the same with non-Black colleagues



Concern #2: Inadequate Sick Days & Income Support

- Attendees shared perceptions that Black health care providers (including nurses, nursing aids, personal support workers, home care providers, support workers in residential settings etc.) and other essential workers (such as factory workers, grocery clerks, bus and taxi drivers, uber drivers etc.) constitute a larger proportion of workers at risk of contracting COVID-19 and being hospitalized for severe illness.
- The communities' perception is that dis-proportionate numbers of Black workers earn incomes below the poverty line. Many Black families depended on single mothers as sole breadwinners and cannot afford to miss a paycheck, or see it reduced, given the precariousness of their employment.
- **The underlying fundamental problems faced by many Black workers is low pay for the work they do and a lack of sick days immediately accessible to them if they contract the virus**



#3. High levels of mistrust in mainstream institutions, especially health care

“Why should I listen to people who don’t listen to me when I tell them about the racism I’m dealing with?” Town hall attendee

- Low expectation of quality in mainstream services and high expectation of systemic discrimination
- Attendees point to lack of race equity in health care and medicine
- Pharmaceutical companies’ action in Africa that are unethical often highlighted
- Constant mis-information about vaccines appear realistic given shared histories
 - Town hall participants surveyed said that local medical health organizations and Black health professional are the top 2 most trusted source of information about

Table - Cause of concerns associated with vaccine hesitancy

	N (%)
Historical mistrust with medical sciences and governments	137 (66.8)
Communication and media environment	86 (42.0)
Anti-vaxxers, protesters and lobbies	47 (22.9)
Religion/culture/gender/socio-economic	54 (26.3)
Government decisions	52 (25.4)
Geographic barriers	31 (15.1)
Experience with past vaccination	33 (16.1)
Vaccination safety concerns	121 (59.0)
Health system mistrust	97 (47.3)
Concerns about vaccine development	106 (51.7)
Experience with racism and anti-black racism	92 (49.9)

Concern #4. Institutionalizing race based data and equity responses in health

“Without race-based data, the enormity of the current COVID-19 disparities would be lost to the public.”

Town hall attendee.

- Health providers are still hindered in their immunization efforts by the lack of consistent race data collection on vaccination; today we don’t know what our real mortality or community vaccine uptake is.
- Community members have indicated that it is imperative that race-based data be collected and utilized for health equity purposes within actionable times.
- The Task Force agrees and adopts the position that race based data must never be collected without concrete institutional commitments to address racialized trends and outcomes along with timely reporting.

Most frequently asked question:

“Is there specific race-based data for the different vaccine trials?”

Concern #5. Wave of mental health problems being anticipated; especially in Black children and adolescents

- **MULTIPLE SIGNS OF STRESS AND DISTRESS**
 - Many reports about persistently high levels of health anxiety being experienced by people who had no such issues prior to COVID 19
 - Parents report more behavioural challenges among children and serious learning setbacks
 - Many can't work from home and unable to support on line learning
 - Levels of COVID illness has added a sense of urgency to mental health concerns.
 - Significant numbers of persons with pre-existing mental health and addiction problems engenders concern for increasing experiences of medical co-morbidities
 - Persistently high levels of fear and anxiety, hopelessness and despair could lead to high rates of PTSD post-pandemic.



Concern #6. Shortage of vaccines across home countries for families of Black Torontonians compounding local distress

- At this time, we MUST not forget the rest of the world:
 - Most immigrant families reported high levels of worrying due to families' lack of vaccine access
 - Lots of concern that vaccine apartheid is upon us (from passes to passports)
 - It is in our best interests to recognize global public health emergency, share 'surplus vaccines' and allow patents to be temporarily waived



There is effectiveness, efficiency and efficacy in race and health equity

www.torontoblackcovid.com



Good morning (Director of Education), Dr. Browne, (Chair of the Board), Mr. Martino and fellow Trustees of the TCDSB,

My name is Michael Calabrese. I am parent with two sons, grade 1 and grade 4 who attend St. Raphael School.

Since Friday, May 7th, I have initiated an online petition regarding the construction of a 21st century school for the students who attend St. Raphael.

To date, I have collected **446 online petitions**. Attached are the online signatures and comments made by supporters of the petition.

The link to the petition is as follows (for your review):

https://www.change.org/21st_century_school_for_St_Raphael

Please formally recognize the desires of the student body and the parent community of St. Raphael School by voting in favour of the Capital Priorities 2021-2022 List of Ten Schools that ranks St. Raphael fourth on the list recommended for **replacement** .

Yours in support of Catholic Education,

M. Calabrese

Recipient: Doug Ford, Stephen Lecce, Peter Bethlenfalvy, Brendan Browne, Maria Rizzo

Letter: Greetings,

A 21st century school building for the students of St. Raphael (TCDSB)

Signatures

Name	Location	Date
Michael Calabrese	Canada	2021-05-05
Monica Afonso	Toronto, Canada	2021-05-07
Mariangela Versace	Toronto, Canada	2021-05-07
Alexandra Adalis	Richmond Hill, Ontario, Canada	2021-05-07
Desiree Clemente	Toronto, Ontario, Canada	2021-05-07
Rosa Barbara-Siconolfi	Etobicoke, Canada	2021-05-07
Carm Cacciato	Toronto, Ontario, Canada	2021-05-07
Anna Cacciato	Toronto, Ontario, Canada	2021-05-07
Patty D'Arienzo	Toronto, Canada	2021-05-07
Diego Cacciato	Toronto, Ontario, Canada	2021-05-07
Sarina Vono	Woodbridge, Canada	2021-05-07
Daniela Russo	Woodbridge, Canada	2021-05-07
mario palazzo	San Severo, Italy	2021-05-07
Pina Crispo	Toronto, Ontario, Canada	2021-05-07
mary grossi	Vaughan, Ontario, Canada	2021-05-07
Rita Chimienti	Toronto, Canada	2021-05-07
Antonietta Giampaolo	Woodbridge, Canada	2021-05-07
Francesca Adamo	Toronto, Ontario, Canada	2021-05-07
Maria Talarico	Toronto, Ontario, Canada	2021-05-07
Joy Rampersad	Toronto, Canada	2021-05-07

Name	Location	Date
Domenica Marino	Vaughan, Canada	2021-05-07
Daniele De Marzi	Woodbridge, Ontario, Canada	2021-05-07
Christina Isabella	Toronto, Canada	2021-05-07
Enza Barbara DiRuscio	Toronto, Ontario, Canada	2021-05-07
Emilia Martelli	Toronto, Ontario, Canada	2021-05-07
Josie Mele	Toronto, Canada	2021-05-07
Lori Paradiso	Toronto, Canada	2021-05-07
Piña Deluca	Toronto, Canada	2021-05-07
Mirella Barbara	Toronto, Ontario, Canada	2021-05-07
Enza Lanni	Toronto, Ontario, Canada	2021-05-07
daniela mignacco	Toronto, Ontario, Canada	2021-05-07
Fatima Bacchus	Brampton, Ontario, Canada	2021-05-07
Fedele Isabella	Toronto, Ontario, Canada	2021-05-07
Julie D'Angelo	Toronto, Ontario, Canada	2021-05-07
Angela De Luca	Toronto, Ontario, Canada	2021-05-07
Natasha Temple	Bolton, Canada	2021-05-07
Stephanie Rodrigues	Toronto, Ontario, Canada	2021-05-07
Vicki D	Toronto, Ontario, Canada	2021-05-07
Antonietta Amico	Toronto, Canada	2021-05-07
Cristina Spagnuolo	Toronto, Canada	2021-05-07
Deb Maguire	Toronto, Ontario, Canada	2021-05-07
Katherine Scalise	Bradford, Ontario, Canada	2021-05-07

Name	Location	Date
Paola Di Giulio	Woodbridge, Ontario, Canada	2021-05-07
Genevieve Grella	Bolton, Canada	2021-05-07
Angelina Addesa	Toronto, Ontario, Canada	2021-05-07
Lina T	Toronto, Ontario, Canada	2021-05-07
Joanne Mendolia	Toronto, Ontario, Canada	2021-05-07
Carla Lombardo	Toronto, Canada	2021-05-07
Rosa Martelli	Toronto, Ontario, Canada	2021-05-07
Antoinette Zanon	Toronto, Ontario, Canada	2021-05-07
Simona Martelli	Toronto, Ontario, Canada	2021-05-07
Carla Fernandes	Toronto, Ontario, Canada	2021-05-07
Stefano Lombardo	Toronto, Ontario, Canada	2021-05-07
Grace MacMillan	Toronto, Canada	2021-05-07
Grazia Bellini	Vaughan, Ontario, Canada	2021-05-07
Jenie Vicente	Toronto, Ontario, Canada	2021-05-07
Melissa M	Toronto, Ontario, Canada	2021-05-07
Shannon Morales	Tottenham, Ontario, Canada	2021-05-07
Jennifer Porto	Toronto, Ontario, Canada	2021-05-07
Laura Scalzo	Toronto, Canada	2021-05-07
Lynn McIsaac Coccari	Etobicoke, Canada	2021-05-07
Felicia Addesa	Toronto, Canada	2021-05-07
Tina Ieraci	Toronto, Canada	2021-05-07
Kelly Estrela	Toronto, Canada	2021-05-07

Name	Location	Date
Michelle Federico	Toronto, Ontario, Canada	2021-05-07
Rose Figliuzzi	Vaughan, Canada	2021-05-07
Rosa Tarascio	Toronto, Ontario, Canada	2021-05-07
Daniel Massaro	Vaughan, Canada	2021-05-07
Liliana Cerqueira	Toronto, Canada	2021-05-07
Richard Lind	Bradford, Ontario, Canada	2021-05-07
Ruby Kilittras	Toronto, Ontario, Canada	2021-05-07
Antonella Candido	Toronto, Ontario, Canada	2021-05-07
Nikki Pinnavaria	Toronto, Ontario, Canada	2021-05-07
Saman Khan	Ajax, Ontario, Canada	2021-05-07
Paquale De Luca	Toronto, Canada	2021-05-07
domenic violillo	Toronto, Ontario, Canada	2021-05-07
Ertuğrul Arıdal	Izmir, Turkey	2021-05-07
Sarah Severin	Toronto, Canada	2021-05-07
Sabrina Izzi	Toronto, Canada	2021-05-07
Jessica Viteri-Lind	Brampton, Ontario, Canada	2021-05-07
Jennifer Nguyen	Toronto, Canada	2021-05-07
Jessica Harwood	Brampton, Ontario, Canada	2021-05-07
Josie Marcantonio	Etobicoke, Canada	2021-05-07
Rita Chawla	Kleinburg, Ontario, Canada	2021-05-07
Daniella D'Angelo	North York, Ontario, Canada	2021-05-07
Shirali Hooper	Burlington, Ontario, Canada	2021-05-07

Name	Location	Date
Tracy St.Croix	Toronto, Ontario, Canada	2021-05-07
colleen araneta	Toronto, Ontario, Canada	2021-05-07
Sadık Çakmak	Toronto, Ontario, Canada	2021-05-07
Grace Araneta	Toronto, Ontario, Canada	2021-05-07
Lisa Lupinacci	Toronto, Ontario, Canada	2021-05-07
Mary Massaro	Vaughan, Canada	2021-05-07
Carmelina Rosauo	Woodbridge, Canada	2021-05-07
Eleonora Di Iella	Kleinburg, Canada	2021-05-07
Dorina Grossi	Toronto, Ontario, Canada	2021-05-07
Franca Marrella	Toronto, Ontario, Canada	2021-05-07
Laura Camerlengo	Woodbridge, Ontario, Canada	2021-05-07
Vivian A	Vaughan, Ontario, Canada	2021-05-07
Lori Caira-Sutherland	Toronto, Ontario, Canada	2021-05-07
Angela Mattiucci	Toronto, Ontario, Canada	2021-05-07
Rita Longo	Toronto, Ontario, Canada	2021-05-07
Lisa Tafuri	Toronto, Ontario, Canada	2021-05-07
Yvonne DE la Rosa	Toronto, Ontario, Canada	2021-05-07
mohammed ahmed	Whitby, Canada	2021-05-07
Dave Ancic	Toronto, Ontario, Canada	2021-05-07
Laura Cerrone	Bolton, Ontario, Canada	2021-05-07
Carmela Bavosa	Toronto, Ontario, Canada	2021-05-07
Vanessa Granzotto	Vaughan, Ontario, Canada	2021-05-07

Name	Location	Date
Suzy Coelho	Toronto, Ontario, Canada	2021-05-07
Rui Fernandes	Toronto, Ontario, Canada	2021-05-07
Joel Hardy	Thunder Bay, Canada	2021-05-07
Amy C	Montréal, Quebec, Canada	2021-05-07
Rann Sharma	Toronto, Ontario, Canada	2021-05-07
Maria saragosa	Toronto, Ontario, Canada	2021-05-07
Shannon Flynn	Toronto, Ontario, Canada	2021-05-07
Elisabetta Marrella-Steddy	Toronto, Canada	2021-05-07
Toni Raimondo	Toronto, Ontario, Canada	2021-05-07
ROBERTO RUSSO	FOGGIA, Italy	2021-05-07
Teresa Malfara	Vaughan, Ontario, Canada	2021-05-07
Lisa Nicopoulos	Toronto, Ontario, Canada	2021-05-07
Christina Angeloni	Brampton, Ontario, Canada	2021-05-07
Alex Cespedes	Mississauga, Canada	2021-05-07
Marianna Sciortino	Toronto, Canada	2021-05-07
Mariella Prochilo	Aurora, Canada	2021-05-07
Rose Malfara	Vaughan, Ontario, Canada	2021-05-07
Marcia Daniel	Mississauga, Canada	2021-05-07
Monica Vertolli	Toronto, Ontario, Canada	2021-05-07
Anna Ciociola	Toronto, Canada	2021-05-07
Marisa Daniel	Toronto, Ontario, Canada	2021-05-07
Constance Rescigno	Woodbridge< ON, Canada	2021-05-07

Name	Location	Date
Stefania Giannetta	North York, Canada	2021-05-07
Elizabeth Caputo	Toronto, Ontario, Canada	2021-05-07
Robert De Luca	Woodbridge, Ontario, Canada	2021-05-07
Julia De Santis	Toronto, Ontario, Canada	2021-05-07
Moe Alvarez	Etobicoke, Canada	2021-05-07
Adele Vescio	Vaughan, Canada	2021-05-07
Lisa Papa	Vaughan, Ontario, Canada	2021-05-07
Andreia Barone	Toronto, Ontario, Canada	2021-05-08
Brenda Bozek	Vaughan, Canada	2021-05-08
Lucie Antonucci	Woodbridge, Ontario, Canada	2021-05-08
Jenny Malfara	Vaughan, Canada	2021-05-08
Amanda Trasolini- Paolella	Toronto, Ontario, Canada	2021-05-08
Mike Caruso	North York, Ontario, Canada	2021-05-08
Sabrina Caruso	North York, Ontario, Canada	2021-05-08
vince picchiello	Toronto, Ontario, Canada	2021-05-08
Mena Zamengo	North York, Canada	2021-05-08
Mary Nicodemo	Toronto, Canada	2021-05-08
Sandra Louro	Toronto, Canada	2021-05-08
Alessandra Axelsson	Toronto, Canada	2021-05-08
Teresa Fabiano	Toronto, Ontario, Canada	2021-05-08
Vito Barbara	Toronto, Ontario, Canada	2021-05-08
Filomena Afonso	Ottawa, Canada	2021-05-08

Name	Location	Date
Sandra Lupinacci	Toronto, Canada	2021-05-08
Kevin White	Stayner, Ontario, Canada	2021-05-08
Alice Chung	North York, Ontario, Canada	2021-05-08
Megan Torgis	Haliburton, Canada	2021-05-08
Josie Leo DelDuca	Toronto, Ontario, Canada	2021-05-08
Nerina Chiodo	York, Ontario, Canada	2021-05-08
Maria Cornacchia	Maple Ontario, Ontario, Canada	2021-05-08
Alfa Singh	Toronto, Ontario, Canada	2021-05-08
Maria Capicotto	Woodbridge, Ontario, Canada	2021-05-08
isabelle maloney	Toronto, Ontario, Canada	2021-05-08
Francis Modica	Toronto, Canada	2021-05-08
Stefan Aceto	Toronto, Ontario, Canada	2021-05-08
Nicolina Kramer	Etobicoke, Ontario, Canada	2021-05-08
Rosa Marcellino	Toronto, Ontario, Canada	2021-05-08
Josephine Christie	Toronto, Ontario, Canada	2021-05-08
Josie Aceto	Scarborough, Ontario, Canada	2021-05-08
Vince D	Toronto, Ontario, Canada	2021-05-08
Peter Di Leo	Toronto, Ontario, Canada	2021-05-08
Nicole Orsi	Toronto, Ontario, Canada	2021-05-08
Mirella Tauro	Vaughan, Ontario, Canada	2021-05-08
Lucia Catania	Vaughan, Ontario, Canada	2021-05-08
Emma Maltus	Gatineau, Canada	2021-05-08

Name	Location	Date
Rita K	Halifax, Canada	2021-05-08
tia .	Ottawa, Canada	2021-05-08
Adele Blandizzi	Toronto, Canada	2021-05-08
Madeleine Thomas	Toronto, Ontario, Canada	2021-05-08
Daniela Ciccarelli	Toronto, Canada	2021-05-08
Alexandra Letch	North York, Canada	2021-05-08
Manuel J Deocampo	Vaughan, Ontario, Canada	2021-05-08
Josie Palladini	Toronto, US	2021-05-08
Tanya Emmanuel	Richmond Hill, Ontario, Canada	2021-05-08
Joseph Malfara	Vaughan, Ontario, Canada	2021-05-08
Natalie Da Silva	Vaughan, Canada	2021-05-08
Josie Florio	Richmond Hill, Ontario, Canada	2021-05-08
Colin Wilkie	Bolton, Ontario, Canada	2021-05-08
David Carnaffan	Sandford, Canada	2021-05-08
Luch Lopez	Woodbridge, Ontario, Canada	2021-05-08
Melissa Preston	Dartmouth, Canada	2021-05-08
Antonio Malfara	Toronto, Ontario, Canada	2021-05-08
Rosa Koraian	Vaughan, Canada	2021-05-08
Victoria Ah Chin	Stouffville, Ontario, Canada	2021-05-08
Rina Calabrese-Csermak	Newmarket, Ontario, Canada	2021-05-08
Teresa Fiorillo	Toronto, Ontario, Canada	2021-05-08
Anna Modica	Toronto, Ontario, Canada	2021-05-08

Name	Location	Date
Rose morra Rose	Toronto, Ontario, Canada	2021-05-08
Antoinette Galloro	Woodbridge, Canada	2021-05-08
Veronica Vujicic	Toronto, Canada	2021-05-08
Grace Malfara	Toronto, Ontario, Canada	2021-05-08
Paula Fantin	Bolingbrook, Illinois, US	2021-05-08
Monica pena	Toronto, Ontario, Canada	2021-05-08
Malfara Sara	Toronto, Ontario, Canada	2021-05-08
Michael Malfara	Toronto, Ontario, Canada	2021-05-08
Fernando Agustin Hooker	Toronto, Ontario, Canada	2021-05-08
Rosa Furlano	Toronto, Canada	2021-05-08
Luca savo	Richmond Hill, Ontario, Canada	2021-05-08
Amanda Finniss	Toronto, Ontario, Canada	2021-05-08
Rosa Passarelli	Vaughan, Ontario, Canada	2021-05-08
Giuliana Capano	Mississauga, Ontario, Canada	2021-05-08
Sara Galloro-Hogan	Toronto, Ontario, Canada	2021-05-08
Rachele Zilli	Woodbridge, Ontario, Canada	2021-05-08
Sanja Kusic	Toronto, Canada	2021-05-09
Nicole Chan	Toronto, Canada	2021-05-09
Maddy S	Whitby, Canada	2021-05-09
Michael Calabrese	Toronto, Canada	2021-05-09
Theresa Simone	Toronto, Canada	2021-05-09
Emily Malfara	Toronto, Ontario, Canada	2021-05-09

Name	Location	Date
Tropea Sandra	Toronto, Ontario, Canada	2021-05-09
tania Cucullo	Vaughan, Ontario, Canada	2021-05-09
Sabrina Niceforo	Woodbridge, Canada	2021-05-09
Anna Montesano	Toronto, Canada	2021-05-09
Frank Furlano	Toronto, Ontario, Canada	2021-05-09
Denise Martino	Maple, Ontario, Canada	2021-05-09
Viviana Congiusti	Toronto, Ontario, Canada	2021-05-09
Mini Green	Toronto, Canada	2021-05-09
Melissa Velocci	Toronto, Ontario, Canada	2021-05-09
Graziella costantino	Bolton, Ontario, Canada	2021-05-09
Aasimah Usuff	Brampton, Canada	2021-05-09
Olga Barros	Toronto, Ontario, Canada	2021-05-09
James Batiz	Burnaby, Canada	2021-05-09
Valentina Matone	Foggia, Italy	2021-05-09
danika bechard	Sarnia, Canada	2021-05-09
Anthony McKinnon	Montréal, Canada	2021-05-09
Mary Santello	Toronto, Ontario, Canada	2021-05-09
Alda Malfara	Toronto, Ontario, Canada	2021-05-09
Antonietta Zeni	Toronto, Ontario, Canada	2021-05-09
Daniella De Sousa	Mississauga, Ontario, Canada	2021-05-09
Vince Malfara	Vaughan, Ontario, Canada	2021-05-09
seedless turtle	toronto, Canada	2021-05-09

Name	Location	Date
Daniela Castagna	Vaughan, Ontario, Canada	2021-05-09
Elecia M	Toronto, Ontario, Canada	2021-05-09
Carol Santagato-Davies	Richmond Hill, Canada	2021-05-09
Joe DAmario	Toronto, Ontario, Canada	2021-05-09
N A	Brampton, Canada	2021-05-09
Ivana Selvaggio	Toronto, Ontario, Canada	2021-05-09
Patricia Frenza Gillins	Toronto, Ontario, Canada	2021-05-09
Mary Clemente	Toronto, Ontario, Canada	2021-05-09
Marcia Smith	Toronto, Canada	2021-05-09
Kenroy gillins	Vaughan, Canada	2021-05-09
John Chimienti	Toronto, Ontario, Canada	2021-05-09
Licia Manocchio	Toronto, Ontario, Canada	2021-05-09
Daniela Aceto	Vaughan, Ontario, Canada	2021-05-09
Tina Saith	Branchton, Ontario, Canada	2021-05-09
Mario Frenza	Brampton, Canada	2021-05-09
Richard Manocchio	Toronto, Ontario, Canada	2021-05-09
Jennifer Donato	Toronto, Ontario, Canada	2021-05-09
Albert Leonardo	Vaughan, Ontario, Canada	2021-05-09
Nicholas Manocchio	Toronto, Ontario, Canada	2021-05-09
JP Dabb	Toronto, Canada	2021-05-09
Michelle Manocchio	Toronto, Ontario, Canada	2021-05-09
Alana Young	Toronto, Ontario, Canada	2021-05-09

Name	Location	Date
Stefan Tountas	Toronto, Ontario, Canada	2021-05-09
Melissa Dab	Scarborough, Ontario, Canada	2021-05-09
SONIA FERREIRA	Mississauga, Ontario, Canada	2021-05-09
Sonia Bellissimo-Marshall	Caledon, Ontario, Canada	2021-05-09
Evan Cyr	Moncton, Canada	2021-05-09
Veronica L	Markham, Ontario, Canada	2021-05-09
Frances De Luca	Maple, Ontario, Canada	2021-05-09
Oswaldo Romero	Toronto, Ontario, Canada	2021-05-09
Grace Arena	Toronto, Canada	2021-05-09
Hermie Monterde	Winnipeg, Canada	2021-05-09
Mary Saith	Toronto, Ontario, Canada	2021-05-09
Bianca Di Santo	Toronto, Canada	2021-05-09
Eliana Tiberio	Toronto, Ontario, Canada	2021-05-09
Matt Jonah	Moncton, Canada	2021-05-09
Vince Arena	Toronto, Ontario, Canada	2021-05-09
Lea Lion	Toronto, Ontario, Canada	2021-05-09
Glen Adams	Burnaby, Canada	2021-05-09
Kate Tofflemire	Windsor, Canada	2021-05-09
Isabelle Su	Calgary, Canada	2021-05-09
Rosa Arena	Toronto, Ontario, Canada	2021-05-09
Anj Maiato	Canada	2021-05-09
Justin Saith	North york, Ontario, Canada	2021-05-09

Name	Location	Date
Kevork Dourian	Scarborough, Canada	2021-05-09
Katherine Vorobiev	Newmarket, Ontario, Canada	2021-05-09
Jessica Mammoliti	Toronto, Canada	2021-05-09
Natalie Cammalleri	Thornhill, Ontario, Canada	2021-05-09
Gabriella Noble	Toronto, Ontario, Canada	2021-05-09
Thomas Jakob	Mississauga, Ontario, Canada	2021-05-09
Alex Vorobiev	Toronto, Ontario, Canada	2021-05-09
Katanna Boudreau	North Vancouver, Canada	2021-05-09
Cheri DiNovo	toronto, Canada	2021-05-09
Aoi Asahina	Canora, Canada	2021-05-09
Ligia Simoes	Toronto, Canada	2021-05-09
Hunter Gregorin	Toronto, Canada	2021-05-09
Jessica Perna	Toronto, Ontario, Canada	2021-05-09
Judi Calado Costa	Mississauga, Ontario, Canada	2021-05-09
Nadia Bellini	Toronto, Canada	2021-05-09
Joyce Costa	Mississauga, Ontario, Canada	2021-05-09
Maimuna Ali	Toronto, Canada	2021-05-09
Carmela Chimienti-Jakob	Mississauga, Ontario, Canada	2021-05-09
Taseer Aziz	Oshawa, Canada	2021-05-09
Amanda Nicolucci	Toronto, Ontario, Canada	2021-05-09
Tracy Bonanno	Toronto, Ontario, Canada	2021-05-10
Priyanka Chotalia	Yellowknife, Canada	2021-05-10

Name	Location	Date
Mehran Islam	Montréal, Canada	2021-05-10
Laura Tulk	Toronto, Canada	2021-05-10
Stefan Serrentino	Toronto, Ontario, Canada	2021-05-10
Lilliana Li	Ottawa, Canada	2021-05-10
Linda Lee	Toronto, Canada	2021-05-10
danica godden	Langley, Canada	2021-05-10
Bai Mi	Hamilton, Canada	2021-05-10
Martin Nicholls	Maple, Ontario, Canada	2021-05-10
Ashleigh Saith	Toronto, Canada	2021-05-10
Ryan Phillips	Lincoln, UK	2021-05-10
marco Scarsella	Toronto, Ontario, Canada	2021-05-10
Julie Johnston	Richmond Hill, Ontario, Canada	2021-05-10
Eloise Adelt Toste	Ottawa, Canada	2021-05-10
Bella Johnson	Toronto, Canada	2021-05-10
Alli Kleiss	Chilliwack, Canada	2021-05-10
Vicky Crimi	Toronto, Ontario, Canada	2021-05-10
Kristina Tiberio	Toronto, Ontario, Canada	2021-05-10
Vince Morgillo	Toronto, Ontario, Canada	2021-05-10
Domenica Ruscica	Toronto, Ontario, Canada	2021-05-10
Muhhamad Zain	Cambridge, Canada	2021-05-10
David Astorino	Woodbridge, Ontario, Canada	2021-05-10
Chris Rapos	Kingston, Canada	2021-05-10

Name	Location	Date
Maura Mansueto	Naples, Italy	2021-05-10
Rose Da silva	Toronto, Ontario, Canada	2021-05-10
Damiano Galloro	Toronto, Canada	2021-05-10
Daniela Selvaggio	Toronto, Ontario, Canada	2021-05-10
Navid Abootalebi Jahromi	Toronto, Canada	2021-05-10
Elisangela Paula	Toronto, Ontario, Canada	2021-05-10
Rina Teschl	Toronto, Ontario, Canada	2021-05-10
Madison Cavill	Calgary, Canada	2021-05-10
Connie Iskric	Toronto, Ontario, Canada	2021-05-10
Cristina Erteki	Toronto, Canada	2021-05-10
Sandy DiBona	King City, Canada	2021-05-10
Jackie Maclean	Aurora, Canada	2021-05-10
Joe Suppa	Toronto, Canada	2021-05-10
Paola Pace	Toronto, Ontario, Canada	2021-05-10
Beata Gruosso	Flesherton, Ontario, Canada	2021-05-10
Brenda Chalifoux	Fort Simpson, Canada	2021-05-11
Alyssa Winkelmann	Warrenton, US	2021-05-11
Lucy Manaloto	Markham, Canada	2021-05-11
Arianne paquettea24@csdmedu.ca	Montréal, Canada	2021-05-11
Kristin Clemente	Barrie, Ontario, Canada	2021-05-11
May Hannah	Glasgow, UK	2021-05-11

Name	Location	Date
Shannen Lucmayon	Richmond Hill, Canada	2021-05-11
Angel Brainard	Leander, US	2021-05-11
Leni Teoli	Montréal, Canada	2021-05-11
Linda Frascino	Toronto, Canada	2021-05-11
Christopher DelMauro	561 - Jupiter, FL, US	2021-05-11
Matthew Brunet	Owen Sound, Canada	2021-05-11
Kristina Fetterolf	Midland, Michigan, US	2021-05-11
Miao chan Tan	Queens, US	2021-05-11
Jess Moerman	Mississauga, Canada	2021-05-11
Sandra Peebles	Houston, US	2021-05-11
Jazmine Cartier	Chatham, Canada	2021-05-11
Andrew Moura	Cambridge, Canada	2021-05-11
Caitlin Brodie	Mississauga, Canada	2021-05-11
Susan Jackson	Etobicoke, Canada	2021-05-11
Alfonsina D'Ascenzo	Montenero di Bisaccia, Italy	2021-05-11
Alessia Martineau	Rouyn-noranda, Canada	2021-05-11
Lynda Larsen-Baldry	Kanata, Canada	2021-05-11
Janai Mattinson	Oxford, Canada	2021-05-11
Faustina Lanzillotti	Toronto, Canada	2021-05-11
Michelle Lagos	Sharon, Canada	2021-05-11
Susan Payne	Jarvis, Canada	2021-05-11
Christine Cheng	Toronto, Canada	2021-05-11

Name	Location	Date
Celina Hy	Calgary, Canada	2021-05-11
Maria Martinez	Calgary, Canada	2021-05-11
Marcello Barone	Toronto, Ontario, Canada	2021-05-11
Emily Amajiki	Saint John, Canada	2021-05-11
Philipose Philip	Woodbridge, Canada	2021-05-11
MOHAMMAD ALI TEZAYAT	Toronto, Canada	2021-05-11
Debbie Kirkpatrick	Brampton, Canada	2021-05-11
Karen Fisher	Markham, Canada	2021-05-11
Anne Delos Reyes	Calgary, Canada	2021-05-11
Damara Kettlesblack	Toronto, Canada	2021-05-11
Dave Andersen	Markham, Canada	2021-05-11
Jit Bhardwaj	Leduc, Canada	2021-05-11
Robert Garofalo	Whitby, Canada	2021-05-12
David Michaux	Victoria, Canada	2021-05-12
Maria Guglielmi	Vaughan, Canada	2021-05-12
Harpreet Sodhi	Oakville, Canada	2021-05-12
Michelle Monaco	Richmond Hill, Canada	2021-05-12
Vanessa Mirabelli	Toronto, Canada	2021-05-12
Alanna M	Bolton, Ontario, Canada	2021-05-12
Caroline Fazio	Kitchener, Canada	2021-05-12
Brianna Gagliano	Bolton, Canada	2021-05-12
Angela Iamundo	Woodbridge, Ontario, Canada	2021-05-12

Name	Location	Date
Angelo Bernardo	Toronto, Canada	2021-05-12
Julia Talarico	Toronto, Ontario, Canada	2021-05-12
Alessia Pileggi	Toronto, Ontario, Canada	2021-05-12
Angela Abbatangelo	Richmond Hill, Canada	2021-05-12
Shamoni Bkoskolan	Toronto, Ontario, Canada	2021-05-12
Tessa Screnci	Toronto, Canada	2021-05-12
Daniele Spaziani	Toronto, Ontario, Canada	2021-05-12
Cristina Diniz	Maple, Canada	2021-05-12
Sarah Novielli	Toronto, Ontario, Canada	2021-05-12
Christine Thai	Brampton, Canada	2021-05-12
Brandon Monserrate	Toronto, Ontario, Canada	2021-05-12
Isaac Walker	Smiths falls, Canada	2021-05-12
David Curry	Canada	2021-05-12
Daniela Mayorga	Brampton, Ontario, Canada	2021-05-12
J D	North York, Ontario, Canada	2021-05-12
Theresa Martinez	Woodbridge, Canada	2021-05-12
Robert Moura	Tottenham, Ontario, Canada	2021-05-12
Frank Pascuzzi	Woodbridge, Ontario, Canada	2021-05-12
Ashley Chiappetta	Woodbridge, Ontario, Canada	2021-05-12
Domenic Servello	Vaughan, Ontario, Canada	2021-05-12
Carlo Mirabelli	Woodbridge, Canada	2021-05-12
Gittens Gittens	Scarborough, Ontario, Canada	2021-05-12

Name	Location	Date
Ally Marino	Toronto, Ontario, Canada	2021-05-12
Michelle Matta	Mississauga, Canada	2021-05-12
Antonella Caggianiello	Toronto, Canada	2021-05-12
Amanda D	Mississauga, Canada	2021-05-12
Emilee Tones	Smiths Falls, Canada	2021-05-12
aleyaa ibrahim	stouffville, Canada	2021-05-12
Valentina Martinez	Maple, Ontario, Canada	2021-05-12
Chanttel Florez	Toronto, Ontario, Canada	2021-05-12
Jerrold Magbitang	Chapleau, Ontario, Canada	2021-05-12
Ryan Yang	Halifax, Canada	2021-05-12
Amanda Sweetnam	Toronto, Ontario, Canada	2021-05-12
Gloria Mendez	Richmond Hill, Ontario, Canada	2021-05-12
Madhurbain Kaur	Brampton, Canada	2021-05-12
Marian Azeem-Angel	Gainesville, Florida, US	2021-05-12
Taylor Barona	Vaughan, Ontario, Canada	2021-05-12
Sara Florez	Toronto, Ontario, Canada	2021-05-12
Alex Corey	Bosnia	2021-05-12
Daisy M	Markham, Canada	2021-05-12
Samantha Spaziani	Toronto, Ontario, Canada	2021-05-12
Michele Curia	Woodbridge, Ontario, Canada	2021-05-12
all options	Toronto, Canada	2021-05-12
Keira Hennigar	Halifax, Canada	2021-05-12

Name	Location	Date
Pierrette Kiedrowski	Freeport, Bahamas	2021-05-12
Sergio Florez	Ottawa, Canada	2021-05-12
Amanda Florez	Toronto, Ontario, Canada	2021-05-12
haley mulville	perth, Canada	2021-05-12
Lara Donnelly	Ottawa, Canada	2021-05-12
Terry-Ann W	Toronto, Ontario, Canada	2021-05-12
Matilda Copenhagen	Shawville, Canada	2021-05-12
Maeve Laing-Gatehouse	Canada	2021-05-12
Clarissa Oakes	Fort Smith, US	2021-05-12

Recipient: Doug Ford, Stephen Lecce, Peter Bethlenfalvy, Brendan Browne, Maria Rizzo

Letter: Greetings,

A 21st century school building for the students of St. Raphael (TCDSB)

Comments

Name	Location	Date	Comment
Monica Afonso	Toronto, Canada	2021-05-07	"My 3 children attend this school and they deserve better. They deserve a school that isn't falling apart. They deserve an area to play at recess. They deserve proper ventilation, working washrooms on EACH floor, windows that actually open and the list goes on."
Daniela Russo	Woodbridge, Canada	2021-05-07	"building new school"
Rita Chimienti	Toronto, Canada	2021-05-07	"I'm signing this because in the year 2021, with the amount of resources and technology that exist to provide our children with quality education, no child should have to learn in these conditions. The current state of disrepair of this building and more specifically the lack of a mechanical ventilation system does NOT foster the "quality" public education that we pride ourselves of here in the province of Ontario. For the sake of all the children in this school, let us give them an environment that nurtures education and makes our kids, including my 7 and 9 year old, really proud to be students of St Raphaels."
Joy Rampersad	Toronto, Canada	2021-05-07	"My children go to St. Raphael and the building needs to be replaced."
Lori Paradiso	Toronto, Canada	2021-05-07	"Lori Paradiso"
Daniele De Marzi	Woodbridge, Canada	2021-05-07	"The school board talks about children safety and health is their main concern yet in the almost 60 year what investments have they made in upgrading the school to modern towards 2021 standards. The answer is none. A new school is need to meet what they claim!"
Piña Deluca	Toronto, Canada	2021-05-07	"My son deserves a playing area and proper ventilation as any human deserves!"
Daniele De Marzi	Woodbridge, Canada	2021-05-07	"The school board claims that their students health and safety is number one concern. Yet in the almost 60 year since the school was built what investments has the board made toward upgrading St. Raphael. The answer we know is none that would move the school toward modern standards. The children and staff need a new school!"
Antonietta Amico	Toronto, Canada	2021-05-07	"For the kids!"
Tina Ieraci	Toronto, Ontario, Canada	2021-05-07	"Students need a healthy and safe environment to learn in."
Liliana Cerqueira	Toronto, Canada	2021-05-07	"In support of our teachers and students"
Jennifer Nguyen	Toronto, Canada	2021-05-07	"Schools need to be properly equipped and prepared to protect the teachers and students that attend them."
Alex Cespedes	Mississauga, Canada	2021-05-07	"The best school ever"

Name	Location	Date	Comment
Marianna Sciortino	Toronto, Canada	2021-05-07	"I'm signing this for the well being and education of the children. A better quality building brings better education and learning for these students, which they deserve regardless."
Constance Rescigno	Woodbridge< ON, Canada	2021-05-07	"The school needs upgrades and better air circulation."
Stefania Giannetta	North York, Canada	2021-05-07	"I graduated from St. Raphael June 1988. My son graduated from St. Raphael June 2019. Aside from the incredible teachers and staff not much else has changed! I no longer have children attending but this community deserve a safe new school."
Francis Modica	Toronto, Canada	2021-05-08	"I live in the neighborhood and we were going to send our daughter to this school, but now I am not so sure. These issues need to be resolved because our children deserve better!"
Daniela Ciccarelli	Toronto, Canada	2021-05-08	"I'm a past student of Raphael's."
Sanja Kusic	Toronto, Canada	2021-05-09	"Students and staff deserve a safe school with proper ventilation, a decent playground and washrooms on every floor."
Sabrina Niceforo	Woodbridge, Canada	2021-05-09	"Students' learning environment is as important their learning."
Carol Santagato-Davies	Richmond Hill, Canada	2021-05-09	"All students should be afforded education in a facility that meets health and safety codes, reflects 21st century advancements, and is equitable to that of other students in the same Board."
Kenroy gillins	Vaughan, Canada	2021-05-09	"My son attended this school"
Cheri DiNovo	toronto, Ontario, Canada	2021-05-09	"Time for safe schools!!"
Sandy DiBona	King City, Canada	2021-05-10	"Long Overdue!"
Beata Gruosso	Guelph, Canada	2021-05-11	"This was my elementary school many years ago. Now, my childhood friends children attend this school. These children deserve a safe environment"
Maria Guglielmi	Vaughan, Canada	2021-05-12	"Maria Guglielmi"
Caroline Fazio	Kitchener, Canada	2021-05-12	"This is a wonderful school with the most amazing teacher that care for their students so much and they need a new building"
Angela Abbatangelo	Richmond Hill, Canada	2021-05-12	"My friend works there and i care about her health"
Carlo Mirabelli	Woodbridge, Canada	2021-05-12	"Ministry of Education has distributed \$700 million thru the OECM program for school boards to use for improvements related to Covid 19. To date the allocated funds are sitting there , waiting for someone at there board to initiate there wish list of improvements needed."

Dear Trustees,

I am here tonight on behalf of the St. Jerome CSPC to delegate for our school community. The concerns St. Jerome's face as a community is of the utmost importance to us. Our aging school facility, built in 1963, has experienced noticeable problems. At the forefront of our concerns is the installation of awning style windows in our non-mechanically ventilated building. However, beyond our concerns of poor ventilation and incorrect windows, our aging school must also deal with old and decaying bathroom facilities which are in desperate need of repair. In the recent past, we have had to deal with major leaking from our washrooms, one of which leaked into the classroom below and the other which caused the entire ceiling to collapse! This is not exclusive to our kindergarten washrooms which deserve a complete renovation to properly service our youngest children. And while we experience many issues indoors, our outdoor facility is also experiencing the effects of aging. Our asphalt is in serious need of repair making it difficult for our children to safely run and play or even train for track and field on our crumbling pavement.

Our community cannot ignore that we are growing and growing quickly. Our school population is projected to be 640 students next year and rising. This increase in school population is causing a strain as our school building can no longer properly accommodate our growing enrolment. We simply do not have the space. We no longer have the space to accommodate expanding classes or proper rooms for important meetings regarding our children or the ability to potentially house speciality programs like 5th block or to add another Special Education Resource classroom or to expand our English as a Second Language program in our high immigrant community. Each year we continue to add portables to our school yard. We have added two portables every year for the past 4 years with very little consideration to their placement in our school yard. How many portables can St. Jerome's properly accommodate on our school grounds? Our school already could not handle the amperage from the portables installed in the summer of 2020 and we were required to connect them to the city lines. The increase of portables on our school grounds also means that our children have less and less space for proper play. We are quickly running out of space with no end in sight. How much longer can we allow this to go on?

Our increase in enrolment has also led to many other issues. Our kindergarten yard is inadequate in size and terrain. We cannot properly accommodate all four kindergarten classes at the same time outside. Our school gym is also too small to accommodate our current population which means our children do not have the opportunity to gather as a whole school community and celebrate or pray together. Also, with a single gym and the number of classes we have, it is impossible to schedule every class for a Gym period, leaving many classes to have gym outdoors all year round. The increase in enrolment also means an increase in staff. The school parking lot is overcapacity to even accommodate our present staff which means there are no spaces for parent visitors or school guests to park. We risk parking tickets just to volunteer at our school or attend important meetings regarding our children. Our library is also painfully tiny to meet the needs of our school community. Its size was reduced to accommodate the French Immersion Kindergarten class.

We cannot ignore that our French Immersion program continues to grow at our school. Our school was at 97% capacity when French Immersion was approved for our school. We were completely unaware of the strain this program would place on our infrastructure and in turn on our children. What plans were put in place to properly grow this program? We also cannot ignore the development at Downsview Park as the new development is in our catchment area. We cannot ignore the new condominiums that continue to be built along Keele Street. Once the owners can occupy, they, too, will fall within our catchment area. We cannot ignore that our neighbourhood is growing. Our current structure is unable to accommodate this steady growth; a growth that TCDSB itself once projected to exceed upwards of 800 students for our school. Time is of the essence. We are concerned that, ultimately, our growing community will no longer have access to our school as we are already over 175% capacity!

One of our primary concerns is providing a fair and equitable educational experience for our community. We are concerned that we are potentially creating an inequitable situation for a community who already experience difficult life circumstances as we are a high immigrant, working class community. Our school population is primarily made up of marginalized and new immigrant families along

with a high number of single parent homes. Our families deserve a school that is easily accessible to us. Our families deserve a school structure that properly and safely accommodates our children's learning needs. Our families deserve the proper space to accommodate before and after school care. Our families deserve the proper space to accommodate a daycare as this program currently occupies two potential school classrooms. We deserve the proper space to meet the needs of our marginalized community.

Our school community does amazing work each and every day, despite the challenges we face with a deteriorating, unsafe building that no longer meets our needs. At our most recent CSPP meeting, it was brought to our attention that new funding has been supposedly allocated to our school in the amount of upwards of 1.5 million dollars. How is this cost effective? Clearly, the TCDSB recognizes the debilitating situation at our school, however, no amount of money from these grants will fix our space issue. Distinguished Board of Trustees, Director Browne and all superintendents, I implore you to consider this: why is the St. Jerome community being offered band aids for a situation that requires stitches. The school of St. Jerome must be put forth as one of the top capital project schools for the Ministry of Education to consider.

Thank you