

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA
June 10, 2021

Joseph Martino, Chair
Trustee Ward 1

Nancy Crawford, Vice Chair
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Normal Di Pasquale
Trustee Ward 9

Keith Baybayon
Student Trustee

Michael Del Grande
Trustee Ward 7

Angela Kennedy
Trustee Ward 11

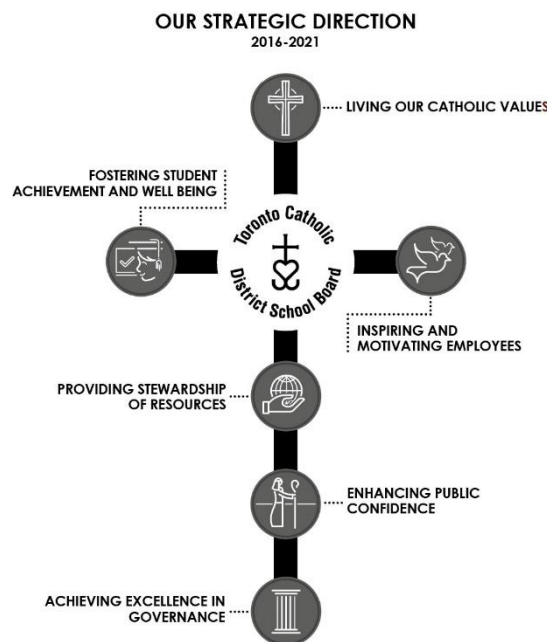
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Kathy Nguyen
Student Trustee



MISSION

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

VISION

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

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

Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298

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

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of the Board

LAND ACKNOWLEDGEMENT

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit peoples in Ontario and the rest of Canada.

La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunee et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.



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

Joseph Martino, Chair

Nancy Crawford, Vice Chair

Thursday, June 10, 2021

7:00 P.M.

	Pages
1. Call to Order	
2. Memorials and Opening Prayer	
3. Land Acknowledgement	
4. Singing of O Canada	
5. Roll Call & Apologies	
6. Approval of the Agenda	
7. Reports from Private Session	
8. Notices of Motions	
9. Declarations of Interest	
10. Approval and Signing of Minutes of the Previous Meetings	
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10.b. Special Board (Corporate Services) Held May 13, 2021	5 - 8

- 10.c. Regular Board Held May 20, 2021 9 - 50
- 11. Presentations
 - 11.a. From the Chair of the Board - NIL
 - 11.b. From the Director of Education 51 - 53
 - 11.c. From the Student Trustee(s) 54 - 56
 - 11.d. Farewell to Outgoing Student Trustee Nguyen
- 12. Delegations
 - 12.a. Taline Dorna regarding Declaration of February 15 as Childhood Cancer Awareness Day 57 - 60
 - 12.b. Angela McDowell regarding February 15 "Super Hero Shirt Day" for Childhood Cancer 61 - 63
- 13. Consideration of Motions for which previous notice has been given
 - 13.a. From Trustee de Domenico regarding Declaration of February 15 as Childhood Cancer Awareness Day 64 - 65
- 14. Consent and Review
- 15. Unfinished Business from Previous Meetings
- 16. Matters recommended by Standing Committees of the Board
- 17. Matters recommended by Statutory Committees of the Board
 - 17.a. From the Special Education Advisory Committee: Letter of Interest from Michelle Da Costa to Serve as Ontario Parent's Advocating for Children with Cancer (OPACC) Representative on the Special Education Advisory Committee (Refer to June 10, 2021 Addendum)
- 18. Matters referred/deferred from Committees/Board

From the May 20, 2021 Regular Board Meeting

18.a.	From the Governance and Policy Committee: Fair Practice in Hiring and Promotion H.M.40	66 - 87
19.	Reports of Officials for the Information of the Board of Trustees	
19.a.	Revised to Return to School Plan (Refer to June 10, 2021 Addendum)	
19.b.	Draft 2021-22 Budget Estimates Non-Instructional	88 - 126
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20.	Reports of Officials Requiring Action of the Board of Trustees	
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20.b.	From the Governance and Policy Committee: Policy on Facilities Management Policy (B.B.01)	225 - 233
20.c.	From the Governance and Policy Committee: Revision of the Delegation and Public Participation Policy (T.14)	234 - 236
21.	Reports from External Committees / Organizations	
22.	Listing of Communications	
22.a.	From the Audit Committee: Approved Minutes of the Meeting Held April 7, 2021	237 - 242
22.b.	From the Governance and Policy Committee: Minutes of the Meeting Held May 4, 2021	243 - 249
22.c.	From the Special Education Advisory Committee: Approved Minutes of the Meeting Held May 19, 2021 (Refer to June 10, 2021 Addendum)	
23.	Inquiries and Miscellaneous	
24.	Updating of Pending Lists	
24.a.	Master Pending List and Rolling Calendar	250 - 251

24.b. Annual Report

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25. Closing Prayer

26. Adjournment

OUR MISSION

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through witness, faith, innovation and action.*



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

HELD THURSDAY, MAY 6, 2021

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

G. Tanuan, Chair, In Person
T. Lubinski, Vice-Chair, In Person
N. Crawford
M. de Domenico
M. Del Grande
D. Di Giorgio
N. Di Pasquale
I. Li Preti
J. Martino
M. Rizzo

Student Trustees:

K. Baybayon
K. Nguyen

Staff:

B. Browne
D. Boyce
D. Koenig
A. Della Mora
P. Aguiar
A. Bria
M. Caccamo
S. Camacho
S. Campbell
D. Chen

F. Cifelli
P. De Cock
L. DiMarco
K. Dixon
C. Fernandes
G. Iuliano Marrello
L. Latham
M. Loberto
O. Malik
P. Matthews
M. Meehan
R. Peterson
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

8. Declarations of Interest

There were none in PUBLIC and PRIVATE Sessions.

The Items dealt with at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting in PUBLIC and PRIVATE Sessions were deemed presented.

MOVED by Trustee Li Preti, seconded by Trustee Tanuan, that all Items discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Tanuan, seconded by Trustee Lubinski, that the meeting resolve back into Student Achievement and Well-Being, Catholic Education and Human Resources Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale

Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

SECRETARY

CHAIR

OUR MISSION

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through witness, faith, innovation and action.*



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

HELD THURSDAY, MAY 13, 2021

Corporate Services

PRESENT:

Trustees:

A. Kennedy, Chair - In Person
F. D'Amico, Vice-Chair - Virtual
N. Crawford
M. Del Grande
M. de Domenico
N. Di Pasquale
I. Li Preti
J. Martino
M. Rizzo
G. Tanuan

Staff:

B. Browne
D. Boyce
D. Koenig
S. Camacho
A. Della Mora
A. Bria
M. Caccamo
S. Campbell
F. Cifelli
P. De Cock
L. DiMarco
K. Dixon

M. Farrell
C. Fernandes
D. Friesen
M. Loberto
P. Matthews
M. Meehan
R. Peterson
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

8. Declarations of Interest

Trustee Kennedy declared an interest in Items 17f) 2021-22 Grant for Student Needs Announcement and 17h) 2020-21 Second Quarter Financial Status Update as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither vote nor participate in discussions regarding those Items.

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

MOVED by Trustee Martino, seconded by Trustee Rizzo, that the Items discussed in PUBLIC Session be approved.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

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

Results of the Vote taken, as follows:

In favour

Opposed

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

Kennedy
Li Preti
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

HELD THURSDAY, MAY 20, 2021

Trustees:

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

Student Trustees:

- K. Baybayon
- K. Nguyen

Staff:

- B. Browne
- D. Boyce
- D. Koenig
- A. Della Mora
- A. Bria
- M. Caccamo
- S. Camacho
- S. Campbell
- D. Chen

F. Cifelli
P. De Cock
L. DiMarco
K. Dixon
M. Farrell
C. Fernandes
D. Friesen
G. Iuliano Marrello
L. Latham
M. Loberto
O. Malik
P. Matthews
M. Meehan
R. Peterson
S. Vlahos
J. Wujek

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

5. Roll Call and Apologies

An apology for late attendance was extended on behalf of Trustee Kennedy.

6. Approval of the Agenda

MOVED by Trustee Crawford, seconded by Trustee de Domenico, that the Agenda, as amended to include the Addendum, be approved.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that Item 23a) Inquiry from Trustee Del Grande regarding Issues of Confidentiality, be added to the Addendum.

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

In Favour

Opposed

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

de Domenico
Di Pasquale
Rizzo

The AMENDMENT was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in opposition and in favour respectively.

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

In Favour

Opposed

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

Lubinski
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

7. Reports from Private Session

MOVED by Trustee Crawford, seconded by Trustee Di Giorgio, that the following report be received:

In PRIVATE Session:

- a. Approved Minutes of the Regular Board Meeting held April 22, 2021 and Special Board Meeting held April 28, 2021;
- b. Received a verbal report from Adrian Della Mora, Executive Superintendent of Human Resources and Employee Relations and Melissa Eldridge, Senior Legal Counsel regarding Toronto Elementary Catholic Teachers (TECT) Bargaining Update; and
- c. Approved the extension of the closing date of the acquisition of a real estate matter.

Trustees Del Grande and Kennedy declared an interest in Item b) above, as indicated below in Item 9) Declaration of Interest.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

8. Notices of Motion

MOVED by Trustee Domenico, seconded by Trustee D'Amico, that Item 8a) be adopted as follows:

- 8a) From Trustee de Domenico regarding Declaration of February 15th as Childhood Cancer Awareness Day** to be considered at the June 10, 2021 Regular Board Meeting:

WHEREAS: Despite huge advances in research, cancer is still the number one disease killing Canadian children today; 1 in 5 Canadian children diagnosed with cancer do not survive;

WHEREAS: Unlike adult cancers, the causes of most childhood cancers are still unknown and are not related to lifestyle and environmental risk factors;

WHEREAS: The incidence of childhood cancer is highest in the first five years of life;

WHEREAS: Each year, about 1,700 new cases of childhood cancer are diagnosed in Canada and approximately 400 are in Ontario;

WHEREAS: High risk cancers, including those of the central nervous system, certain leukemias, neuroblastomas and bone cancers still have relatively low survival rates, between 7%-31%;

WHEREAS: Childhood cancer claims over 150 young lives each year; those who survive often require ongoing psychosocial, physical, and financial support;

WHEREAS: While over 80% of children survive cancer, more than 60% of survivors face late effects of their disease and treatment, including neurocognitive impairments, sterility, and secondary cancers;

WHEREAS: There are an estimated 30,000 survivors of childhood cancer living in Canada today, most of whom live with life-long health problems related to the cancer treatments they received as a child; and

WHEREAS: By the time they turn 45, more than 95% of childhood cancer survivors will have a chronic health problem and 80% will have severe or life-threatening conditions.

BE IT RESOLVED THAT: The Board declare Childhood Cancer Awareness Day on February 15th each year or the first school day following the 15th if it falls on a weekend;

BE IT RESOLVED THAT: The Board consider a superhero shirt day (as our warriors are all superheroes) on the 15th of February every year starting in 2022. Students can bring in a toonie for Superhero Shirt Day and all the proceeds will go directly to Childhood Cancer Canada Foundation; and

BE IT RESOLVED THAT: The Toronto Catholic District School Board (TCDSB) declare May 17 National DIPG Awareness Day.

DIPG is a 100% fatal form of brain cancer which affects only children, primarily between the ages of 5-7, and has an average life expectancy from diagnosis of only 9 months. This disease took the life of a young TCDSB student last December.

9. Declarations of Interest

There were none in PUBLIC Session.

In PRIVATE Session, Trustees Del Grande and Kennedy declared an interest in a verbal report from Adrian Della Mora, Executive Superintendent of Human Resources and Employee Relations and Melissa Eldridge, Senior Legal Counsel regarding Toronto Elementary Catholic Teachers (TECT) Bargaining Update as they have family members who are employees of the Board.

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

10. Approval and Signing of Minutes of the Previous Meetings

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

10a) Special Board (Student Achievement) Held April 8, 2021 approved;

The Motion was declared

CARRIED

10b) Special Board (Corporate Services) – Nil

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

10c) Regular Board Held April 22, 2021 approved.

The Motion was declared

CARRIED

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

10d) Special Board Held April 28, 2021 approved.

The Motion was declared

CARRIED

11. Presentations

11a) From the Chair of the Board – Nil

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that Item 11b) be adopted as follows:

11b) From the Director of Education received.

The Motion was declared

CARRIED

MOVED by Di Giorgio, seconded by Trustee de Domenico, that Item 11c) be adopted as follows:

- 11c) From the Student Trustee(s) received.**

The Motion was declared

CARRIED

- 11d) Ontario Association of Parents in Catholic Education (OAPCE) Toronto regarding Introduction of New Executive and Parental Engagement Issues - Annalisa Crudo-Perri, Executive Director, Ontario Association of Parents in Catholic Education** Item withdrawn by the presenter.

12. Delegations

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

- 12a) Bree Ranieri, Co-Chair of St Clement Catholic School Parent Council regarding 2021-22 School Year In-Person Learning** received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee de Domenico, that the Item be received and referred to Staff.

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

In Favour

Opposed

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

The AMENDMENT was declared

CARRIED

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

MOVED by Trustee Di Giorgio, seconded by Trustee Tanuan, that Item 12b) be adopted as follows:

12b) Maurice Lelli regarding International Language Program received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico

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

The Motion was declared

CARRIED

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

Trustee Kennedy joined the virtual meeting at 8:09 pm.

MOVED by Trustee Rizzo, seconded by Trustee Lubinski, that Item 12c) be adopted as follows:

- 12c) Val Di Gregorio, representative of CUPE Local 3155, regarding International Language Program received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio

Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

Trustee Kennedy indicated that she would not be able to respond at this time due to personal privilege.

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that Item 12d) be adopted as follows:

- 12d) Julia Alphonso regarding June dedicated to the month of the Sacred Heart in the Catholic School Community** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

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

- 12e) Zephania Gangl regarding June dedicated to the month of the Sacred Heart in the Catholic School Community received.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 12f) be adopted as follows:

- 12f) Marcella Van Run regarding June dedicated to the month of the Sacred Heart in the Catholic School Community** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that Item 12g) be adopted as follows:

- 12g) Daniel Lobo regarding Dedicating the month of June to the Sacred Heart in Catholic Schools across the TCDSB** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that Item 12h) be adopted as follows

- 12h) Liam Farrer regarding June dedicated to the month of the Sacred Heart in the Toronto Catholic Schools** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Item 12i) be adopted as follows:

- 12i) Shania Fernandes regarding the Catholic School Community being dedicated in the month of June to the Sacred Heart of Jesus** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that Item 12j) be adopted as follows:

- 12j) Joanna Alphonso regarding June dedicated to the month of the Sacred Heart in the Catholic School Community** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond due to technical difficulty.

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

13. Consideration of Motions For Which Previous Notice Has Been Given

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 13a) be adopted as follows:

13a) From Trustee Crawford regarding Celebrating the Solemnity of the Sacred Heart of Jesus in June at the TCDSB (Revised)

WHEREAS: The Church will celebrate the Solemnity of the Sacred Heart of Jesus on June 11, 2021 and celebrates every month of June as the month of the Sacred Heart of Jesus;

WHEREAS: Archbishop Thomas Cardinal Collins wrote on March 23, 2021, to Trustees and Directors, and others involved in Catholic Education in the Archdiocese of Toronto, to ask that we focus on the Sacred Heart of Jesus, the symbol of the compassionate love of Jesus, throughout the month of June;

WHEREAS: Focusing on the Sacred Heart of Jesus throughout the month of June does not prevent other recognitions occurring in the month of June;

WHEREAS: “The Sacred Heart signifies the steady, reliable, faithful, life giving love which we experience in Jesus as we encounter him both in the Gospels and in our life of faith; we are called to imitate that faithful love;”*

WHEREAS: In this time of the pandemic, the people of the world are burdened by much fear, isolation, economic loss, illness, suffering and death; and

WHEREAS: Our students, their families and our Staff are experiencing much suffering caused by the pandemic. “Like us all, they deserve and they need life-giving spiritual nourishment, clear guidance in life, and the true compassionate love that Jesus teaches us in the Gospel, and models for us, and challenges us to imitate.”*

THEREFORE BE IT RESOLVED THAT: The TCDSB focus on the Sacred Heart of Jesus this and every June through special prayers and meditations, teachings and activities to deepen our understanding and love for Jesus, each other, and the isolated, sick and marginalized.

*quoted from Cardinal Collins’ March 23, 2021 letter.

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Del Grande, that June be proclaimed and celebrated as ‘*Month of the Sacred Heart of Jesus*’ this year and every year thereafter, with an annual celebration of the Solemnity of the Feast of the Sacred Heart of Jesus on the 2nd Friday of June each year with renewal of the Enthronement of the Sacred Heart image (installed and enthroned this June on the Feast on Friday, June 11, 2021) on the Feast Day each year at our schools.

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

In Favour

Opposed

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

The AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

MOVED by Trustee Li Preti, seconded by Trustee Rizzo, that Item 13b) be adopted as follows:

13b) From Trustee Li Preti regarding TCDSB Proclaim Wednesday of National Accessibility Week as Red Shirt Day:

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.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

14. Consent and Review

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

- 18b) International Languages Review – Trustee Di Giorgio;
- 18c) 2021-2022 Student Learning Models – Trustee Di Pasquale;
- 19b) Toronto Catholic District School Board (TCDSB) Grade 9 Student Census - Pilot Update – Trustee Crawford;
- 19c) Update on Acceptable Use of Technology Policy and Social Media Guidelines – Trustee Di Giorgio;
- 20b) From the Governance and Policy Committee: Fair Practice in Hiring and Promotion H.M.40– Trustee Di Giorgio; and
- 23a) Inquiry from Trustee Del Grande regarding Issues of Confidentiality– Trustee Del Grande

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that the Items not held be received and the Staff Recommendations be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Lubinski did not vote/respond.

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

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 17a) From the Special Education Advisory Committee: Special Education Plan Review - Input from Special Education Advisory Committee Informal Working Group** that a policy be developed to meet the requirements of PPM 149 Programs and Services for Special Education needs that are delivered by external agencies and by the TCDSB;

- 18a) Consideration of Motion from Trustee Di Pasquale regarding Purple Day for Epilepsy Awareness Proclamation**

WHEREAS: Purple Day is a global effort dedicated to promoting epilepsy awareness in counties around the world;

WHEREAS: Purple Day was founded in 2008 by Cassidy Megan, a nine year-old girl from Nova Scotia, who wanted people to know that if you have epilepsy, you are not alone;

WHEREAS: Epilepsy is one of the most common neurological conditions, estimated to affect more than 50 million people worldwide, and more than 300,000 people in Canada;

WHEREAS: The public is often unable to recognize the common seizure types, or how to respond with appropriate first aid; and

WHEREAS: Purple Day will be celebrated on March 26th annually to increase understanding, reduce stigma and improve the quality of life for people with epilepsy throughout the country and globally.

THEREFORE, BE IT RESOLVED THAT: TCDSB proclaim March 26th of every year “Purple Day” in an effort to raise epilepsy awareness at the TCDSB; and

BE IT FURTHER RESOLVED THAT: TCDSB Students be encouraged to wear something purple in support of epilepsy awareness;

- 20a) From the Governance and Policy Committee: Rescindment of B.P.03 Policy on Signage – New Sites And Building Projects** that Policy B.P.03 on Signage – New Sites and Building Projects be rescinded;
- 20c) From the Governance and Policy Committee: Update To External Research Conducted in the TCDSB - Policy S.19** that the Board of Trustees approve Policy S.19 External Research Conducted in the TCDSB (Appendix A of the report) and the accompanying External Application and Guidelines (Appendix B of the report);
- 22a) Communication from the Governance and Policy Committee: Approved Minutes of Meeting Held April 6, 2021;**
- 22b) Communication from the Catholic Parental Involvement Committee: Approved Minutes of Meeting Held April 19, 2021;**
- 22c) Communication from the Special Education Advisory Committee: Approved Minutes of Meeting Held April 21, 2021;**
- 22d) Communication from Vincent Pham regarding June being dedicated and proclaimed the month of the Sacred Heart of Jesus in all TCDSB;**
- 24a) Annual Calendar of Reports and Policy Metrics; and**
- 24b) Annual Report**

NB: 19a) Item was withdrawn by Staff and therefore no report was included in the Agenda.

ITEMS DEEMED AS URGENT

The Director reviewed the Order Paper, as requested by the Chair, and the following Items were deemed urgent:

- 18b) International Languages Review
- 18c) 2021-2022 Student Learning Models; and
- 18c) 23a) Inquiry from Trustee Del Grande regarding Issues of Confidentiality

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Martino in the Chair, and no change to the Attendance list.

18. Matters Referred/Deferred from Committees/Board

MOVED by Trustee Rizzo, seconded by Trustee Di Giorgio, that Item 18b) be adopted as follows:

18b) International Languages Review received.

MOVED by Trustee Di Giorgio, seconded by Trustee Rizzo:

BE IT RESOLVED THAT: The decision to administer these surveys be deferred, at the request of both school parent councils, until such time as Policy SP.05 is updated.

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

In Favour

Opposed

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

Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion to Defer was declared

CARRIED

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

18c) 2021-2022 Student Learning Models received.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee de Domenico, that the communication about learning models, asking families which learning model they will select for the 2021-2022 year, be delayed until mid-Summer 2021.

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that communication be sent to parents telling them that the decision regarding learning models will be expected in mid-Summer.

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

In Favour

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale

Opposed

Del Grande

Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

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

In Favour

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

Opposed

Crawford
Del Grande
Kennedy
Martino

The AMENDMENT was declared

CARRIED

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

MOVED in AMENDMENT by Trustee de Domenico, seconded by Trustee Di Pasquale :

WHEREAS:

- Available data clearly shows that in-person learning is the preferable option for academic achievement, mental health, and wellbeing;
- Online learning and the COVID-19 have had a significantly negative effect on the mental health of students;
- Black, Indigenous, Disabled, and 2SLGBTQ+ students face unique barriers to accessing mental health services;
- Extra-curriculars and sports dramatically benefit student mental health; and
- Students and families are concerned about an unproductive and stressful quadmester learning system;

BE IT RESOLVED THAT:

1. The Board establish, under the direction of Staff, a Mental Health and Accessibility Advisory Committee with members representing parents, Staff, students, the 2SLGBTQ+ Advisory Committee, and the African Canadian Advisory Committee.
 - a. Committee selection should prioritize students and Staff members who identify as having disabilities and/or mental illness
2. Staff be directed to prepare a report detailing plans for:
 - a. Online and in-person extracurricular activities and sports for St. Anne's Virtual Academy;
 - b. Facilitating access to mental health services through in-person schools and St. Anne's Virtual Academy; and
 - c. Specifically supporting the mental health of Black, Indigenous, Disabled, and 2SLGBTQ+ students and present it to the Board before August 1, 2021;

3. The Board request \$500,000 from the Ministry of Education for investment in mental health and wellbeing initiatives and Staff;
4. The Board's 2021-2022 reopening plan should not include implementing a quadmester system;
5. The Board's 2021-2022 reopening plan should aim to allow every student to attend school in-person every day;
6. When such events are legal, including during the Summer and Fall, Staff be authorized and encouraged to provide necessary funding for in-person graduation and prom events for the Class of 2021 organized by Secondary School Parent Councils:
 - a. When a request for funding is denied or amended, Staff notify the Board and provide justification for denying or amending the request.
7. The Board continue to urge the Ministry of Health to fully vaccinate every education worker and vaccinate every student before September 2021; and
8. October 10, 2021 be declared World Mental Health day, and April 2, 2022 be declared Autism Acceptance day at the TCDSB.

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo, seconded by Trustee de Domenico, that the Chair communicate to the Minister of Education that TCDSB advocate against quadmester learning as it is not in the best interest of students' mental health and wellbeing and achievement.

Time for business expired.

MOVED by Trustee Lubinski, seconded by Trustee de Domenico, that time be extended by 15 minutes, as per Article 12.6 of the TCDSB's By-law, to complete the debate on the Item.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Crawford
Del Grande

The Motion was declared

CARRIED

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

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

In Favour

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

Opposed

Crawford
Del Grande
Di Giorgio
Lubinski
Martino

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

Trustee Kennedy requested that the AMENDMENT be split.

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

In Favour

Trustees de Domenico
Di Pasquale
Li Preti
Rizzo

Opposed

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

Part 1 of the AMENDMENT was declared

FAILED

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

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

In Favour

Trustees de Domenico
Di Pasquale
Li Preti
Rizzo

Opposed

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

Part 2 of the AMENDMENT was declared

FAILED

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

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

In Favour

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

Opposed

Part 3 of the AMENDMENT was declared

CARRIED

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

Results of the Vote taken on Part 4 of the AMENDMENT, as follows:

In Favour

Trustees D'Amico
de Domenico

Opposed

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

Part 4 of the AMENDMENT was declared

FAILED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour and in opposition respectively.

Results of the Vote taken on Part 5 of the AMENDMENT, as follows:

In Favour

Opposed

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

Part 5 of the AMENDMENT was declared

CARRIED

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

Results of the Vote taken on Part 6 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Di Pasquale
Li Preti
Rizzo

Crawford
Del Grande
Di Giorgio
Kennedy
Lubinski
Martino
Tanuan

Part 6 of the AMENDMENT was declared

FAILED

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

Results of the Vote taken on Part 7 of the AMENDMENT, as follows:

In Favour

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

Opposed

Del Grande
Kennedy
Lubinski
Tanuan

Part 7 of the AMENDMENT was declared

CARRIED

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

Results of the Vote taken on Part 8 of the AMENDMENT, as follows:

In Favour

Opposed

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

Part 8 of the AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

Lubinski
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

23. Inquiries and Miscellaneous

MOVED by Trustee Crawford, seconded by Trustee Di Giorgio, that Item 23a) be adopted as follows:

23a) From Trustee Del Grande regarding Issues of Confidentiality received.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

Opposed

de Domenico
Rizzo

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

Resolve into DOUBLE PRIVATE Session

MOVED by Trustee Tanuan, seconded by Trustee Di Giorgio, that the meeting resolve into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

Present (Following DOUBLE PRIVATE Session):

Trustees:

- J. Martino, Chair – In Person
- N. Crawford, Vice-Chair
- M. de Domenico
- M. Del Grande
- N. Di Pasquale
- A. Kennedy
- I. Li Preti
- M. Rizzo
- G. Tanuan

7. Reports from Private Session

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the following report be received:

In DOUBLE PRIVATE Session: Trustees received the Director's re-organization and creation of three new Executive Superintendent positions as proposed within the existing full time equivalent and salary allocation for senior leaders.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Kennedy
Li Preti
Martino
Rizzo
Tanuan

Del Grande

The Motion was declared

CARRIED

9. Declarations of Interest

There were none in DOUBLE PRIVATE Session.

26. Adjournment

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Pasquale

Kennedy
Li Preti
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

ITEMS NOT DISCUSSED

- 19b) TCDSB Grade 9 Student Census - Pilot Update - (Held by Trustee Crawford);
- 19c) Update on Acceptable Use of Technology Policy and Social Media Guidelines – (Held by Trustee Di Giorgio); and
- 20b) From the Governance and Policy Committee: Fair Practice in Hiring and Promotion H.M.40 - (Held by Trustee Di Giorgio)

SECRETARY

CHAIR



Director's Monthly Report

June 2021

As we approach the end of the 2020/21 academic year, we do so with a sense of hope and optimism that we can see the light at the end of this pandemic tunnel we are in. The rollout of vaccinations continue throughout the province, and here in Toronto, we are partnering with public health to provide opportunities and access to vaccinations through hosting and promoting sites throughout the city. With the age of eligibility down to age 12, and a commitment to complete all eligible student and staff second doses before September, we are looking into the new school year expecting to be back in person, gathered in community, and ready to learn. Not only are we excited to welcome students and staff back in-person in our schools, but we also recognize the importance of doing so in our parishes as we gather as a faith community.

The news of the past week involving the discovery of a mass grave including 215 children at a former residential school in Kamloops continues to be difficult to process, particularly for students. This reveals what many have known and is a horrific reminder of the systemic violence and oppression faced by Indigenous people in Canada. We have much to reconcile as a nation and as educators, we do so with such heavy hearts of sadness and outrage. We affirm our commitment to reconciliation with Indigenous people in Canada by continuing to educate students about the history of residential schools, and strengthen our supports pertaining to Indigenous education, history, and ways of knowing. It is important that we continue to affirm the identities of Indigenous students in our schools, and that we continue to incorporate Indigenous history, culture, and truths in our daily practice in classrooms.

We recognize June as the Month of the Sacred Heart of Jesus this year as we are reminded of the compassion of Jesus and the ways he opens his heart with boundless love for all. Outward facing and open to all, the Sacred Heart of Jesus calls us to be compassionate, inclusive, and connected to the marginalized and oppressed.

We recognized Pride Month in the TCSD for the first time this year and do so as Catholics focused inclusion, compassion, love and mercy for those who feel vulnerable and marginalized, the God-given dignity of all human life, and that every child is a child of God. The flags at each school and at the CEC intended to represent the ways in which we create safe, welcoming, and loving spaces for all in our schools and communities.

We are proud to continue to recognize Filipino Canadian Heritage Month, Portuguese Canadian Heritage Month, Italian Canadian Heritage Month, National Deaf Blind Month in June.

The month of June also brings with it important milestones for students and staff. We recognize the importance of marking these milestones and celebrating the significant accomplishments of our students. While virtual graduations are planned throughout the TCSD, we await further clarification on ways which might allow for some small gathering to mark the end of the year. Whether on-line or in-person in measured ways under provincial guidelines, we know that our staff and students will connect, congratulate, and support one another for having walked through such a difficult year together.

We are entering the summer with much planning ahead of us. We have made the decision to delay such important decisions for families regarding on-line learning until mid-summer in the hopes that vaccination rates continue to climb and Covid cases continue to decline. It is our sincere hope that all of our students who are able will return in person in September. We look forward to the excited buzz in our hallways, gyms, classrooms, and fields, and to putting the realities of this pandemic and its impact on education in the rear view mirror. Thank you to all TCDSB community members for your contributions, support, compassion, and understanding as we navigate through such uncertainty together, united in faith, hope, and optimism.

Highlights from the last month include:

- Celebrating **Faithfulness** as the **Virtue of the Month for June** and recognizing important observances such: Pride Month, Month of Dedication to the Sacred Heart of Jesus, Indigenous Education Month, Filipino Canadian Heritage Month, Portuguese Canadian Heritage Month, Italian Canadian Heritage Month, National Deaf Blind Month
- Joining our Nurturing our Catholic Community Team participated in the **Celebration of the Eucharist for Pentecost** TCDSB Mass Livestream – celebrating the birthday of the Church
- Connecting with our TCDSB community through our monthly **“Lunch with the Director”** series live streamed on Facebook and YouTube **on May 28, 2021**. Answering questions that are timely, relevant, and important to students and families in real-time.
- Filming a special daily **mass at Loretto Abbey with Cardinal Collins** for the 2021 graduating classes of our Catholic Schools.
- Participating in the “Whole Hearted Teaching” Podcast series
- Representing TCDSB on local and national news through City TV, CTV, and The National o CBC
- Attending and addressing the **2021 TCDSB graduates** - Chaminade College and Monsignor Fraser College at their Virtual Graduation Ceremonies
- Attending and speaking at the **Equity Career Fair** for Grade 10 Students –a new initiative from the Equity, Diversity, Indigenous Education, and Community Relationship department aimed at increasing student interest in diverse careers and showcase champions from racialized and marginalized groups.
- Participating in the virtual **Year End Liturgical Celebrations**
- Participating in the launch of the **New TCDSB 3-Year Pastoral Plan**
- Engaging with our outstanding **school principals** at regional meetings
- On-going dialogue with **His Eminence Cardinal Collins** on matters of shared interest and partnership between home, school, and parishes throughout Toronto, and shared faith leadership.
- Continuing **weekly meetings with the Deputy Minister of Education, Toronto Public Health, and the Ministry of Health** in support of provincial and local initiatives to keep students, staff, and families safe and healthy during this current COVID pandemic.

- Participating on and contributing to **provincial leadership committees** with **Directors of Education and Health officials** from across the province in support of TCSDB staff, students, and families, and to influence public policy decisions in support of education and health care.
- **Meeting weekly with Catholic Directors** from across the province in support of best practices, shared issues, solutions, and advocacy throughout Catholic education in Ontario.
- Partnering with **Toronto Public Health** to discuss school health and pandemic related support and initiatives to promote public health and respond to COVID-related issues in on-going ways.
- And looking forward to end of the year virtual celebrations, graduations, and concerts in the final weeks of June!

June Student Trustee Board Report

Update from the Student Trustees:



- On May 13th, Kathy Nguyen joined TCDSB's Focus On Youth's "The Focus" to talk about social media
- On May 21st, Student Trustee Elect, Stephanie De Castro and Kathy Nguyen attended Madonna CSS's Asian Heritage Month Celebration to speak about the importance of AHM, representation, and allyship.
- From May 27th to 30th Kathy Nguyen and Keith Baybayon attended OSTA-AECO's Annual General Meeting alongside new Student Trustee Elect
- On May 31st, Student Trustees met with the District School Board Ontario North East student senate to share best practices
- On June 1st, Keith Baybayon attended the Pride Flag raising at the Catholic Education Center in celebration of the first day of Pride Month.
- Stephanie De Castro has been elected as the Public Affairs Coordinator and Keith Baybayon has been elected as the President for OSTA-AECO, the largest student-stakeholder of Ontario representing the 2 million students of Ontario.

CSLIT:

Elementary Affairs

On Thursday, June 3rd, 2021, Elisa Acerbi and Junette Tindan hosted their final virtual monthly general assembly in celebration of Indigenous Heritage month and Pride month. Superintendent Derek Chen provided the board welcome and said a few words regarding the importance of this month. Student leaders learned more about the history of the Indigenous peoples in Canada and the 2slgbtq+ community. Michael Caccamo provided his monthly closing remarks. On Thursday, June 10th, a SMILE Camp reunion will be held with students who attended the 3-day virtual camp in March. This year the Directors of Elementary Affairs have hosted monthly meetings, organized events and aimed to help young student leaders reach their full potential using the ECSLIT pillars of focus. They would like to thank the Board of Trustees, the Senior Staff, and all of those who were able to make these achievements possible for the 2020-2021 school year. Special thanks to those who took the time to be one of our guest speakers.

Administrative Affairs

Makeda Muluneh, the Director of Administrative Affairs, continued to work closely with the Student Trustees and the CSLIT Executive to ensure that the

monthly CSLIT General Assemblies can take place, through virtual platforms. In the coming weeks, Makeda will assist in the assembly of the next year's CSLIT Executive Council and assist the Faith Ambassador in ensuring that the last Let's Talk Faith webinar is a success. Makeda also sends out a big message of gratitude to the board of trustees and senior staff for all of the amazing work and effort they have put into this school year, with a special shoutout to Trustee DiPasquale and Superintendent Michael Caccamo for always supporting and making time for us. Makeda will continue to assist the Student Trustees until the end of her term.

Social Affairs

To finish off the year strong, the Social Affairs director Audri Supsup and her subcommittee have planned to host the annual CSLIT Gala on a virtual platform. Through this platform, students are able to compete in various games, win prizes, and participate in several activities, while being able to meet new students around the TCDSB. The cost of the Gala is free, however donations are being accepted and all proceeds will be given to TeamTrees.org where every \$1 plants 1 tree.

Social Justice

The Director of Social Justice and subcommittee have decided on their final project for the year, pertaining to indigenous rights. The project's premise includes reaching out to MP'S and MPP'S urging them to work together to form a bill to address the water shortage crisis in the northern parts of Ontario. Our Director of Social Justice also leads our Indigenous pillar, and this initiative helps support that pillar. Although the land acknowledgement is read at each monthly CSLIT meeting, this month the importance of the land acknowledgment was highlighted in celebration of Indigenous heritage month.

Public Relations

During the month of May, PR has continued working hand in hand with all the other Executive Team members on CSLIT. With May being a packed month for CSLIT, we have been able to make posters and advertisements for both CSLIT and non-CSLIT related events. Additionally, with the passing of the 2SLGBTQ+ motion in raising the pride flag at all TCDSB schools, PR created a video wishing everyone a happy pride month that was featured in our boards June 1st pride launch.

The PR coordinators, Abi, Makayla, and Stephen would like to thank the board of trustees and TCDSB staff for all the work they've put in during these unique times.

Equity

Between the months of May to June, the Equity subcommittee has begun planning their end-of-the-year event that will consist of mental health discussions combined with their last Zen-Doodle. The Catholic Youth Black Alliance has begun planning out their upcoming “Culture Shock” event which will be held on June 18th. This will be an event for students to come together and celebrate all cultures. This will be an opportunity for students to go beyond discussions based on discrimination and racism, but rather focus on the amazing things that make their culture special and unique. Students will come dressed in traditional clothing and participate in culturally educational games that highlight different traditions celebrated within different cultures.

The Catholic Youth Black Alliance will also be coming out with their next merchandise item which is their graffiti tops. The shirts will be sold to continue the fundraising for Nigeria SARS.

The Asian Core Team has completed their art competition. The selected entry will be made in to buttons and stickers and sold throughout Asian Heritage Month to fundraise for an Asian solidarity fund.

Faith

Julia Rodrigues, our Faith Ambassador constructed monthly prayers for CSLIT GAs, E-CSLIT GAs, and monthly Let’s Talk Faith spiritual nourishment webinars. Julia hosted a special edition of Let's Talk Faith during Catholic Education week, which featured a powerful panel of guest speakers that were able to deliver testimonies on their faith. Julia also hosted the annual Faith Camp, which comprised of various students from all over the TCDSB, as well as religion department heads and staff members from the NCC. Julia is planning on hosting the last event of the year, Let's Talk Faith on June 16, which will focus on interfaith commonalities in collaboration with IYAM.

Angel Foundation for Learning

Marcos Fonseca and his sub-committee have been working on their upcoming event for the end of June. This event will be virtual market with small business owners being able to sell their products online. We have been working on the website and contacting businesses that want to collaborate. This will be the last fundraiser of this year, and we are hoping that through this fundraiser we are also helping out small businesses along with TCDSB students through the Angel Foundation.



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

First Name:

Taline

Last Name:

Dorna

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

Regular / Special Board

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:

06-10-2021

Topic of Deputation:

Declaration of February 15th as Childhood Cancer Awareness Day

Key Issue(s):

- Bringing awareness to Childhood Cancers.
- Ensuring families and survivors feel acknowledged.
- Given the life-years lost, childhood cancer is drastically underfunded,



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

accounting for only 5% of all cancer research funding in Canada.

- Each year, about 1,700 new cases of childhood cancer are diagnosed in Canada.
- Of that number, approximately 400 are in Ontario.
- Despite huge advances in research, cancer is still the number one disease killing Canadian children today; 1 in 5 Canadian children diagnosed with cancer do not survive.

Brief Summary of the Topic of Deputation:

I'm a proud TCDSB teacher and mom of 3. I will be talking about my own experience with childhood cancer when my youngest was diagnosed at 5 months of age. The importance of raising awareness in our school communities and bringing more funds to Childhood Cancer Canada for research efforts.

Action Requested:

BE IT RESOLVED THAT: The Board declare Childhood Cancer Awareness Day on February 15th each year or the first school day following the 15th if it falls on a weekend.

BE IT RESOLVED THAT: The Board consider a superhero shirt day (as our warriors are all superheroes) on the 15th of February every year starting in 2022. Students can bring in a toonie for Superhero Shirt Day and all the proceeds will go directly to Childhood Cancer Canada Foundation.

Please select one of the following options:

I am an employee of the Board.

Submission Date:

05-20-2021

Good evening, TCDSB Trustees, Mr. Chair, Director Browne and all TCDSB staff. Thank you for allowing me to be here to delegate for an important cause that is near and dear to my heart. My name is Taline Dorna, and I'm a proud TCDSB teacher and a mother of 3. I am here today to respectfully ask the board to recognize Childhood Cancer Awareness Day every year on February 15th, by encouraging staff and students to wear a superhero t-shirt and bring in a toonie to go towards the Childhood Cancer Canada Foundation.

On July 5th, 2017, my family's life turned upside down. At just 5 months old, my youngest child was diagnosed with a rare ocular cancer called retinoblastoma at the Hospital for Sick children. Within a week of diagnosis, his left eye was enucleated and replaced with a prosthetic eye. Thankfully, our son is now a cancer-free, 4.5 year old energetic little boy, ready to start his journey in kindergarten this fall. However, the scars in our hearts still remain.

When I returned from my nightmare maternity leave, I quickly realized the lack of awareness around childhood cancers within our school communities. I wrote and published a children's storybook called, "The Extraordinary Eye", to raise awareness about retinoblastoma and childhood cancer. We need to acknowledge and celebrate all the superheroes we know or once knew, and the ones we take care of every single day. Childhood cancers specifically affect our school communities the most since it's the demographic we as teachers are responsible for. By bringing in a toonie on this special day as well, we can ensure that Childhood Cancer Canada can receive 100% of these funds. According to the Canadian Cancer Research Alliance, childhood cancer is drastically underfunded, accounting for only 5% of all cancer research funding in Canada. By having this awareness day throughout the TCDSB, we can raise funds to help fill the gaps in research while bringing awareness.

There are an estimated 30,000 survivors of childhood cancer living in Canada today. This doesn't include the children being diagnosed every single day. Anyone who's had to stay on the 8th floor at Sick Kids, would know what this can do to a child, their siblings, and their caregivers; physically, emotionally, and mentally. Please help me bring awareness to our wonderful school board who continues to

always strive for the needs of our youth. By doing this, you are helping families find peace with the ordeal they've had to face, while bringing awareness and a safe place to share conversations and stories to others who may not know about childhood cancers, and financially, being able to bring much needed monetary funds to Childhood Cancer Canada Foundation.

At some point in a teacher's career, they will either teach a sibling, family member, or a survivor themselves. Or perhaps they'll end up as a parent of a survivor like myself. Together let's make February 15th, every year, Childhood Cancer Awareness Day, and join the global collaborative campaign. Afterall, sometimes real superheroes live in the hearts of little children fighting big battles. Thank you for your time and consideration.



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

First Name:

Angela

Last Name:

McDowell

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

Regular / Special Board

Do you wish to Delegate by electronic means?

No

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:

06-10-2021

Topic of Deputation:

February 15 " Super Hero Shirt Day" for childhood cancer.

Key Issue(s):

Brief Summary of the Topic of Deputation:

Speaking in support of Taline Dorna for making February 15 Superhero Shirt Day



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

Action Requested:

Speaking personal experience in support of Taline Dorna's request to make February 15th Super Hero Shirt Day.

Please select one of the following options:

I am here as a delegation to speak only on my own behalf.

Submission Date:

05-25-2021

Each year 1,700 new cases of childhood cancer are diagnosed in Canada, of that number approximately 400 are in Ontario. With over 2 million children in Ontario the reality of childhood cancer was just a statistic to my family. But, on January 14, 2020, our world came crashing down as my husband & I sat terrified in a tiny room with an oncologist who explained that our sweet 7-month-old Addison had Acute Megakaryoblastic Leukemia. Her diagnosis was 1 in 5 million. She would immediately begin chemotherapy & the fight of her life began. It was during this extremely difficult time that I bore witness to true Superhero's daily. Addison endured harsh chemotherapies that were not designed for her tiny body, blood infections, a bout of pneumonia, vomiting, surgeries, isolation, blood transfusions and countless pokes and prods. It was also during this time that I was so grateful to be a part of my Catholic school community, who banded together to support us. Unfortunately, the reality is there are tiny Superheroes in our community fighting every day, dedicating February 15th to acknowledging their journey will show them and their families they are not alone, & help to support lifesaving research.

Angela McDowell



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Regular Board Meeting, June 10, 2021

From: Markus de Domenico, Trustee Ward 2

Subject: Consideration of Motion - Declaration of February 15th as Childhood Cancer Awareness Day

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

WHEREAS: Despite huge advances in research, cancer is still the number one disease killing Canadian children today; 1 in 5 Canadian children diagnosed with cancer do not survive;

WHEREAS: Unlike adult cancers, the causes of most childhood cancers are still unknown and are not related to lifestyle and environmental risk factors;

WHEREAS: The incidence of childhood cancer is highest in the first five years of life;

WHEREAS: Each year, about 1,700 new cases of childhood cancer are diagnosed in Canada and approximately 400 are in Ontario;

WHEREAS: High risk cancers, including those of the central nervous system, certain leukemias, neuroblastomas and bone cancers still have relatively low survival rates, between 7%-31% ;

WHEREAS: Childhood cancer claims over 150 young lives each year; those who survive often require ongoing psychosocial, physical, and financial support;

WHEREAS: While over 80% of children survive cancer, more than 60% of survivors face late effects of their disease and treatment, including neurocognitive impairments, sterility, and secondary cancers;

WHEREAS: There are an estimated 30,000 survivors of childhood cancer living in Canada today, most of whom live with life-long health problems related to the cancer treatments they received as a child;

WHEREAS: By the time they turn 45, more than 95% of childhood cancer survivors will have a chronic health problem and 80% will have severe or life-threatening conditions;

BE IT RESOLVED THAT: The Board declare **Childhood Cancer Awareness Day** on February 15th each year or the first school day following the 15th if it falls on a weekend.

BE IT RESOLVED THAT: The Board consider a superhero shirt day (as our warriors are all superheroes) on 15th of February every year starting in 2022. Students can bring in a toonie for Superhero Shirt Day and all the proceeds will go directly to Childhood Cancer Canada Foundation

Markus de Domenico
Trustee, Ward 2



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEFAIR PRACTICE IN HIRING AND PROMOTION
H.M.40

“And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky.” (Gn 1:20)

Created, Draft

April 26, 2021

First Tabling

May 4, 2021

Review

Mark Moffett, Senior Coordinator Academic Services, Human Resources
Adrian Dela Mora, Executive Superintendent Human Resources and Employee Relations

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Brenden Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

D. Bryce
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends a significant revision of the Board's current Fair Practice in Hiring and Promotion Policy H.M.40 in response to direction from the Ministry of Education as stipulated in the Ministry's Policy/Program Memorandum (PPM) 165 - Teacher Hiring Practices. The required revisions address three primary areas: diversity and inclusion; conflicts of interest and teacher hiring.

The cumulative staff time required to prepare this report was 25 hours.

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.
2. Additionally the policy has been revised to include changes to hiring processes outlined in the Ministry of Education Program and Policy Memorandum 165 Teacher Hiring Practices.

C. BACKGROUND

1. The Policy on Fair Practice in Hiring and Promotion H.M.40 (Appendix C) was first approved in September 26, 2013 and was later amended on May 17, 2018.
2. Changes to this policy reflect current practice and alignment with related policies Catholic Equity and Inclusive Education Policy H.M. 24 and Employment Equity Policy H.M.11.
3. The Ministry of Education revoked Ontario Regulation 274/12 – Hiring Practices in October 2020. This Regulation governed hiring practices for teachers at TCDSB and other boards in Ontario.
4. Following this revocation, boards including the TCDSB were directed by the Ministry of Education to develop and adopt a teacher hiring policy based on components outlined in Policy/Program Memorandum 165 to replace Regulation 274.
5. The PPM 165 was issued on February 22nd, 2021 and boards were required to have an associated policy in place effective March 31st, 2021.

6. The required policy components stipulated by PPM 165 were as follows: Qualifications and Merit; Diversity, Equity and Human Rights; Employment Mobility; Fairness and Transparency and Monitoring and Evaluation.
7. In order to comply with the Ministry's direction, TCDSB has taken steps to revise its existing Fair Practices in Hiring and Promotion Policy by incorporating components of PPM 165.
8. Consultations were conducted internally within the Board and externally with a number of community advisory groups.
9. The policy appeared at the Governance and Policy Committee on May 4th, 2021.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Human Resources, the Equity Department, Community Advisory Groups, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by Human Resources staff.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised Fair Practice in Hiring and Promotion H.M.40 provided in Appendix A, and the accompanying Operation Procedures provided in Appendix B, be adopted.



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

Date Approved:
 September 26, 2013-
 Board

Date of Review:
 April 2021 / May 2023

Dates of Amendment:
 May 17, 2018

Cross Reference:

Ontario Human Rights Code, 24 (1) (a)

Ontario Regulation 298 – Operation of Schools - General

PPM 165 Teacher Hiring Practices

Accessibility for Ontarians with Disabilities Act, 2005

PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Municipal Conflict of Interest Act

TCDSB By-law # 175

Catholic Equity and Inclusive Education Policy H.M. 24

Employment Equity Policy H.M. 11

Appendices:

Appendix A: Fair Practice in Hiring and Promotion: Operational Procedures - Recruitment, Selection and Conflict of Interest

Purpose:

This Policy affirms the Toronto Catholic District School Board's (TCDSB) commitment to preparing students of all cultural backgrounds and social identities, for success. The Board, consistent with its denominational rights, is committed to recruiting and retaining a qualified, diverse workforce that reflects the communities it serves, in a fair, consistent, and transparent manner.



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

Scope and Responsibility:

The policy extends to the hiring process for all positions for employment and promotions at the Toronto Catholic District School Board. The Director of Education and the Executive Superintendent of Human Resources and Employee Relations are responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values
 Inspiring and Motivating Employees
 Enhancing Public Confidence
 Fostering Student Achievement and Well Being

Policy:

The Toronto Catholic District School Board is committed to recruiting and retaining a qualified, diverse workforce and promoting the most qualified individuals in a manner that reflects the communities it serves, supportive of both its Multi Year Strategic and Equity Action Plans. All recruitment, retention and promotion activities will be subject to the Board's denominational rights and conducted in accordance with legislation such the Accessibility for Ontarians with Disabilities Act, the Ontario Human Rights Code, and relevant collective agreements where applicable. Hiring and promotion practices at the TCDSB will be fair, transparent, and free from bias, discrimination, conflicts of interest, nepotism and cronyism.

Regulations:

A. Recruitment

1. The recruitment and selection criteria at the TCDSB will be based on qualifications that reflect the requirements of the position, demonstrated



POLICY SECTION: HUMAN RESOURCES

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POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

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experience, suitability for the role as well as a commitment to creating an inclusive, equitable, accessible, and safe learning and Catholic work environment for students and staff. The ability to execute school, Board and Ministry priorities as well as an applicant's related, lived experiences and background, will also inform the qualifications and selection criteria.

2. The Board will promote diversity, inclusion, equity, and human rights in pursuit of a qualified and diverse workforce that reflects the communities it serves. It will proactively engage in anti-discriminatory hiring and promotion practices as well as identify and eliminate barriers to employment for candidates from under-represented communities.
3. Operationally, the Board will adopt Human Resources best practices and programs including encouraging qualified applicants from under-represented communities, such as the Black community and other communities of colour, to self-identify in order to proactively recruit and hire a diverse workforce. This will include active recruitment of qualified and certified Catholic teachers and other occupational groups from qualified candidates who are visible minorities, Indigenous, women and persons with disabilities as well as other groups protected under the Ontario Human Rights Code where applicable.
4. The Board will engage in a hiring and promotion process that is fair, transparent, and free from preferential treatment based on personal relationships. Any applicant for employment or promotion at the TCDSB will not be advantaged because of a relationship with an immediate family member or relative employed at the TCDSB.
5. The TCDSB will collect employee demographic data by way of a workforce census to provide a foundation to assess whether there is diversity in the



POLICY SECTION: HUMAN RESOURCES
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candidates who are applying for positions, and to identify if there are any barriers to hiring a diverse, qualified workforce.

6. Prior to employment in positions involving the instruction of students at the TCDSB, each applicant must provide a favourable pastoral letter of reference confirming the applicant's commitment to the Catholic faith. For all other positions within the school board, an applicant will be required to commit to supporting the Board's vision, mission and values with respect to Catholic education.

B. Selection

7. Applicants, at the time of the submission of their application, will have the opportunity to request accommodations for the purposes of recruitment and selection in accordance with the Accessibility for Ontarians with Disabilities Act and the Human Rights Code. Accommodations, as required, will be provided for the selection process.
8. Any TCDSB Trustee, employee, or consultant engaged in the hiring process, shall discharge their recruitment and selection responsibilities in a manner free from bias and perceived or actual conflicts of interest. All members of the selection panel must complete a conflict of interest disclosure to avoid nepotism or cronyism.
9. Whenever possible, the Board will promote demographically diverse interview panels that draw on the different experiences, skill sets, and educational and professional backgrounds of employees at the TCDSB. Interview panels will consist of at least two members.



POLICY SECTION: HUMAN RESOURCES
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10. The assessment process will utilize multiple sources of data including from structured interviews and reference checks. Evaluation criteria and assessment tools will be developed to minimize and eliminate selection bias.
11. Unsuccessful internal candidates will be afforded the opportunity for constructive interview feedback upon request no later than three weeks after being notified of the selection results.
12. A TCDSB Trustee, or employee in a position of leadership, will not directly or indirectly influence the hiring or promotion process through unsolicited promotion and recommendations of candidates including forwarding resumes or the names of applicants to the Recruitment division.
13. All TCDSB personnel shall be required to be separate school supporters if eligible by law to be separate school supporters.

C. Teacher Hiring

14. The Board will facilitate employment mobility by providing equal opportunities for all members of the Ontario College of Teachers to apply for any available position from daily occasional, long-term occasional and permanent, for which they hold the required qualifications, subject to the appropriate collective agreement.
15. Teachers must successfully complete the New Teacher Induction Program (NTIP) and the Additional Qualification course Religious Education-Part 1 before becoming eligible to gain permanent status.



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16. Placement of teachers through the transfer process shall be fair, transparent and respectful of collective agreements and/or terms and conditions of employment contracts.
17. The Board, subject to its management rights, will disclose information to bargaining units pertaining to their members as appropriate in a manner that is consistent with the applicable collective agreement.
18. An annual employment system review will be conducted to review all teacher hires during a school year to identify any barriers for potential candidates, and to ensure that a qualified and diverse teacher workforce has been employed.

Definitions:

Bias

In this context, bias is defined as prejudice, unrelated to the requirements of the position in question, in favour or against a person or a group compared to another, that is done in a manner considered to be unfair.

Conflict of Interest

A conflict of interest is defined as an apparent or actual conflict where a trustee's or an employee's financial or personal interests appear to conflict or actually conflict with their duty to impartially and objectively discharge their responsibilities to the Board. In the context of this policy, influencing the outcome of a hiring and or promotion decision of a person with whom one has a personal relationship is a conflict of interest.



POLICY SECTION: HUMAN RESOURCES
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Cronyism

The act of showing partiality to friends or close colleagues, especially in the application, hiring, placement and promotion stages of employment, without regard to qualifications or ability. In the context of this policy, cronyism can occur when an individual within the organization influences the decision to hire or promote a friend or colleague.

Employment System Review (ESR)

An examination of employment data to determine whether approaches to hiring and promotion create barriers for potential candidates, in particular those from communities of colour and other under-represented communities or otherwise unfairly impact their chances to succeed. The goal of the ESR is to identify and make recommendations to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive workforce and work environment.

Nepotism

The act of showing favouritism or providing preferential treatment to a family member or close relatives, especially in the application, hiring and placement stages of employment. In the context of this policy, nepotism can occur when an individual within the organization influences the decision to hire or promote a close family member or supervises that subordinate family member.

Relationship

In the context of this policy, this is defined as any relationship of an employee, trustee or representative of the Board to persons of his or her immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years,



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any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Evaluation and Metrics:

1. The Human Resources department will conduct an Employment System Review annually to identify and take constructive action, including the creation of proactive recruitment and talent acquisition programs, to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive workforce and work environment.

Fair Practice in Hiring and Promotion Policy

APPENDIX A

OPERATIONAL PROCEDURES: RECRUITMENT, SELECTION AND CONFLICT OF INTEREST

1. PURPOSE

The purpose of this procedure is to identify the recruitment and selection process for employing all staff, including teachers, at the Toronto Catholic District School Board (TCDSB).

2. SCOPE

This procedure applies to all applicants to any position within the TCDSB, including teaching positions as well as recruitment and selection processes conducted by Executive Search firms on the Board's behalf.

A. RECRUITMENT PROCEDURES

1. A potential candidate for a position will not be involved in the recruitment process for that job. This includes acting as the contact person for potential candidates, drafting advertisements or conducting reference checks.
2. Any applicant wishing to work for the TCDSB must submit an application of employment through the established channels. In general, this means through the "Apply to Education" website or in response to a job posting advertised either internally throughout the system or externally in various media.
3. Executive Search firms retained by the Board to conduct recruitment and selection processes on the Board's behalf, for any position within the TCDSB, are subject to this Policy and Operational Procedures.
4. Executive Search firms retained by the Board are required to pay particular attention to aspects of the recruitment and selection process including advertising to attract a diverse pool of candidates, accommodations for the purposes of recruitment, representation on interview panels, diversity of the applicant pool selected for interviews, bias-free assessment processes and conflicts of interests.
5. Applicants from under-represented communities such as the Black community and other communities of colour, Indigenous peoples, women, persons with disabilities as well as other persons protected under the Ontario Human Rights Code, will be encouraged to self-identify at the time of the submission of their applications where applicable.

6. Requests for accommodations for the purpose of recruitment must be made in writing at the time that an application is submitted as per the posting. Supporting documentation, such as a functional limitations assessment produced by an appropriate medical and or professional practitioner, will be requested as appropriate by the Recruitment division of the Human Resources department.
7. All job postings must be authorized by the Executive Superintendent, Human Resources and Employee Relations or his/her delegate.
8. Complete and accurate records of selection decision-making processes will be maintained.
9. Personal information and supporting documents submitted with applications will be used in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
10. No persons shall influence the hiring process through unsolicited promotion and/or unauthorized recommendations of candidates.
11. Any person participating in the hiring process must do so in a manner free from bias and conflicts of interest. Any person with a perceived or real conflict of interest must inform the Sr. Manager of Recruitment (or delegate) and remove themselves from the hiring process.
12. Recruitment and selection procedures shall be established for teaching positions in accordance with Human Resources and recruitment industry best practices, collective agreement(s) where applicable, the Accessibility for Ontarians with disabilities Act, the Ontario Human Rights Code, Employment Standards Act and Board policies.
13. The filling of long-term occasional and permanent teaching positions shall be consistent with collective agreement and legislative requirements.

B. SELECTION PROCEDURES

1. Selection will be based on merit, which is determined through an objective assessment of an applicant's qualifications, demonstrated experience and personal suitability for the role including a commitment to creating an inclusive, equitable, accessible and safe work environment, relevant to the requirements for the position. Additional job-related factors that support the creation of the best possible program for students and the ability to hire a diverse staff and teacher workforce that is reflective of the communities TCDSB serves will also be taken into account.

2. Postings or job advertisements will be developed by the Recruitment division in consultation with the relevant administrators and hiring managers.
3. Position profiles or job descriptions will be developed by the Compensation and Benefits division of the Human Resources department in consultation with the Recruitment division and the relevant administrators and hiring managers.
4. Selection criteria and assessment tools will be reviewed and approved by the Sr. Manager of Recruitment or assigned Recruitment staff before recruitment action is taken in order to ensure that they adequately reflect the requirements of the position, attract the widest and most diverse pool of applicants while ensuring consistency with the Board's policies.
5. Applicants will be screened for interviews by the Recruitment division based on the criteria outlined in the posting, in consultation with the hiring manager or administrator. No applicant will be interviewed unless approved and deemed qualified by the Recruitment division.
6. All interviews must be conducted by a panel with a minimum of two members. Where possible, the same interview team must interview all candidates for a given position and the same initial templated-questions must be asked of all candidates. Selection decisions will be based on the panel's overall assessment results as well as reference checks and other appropriate sources of data as appropriate, as determined by the Recruitment division.
7. Whenever possible, the Board will promote demographically diverse interview panels that draw on the different experiences, skill sets, and educational and professional backgrounds of employees at the TCDSB.
8. Where possible, a percentage of qualified applicants selected for interviews, as determined by the Recruitment division in consultation with the hiring manager or administrator, must be from the Black community and other under-represented communities including visible minorities, Indigenous peoples and persons with disabilities and women as well as other persons protected under the Ontario Human Rights Code where applicable.
9. Applicants will be asked similar core questions in the interview based on the requirements for the position. Supplementary or follow-up questions may be asked to clarify issues or to obtain further information deemed by the selection committee to be relevant to identifying the best applicant.

10. No persons related by blood or marriage or where the appearance of a conflict of interest exists may be placed in a position of interviewing one-another. Individuals who find themselves in this situation must declare a conflict and remove themselves from the interview and or selection process. In addition, no person shall be in a position that requires them to interview, assess or hire a relative (by blood or marriage) for any position including one within the scope of their responsibility where the position in question involves a direct reporting relationship (between the individual and the candidate/relative).
11. All teaching staff shall be practising Catholics unless otherwise approved by the TCDSB or specifically exempted by legislation.
12. Before being considered for employment, each applicant for a teaching position is to be recommended by a priest with pastoral responsibility through a favourable report in a form and content prescribed by the Board on the applicant's commitment to the Catholic faith.

C. ASSIGNMENT & OFFERS OF EMPLOYMENT

1. All offers of employment shall be subject to the applicant providing the Board with:
 - i. a satisfactory criminal reference check with vulnerable sector screening;
 - ii. a negative tuberculosis test and
 - iii. a satisfactory reference check conducted by the Recruitment division.
2. To avoid conflicts of interests, supervisors must avoid having under their immediate supervision (i.e., within the same department or school), members of their immediate family or other relatives.

D. POST SELECTION FEEDBACK TO APPLICANTS

1. Applicants who were interviewed will be advised in writing of the outcome of their application by the Human Resources department.
2. The Sr. Manager of Recruitment will coordinate the request for an interview debrief from an internal unsuccessful candidate made no later than 3 weeks after the date that the interview results were communicated to the applicant.
3. An interview debrief will not be provided in writing, however, unsuccessful candidates can take notes as required.

E. EVALUATION AND METRICS

1. The Human Resources department will conduct an annual employment system review to identify and eliminate barriers to recruiting, promoting and retaining a diverse and inclusive workforce.
2. The Human Resources department will develop proactive recruitment and talent acquisition programs to address the barriers and gaps in employment and promotion.
3. The Human Resources department will rely on workforce data to develop proactive and inclusive programs to address barriers to a diverse and inclusive workforce.

F. CONFLICT OF INTEREST

Preamble

The TCDSB intends to facilitate the ability of its staff to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of employees in the course of their hiring responsibilities to the Board. All conflicts will be recognized and either avoided or resolved expeditiously through appropriate disclosure and management. The fundamental principle underlying this approach is that employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the TCDSB.

1. In the context of this policy, the following circumstances may give rise to conflicts of interest:
 - i. participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the employee has, or has had, a relationship;
 - ii. acceptance by an employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the Board:
 - a. a person, group, or entity that has dealings with the Board;
 - b. a person, group, or entity to whom the employee provides services in the course of his or her duties to the Board;
 - c. a person, group, or entity that seeks to do business with the Board.

An employee who is offered a gift in the circumstances described in ii) above will immediately notify the Sr. Manager of Recruitment in writing.

2. All employees involved in the hiring of teachers have an obligation to disclose to the Sr. Manager of Recruitment (who represents of the Executive Superintendent of Human Resources and Employee Relations and the Director of Education) any conflict of

interest. The employee must disclose in writing as soon as she/he could reasonably be aware that a conflict of interest exists. The existence of a conflict of interest does not necessarily preclude involvement in the issue which has given rise to the conflict, otherwise known as the “Matter”.

3. The employee must declare, in writing, the nature and extent of the conflict of interest no later than any meeting or process in which the employee participates and at which the Matter is to be considered. The employee must refrain from taking part in any discussion or decision-making in relation to the Matter and withdraw from any meeting or process when the Matter is being discussed until a decision has been reached regarding the manner in which the conflict of interest will be addressed.
4. A conflict of interest involving an employee may also be reported to the Sr. Manager of Recruitment by any other person. A report to the Sr. Manager of Recruitment about the existence of a potential, apparent or actual conflict of interest shall be made in writing.
5. The following procedures will be used to manage conflicts of interest:
 - i. If the Sr. Manager of Recruitment to whom the disclosure is made also has a conflict of interest, the disclosure should be made in writing to the person at the next highest level of authority (i.e. the Sr. Coordinator of Academic Services).
 - ii. The Sr. Manager of Recruitment will investigate to determine if a conflict of interest exists. Where appropriate, the Sr. Manager of Recruitment may consult with the employee and/or others.
 - iii. If the Sr. Manager of Recruitment determines there is a conflict of interest, the Matter should be resolved as per #6 below, and shall document, in writing, any remedies that have been applied.
6. The following options are available for resolving conflicts of interest:
 - i. If the Matter pertains to #1 (i), and where the employee may be knowledgeable and have information central to the discussion, the employee with a conflict or appearance of conflict may be permitted by the Sr. Manager of Recruitment (or the Sr. Coordinator of Academic Services), to be involved in the Matter without participating in the final decision or be entirely excluded from the process.
 - ii. If an employee fails to disclose a conflict as per #2 above, a range of remedies can be applied, up to and including the termination of employment.
7. Adherence to these procedures, in letter and in spirit, is crucial to the relationships of trust that exist between the Board, its employees, and the public. Contraventions of the policy and operational procedures, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For employees, disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention and could include dismissal from employment.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

Date Approved: September 26, 2013- Board	Date of Review: October, 2023	Dates of Amendment: October 18, 2018
<p>Cross Reference: Ontario Human Rights Code, 24 (1) (a) <i>Education Act</i>, Ontario Regulation 274/12, Hiring Practices PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools <i>Municipal Conflict of Interest Act</i> TCDSB By-law # 175 Employment Equity Policy H.M.11 Catholic Equity and Inclusive Education Policy H.M. 24 Catholicity and School Support Policy H.M.08 Qualifications - Catholicity Policy H.T.01</p> <p>APPENDIX A: Operational Procedures—Staff Recruitment & Selection</p>		

Purpose:

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



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

Scope and Responsibility:

The policy extends to the hiring process for all applicants to any position of employment at the TCDSB, and for employees seeking promotion. The Director of Education and the Superintendent of Human Resources are responsible for this policy.

Alignment with MYSP:

Inspiring and Motivating Employees

Strengthening Public Confidence

Policy:

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

Regulations:

1. Recruitment practices and application processes used at TCDSB will be open and transparent, free from nepotism and cronyism, ensuring no partiality or preferential treatment as a result of personal relationships.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

2. Any applicant for employment or promotion at TCDSB will not be advantaged as a result of a relationship with an immediate family member or relative employed at TCDSB.
3. Operationally, TCDSB (through the Human Resources department) will adopt processes and procedures, including for job postings, the review of applications for employment and the interviewing and selection of candidates, that are consistent with industry standards, free from bias and conflicts of interest and allow for equal opportunity for all applicants. (*hyperlink to Appendix A*).
4. Any TCDSB employee, consultant or trustee charged with the responsibilities for recruiting and selecting staff, including interviewing, hiring, placement or promotion of applicants, must discharge these responsibilities in a fair and bias-free manner and take steps, including excluding themselves from the decision-making process if applicable, to ensure that they are free from any real or perceived conflicts of interest prior to fulfilling their duties.
5. A Trustee or a TCDSB employee in a position of leadership will not influence the hiring or promotion process through unsolicited promotion and recommendations of candidates.
6. Placement of employees through the transfer process shall be fair, transparent and respectful of collective agreements and/or terms and conditions of employment contracts.
7. Internal applicants unsuccessful in their attempt to gain employment or promotion at TCDSB will be afforded the opportunity to request feedback from the Sr. Manager of Recruitment no later than 3 weeks after the date



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

from which they received notification of the assessment/interview results. If the unsuccessful candidate is not satisfied with the response or the recruitment process, he or she can contact the Senior Coordinator of Academic Services, Human Resources to discuss the matter further.

Definitions:

Conflict of Interest

This is a situation in which the impartial exercise of the duty of an individual acting for an organization is compromised by that person's self-interest and position, often undermining the public trust. In the context of this policy, a conflict of interest occurs when family members have direct reporting relationships or staff members and or trustees have personal relationships that influence hiring and promotion decisions.

Bias

In this context, this is defined as prejudice, unrelated to the requirements of the position in question, in favour or against a person or a group compared to another, that typically results in hiring and promotion decisions considered to be unfair.

Cronyism

The act of showing partiality to friends or close colleagues, especially in the application, hiring, placement and promotion stages of employment, without regard to qualifications or ability. In the context of this policy, cronyism can occur when an individual within the organization influences the decision to hire or promote a friend or colleague.

Immediate Family

Members consist of a person's spouse, child(ren), step child(ren) or parent of an employee.



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

Nepotism

The act of showing favouritism or providing preferential treatment to a family member or close relatives, especially in the application, hiring and placement stages of employment. In the context of this policy, nepotism can occur when an individual within the organization influences the decision to hire or promote a close family member, or supervises that subordinate family member.

Relative

Members consist of siblings, step-children, nieces, nephews, grandparents, cousins and in-laws.

Evaluation and Metrics:

The Director of Education will monitor and review hiring and promotion procedures.



REPORT TO

REGULAR BOARD

DRAFT 2021-22 BUDGET ESTIMATES NON-INSTRUCTIONAL

“For the love of money is the root of all evils; it is through this craving that some have wandered away from the faith and pierced their hearts with many pangs.”
1 Timothy 6:10

Created, Draft	First Tabling	Review
May 31, 2021	June 10, 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

Based on the GSN announcement to date, staff expect reductions across all program and service areas, to match the projected lower enrollment level.

The Ministry of Education announcements on May 4th affects program and service areas and addresses the return to school following the COVID-19 pandemic. Furthermore, the TCDSB is expecting lower enrollment compared to the current school year. As result of both factors, the 2021-22 Budget Estimates will contain reductions in both revenue and expenditures. However, given the uncertain nature of the COVID-19 Pandemic and the expected demands on the system to close the gap on student learning the TCDSB will not be able to deliver a balanced budget. With Ministry of Education permission, the TCDSB is expected to submit an overall budget estimate with a deficit of \$19.7M.

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

The overall Grants for Student Needs are projected to decrease. TCDSB is projected to derive approximately 93% of its operational revenues from the Provincial Grants for Student Needs (GSNs). The remaining funds are received in the form of Priorities and Partnership Funds (PPF) and other government agencies. Total funding is expected to decrease by approximately \$26.7M from the December 2020 Revised Estimates. 2021-22 Revenue projections are as follows:

	<i>2020-21</i>	<i>2021-22</i>	<i>Change</i>
	<i>(\$M)</i>	<i>(\$M)</i>	<i>(\$M)</i>
GSNs	1087.3	1072.2	(15.1)
Other Revenues	91.3	79.7	(11.6)
Total	1178.6	1151.9	(26.7)

The total change in expenditures from December 2020 Revised Budget Estimates to 2021-22 Budget Estimates is less \$48.8M.

	2020-21	2021-22	Change
	(\$M)	(\$M)	(\$M)
Instructional	1,002.8	958.7	(44.1)
Non-instructional	182.2	172.6	(9.6)
Other & PPF	35.6	40.4	4.8
Total	1,220.5	1171.7	(48.8)

The total change from December 2020 Revised Budget Estimates to 2021-22 Budget Estimates is a deficit of \$19.7M. Total Revenues in the Budget Estimates is \$1,151.9M and the Expenditures is \$1,171.6M which will result in a net deficit of \$19.7. The deficit will be funded from a number of unallocated reserves and an unused portion of current year school block budget.

(\$M)	2020-21	2021-22
Operating Revenues	\$1,178.6	\$1,151.9
Less: Operating Expenditures	<u>\$1,220.5</u>	<u>\$1,171.6</u>
Surplus/(Deficit)	\$(41.9)	\$(19.7)
Operating Contingency Reserve	\$41.9	\$7.8
IT Infrastructure Reserve	0	\$2.8
IT System Reserve	0	\$3.1
Unused Block budget	0	\$6.0
Balanced Budget	\$0.0	\$0.0

In addition, the Ministry of Education has created a COVID-19 Reserve “top-up” program for COVID-19 Expenditures. This program could generate up to \$23M for the TCDSB by the completion of the 2021-22 school year. If the TCDSB is able to qualify for these funds, they will be used to replenish the used Reserves accounts as well as school block budget.

The cumulative staff time required to prepare this report was 180 hours.

B. PURPOSE

1. This report has been prepared for the Board of Trustees in order to receive the Non-Instructional Expenditure Categories (Volume V & VI), appearing in the attached 2021-22 Budget Book (Appendix A).

C. BACKGROUND

1. *The Ministry of Education released B and SB Memorandums regarding the 2021-22 Grants for Student Needs on May 3rd, 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

Budget Consultation Feedback

1. *The 2021-22 budget consultation launched on March 30, 2021.* The consultation included an enhanced webpage with supporting documents and tools for local school communities to initiate consultations in a number of ways. Consultation tools included website and social media, virtual town halls, online surveys, and Frequently Asked Questions (FAQs).
2. *On March 30, 31 and April 20, 2021, Virtual Town Halls were held from 6:00-7:30 p.m. with attendees able to access via Zoom and YouTube.*
3. *During April and May staff held several virtual meetings with*

stakeholders. These meetings including unions, associations, Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education (OAPCE), and Special Education Advisory Committee (SEAC)

- 4. Staff used input from the consultation process as a guide towards maintaining service levels were possible.** However, there are legislative restrictions, collective agreements and funding restrictions factored into making these difficult decisions. A report to Corporate Services Committee on June 8, 2021 will provide a detailed version of the results of the public consultation.

Summary of Overall Changes and use of Reserves

- 1.** The Revenue and Expenditure Changes for 2021-22 from Estimates to Revised Estimates is summarized in greater detail below:

DESCRIPTION	Amount \$M
REVENUE CHANGES:	
COVID- 19 related funding for Federal and Provincial	(26.1)
Stabilization Funding for Operations	(22.7)
GSN Allocation Reduction due to Enrolment	(3.0)
Other Various Revenue loss	(2.2)
International VISA Student decline in Enrolment	(1.8)
Total Estimates Revenue Loss for 2021-22	(55.8)
Other Various Revenue Grant Increases	12.8
COVID- 19 related funding Provincial – 2021-22	8.9
Priority and Partnership Funds (PPF)	7.4
Total Estimates Revenue Change for 2021-22	(26.7)
EXPENDITURE CHANGES:	
Net Reductions in Instructional staff costs	38.4
Net Reductions in School Operations staff costs	11.4
Net Reduction in Student Devices costs	2.3
One-Time School Block Allocation	2.3
Temporary Accommodations Costs	1.3
Total Estimates Expenditure decreases for 2021-22	55.7

Transportation cost increases	(2.1)
Other Operating Expenditures Increases	(4.8)
Total Estimates Expenditures Change for 2021-22	48.8
Opening In-Year Surplus/(Deficit)	(41.9)
Revenue Changes	(26.7)
Expenditure Changes	48.8
Closing In-Year Surplus/(Deficit)	(19.7)
FUNDING THE IN-YEAR DEFICIT	
Closing In-Year Surplus/(Deficit)	(19.7)
Withdrawals from Operating Contingency Reserve- Estimated at the end of Aug 31, 2022	7.8
Withdrawals from IT Infrastructure Reserve - Estimated at the end of Aug 31, 2022	2.8
Withdrawals from IT Systems Reserve - Estimated at the end of Aug 31, 2022	3.1
School Block Budget unused funds at Aug 31, 2021	6.0
Total Funds Used from Reserve	19.7

2. *The Ministry of Education is providing a reserve “top up” program for COVID-19 related costs up to 2% of 2021-22 Operating Allocation.* Should the TCDSB may incur an in-year deficit over the current year and next year over 2%, the Ministry of Education will fund additional use of reserves up to 4%. This would mean that the TCDSB’s could receive additional ministry funding up to \$23M. However, only half of that or one percent will be available for the first 6 months. The final allocation will be based on boards submitted 2020-21 and 2021-22 Financial Statements.
3. **If the TCDSB receive this additional funding from the Ministry of Education, that are recommend that the following funds be replenished because they were used to fund the in-year deficit.** Funds would be replenished, based on the total amount provided the Ministry, in the following order:

Fund/Reserve	Amount \$M
Operating Contingency	7.8
IT System Reserve	3.1
IT Infrastructure Reserve	2.8
School Block budget carry-over	6.0

Any additional funds above these amounts would be flow to the Operating Contingency Reserve.

Summary of Non-Instructional Expenditures

4. The chart below provides a comparison between the 2020-21 revised budget and the 2021-22 budget estimates by category. Following the table is a brief analysis of each Non-instructional line items explaining the differences between each year's budget.

	Non-Instructional Related Expenditure Categories	2020/21 Budget Revised Estimates	Variance Incr./ (Decr.)	2021/22 Budget Estimates
1	Administration and Governance	26,443	750	27,193
2	School Operations & Maintenance	111,223	(11,041)	100,182
3	Transportation	40,722	2,143	42,865
4	Temporary Accommodation	3,774	(1,424)	2,350
	Sub-Total Non Classroom	182,162	(9,572)	172,589

The following is related commentary regarding key line-item change:

- **#1 - Board Administration and Governance Cost's Increased.** There is an overall increase of 1% as a result of new collective agreements as well as some additional investment in new Employee Relation Investigator areas and the conversion of a Contract Recording Secretary to permanent status.
- **#2 - School Operations and Maintenance have decreased \$11.1M.** There is an overall increase in salary and benefits and utility costs but a greater reduction in one-time COVID -19 related costs as well as due to enrolment. Separate COVID-19 funding will further help offset the decrease in staffing.
- **#3 - Transportation costs have a net increase of \$2.1M.** There are one-time costs increase due to school relocations, the continuation of COVID cleaning costs, and increase in the projected contract rates for buses.
- **#4 - Temporary Accommodation funding has decreased.** Due to a reduction in leasing cost, funding has declined accordingly.

E. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees. Staff will bring a finalized overall balanced budget to a Special Board Meeting later in June, for approval, that consolidates all input and direction received by Trustees.

TORONTO CATHOLIC
DISTRICT SCHOOL

2021 - 2022 BUDGET ESTIMATES

*Non-Instructional
Book*



BOARD OF TRUSTEES

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

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

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

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



Trustee Joseph Martino
Ward 1: Etobicoke



Trustee Markus de Domenico
Ward 2: Etobicoke



Trustee Ida Li Preti
Ward 3: North York



Trustee Teresa Lubinski
Ward 4: Toronto/York/Etobicoke



Trustee Maria Rizzo
Ward 5: North York



Trustee Frank D'Amico, CD
Ward 6: York



Trustee Michael Del Grande
Ward 7: Scarborough/North York



Trustee Garry Tanuan
Ward 8: Scarborough



Trustee Norm Di Pasquale
Ward 9: Toronto



Trustee Daniel Di Giorgio
Ward 10: Toronto



Trustee Angela Kennedy
Ward 11: East York/Toronto



Trustee Nancy Crawford
Ward 12: Scarborough



Trustee Keith Andre Baybayon
Student Trustee: All TCDSB Schools



Trustee Kathy Nguyen
Student Trustee: All TCDSB Schools

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Toronto Catholic District School Board

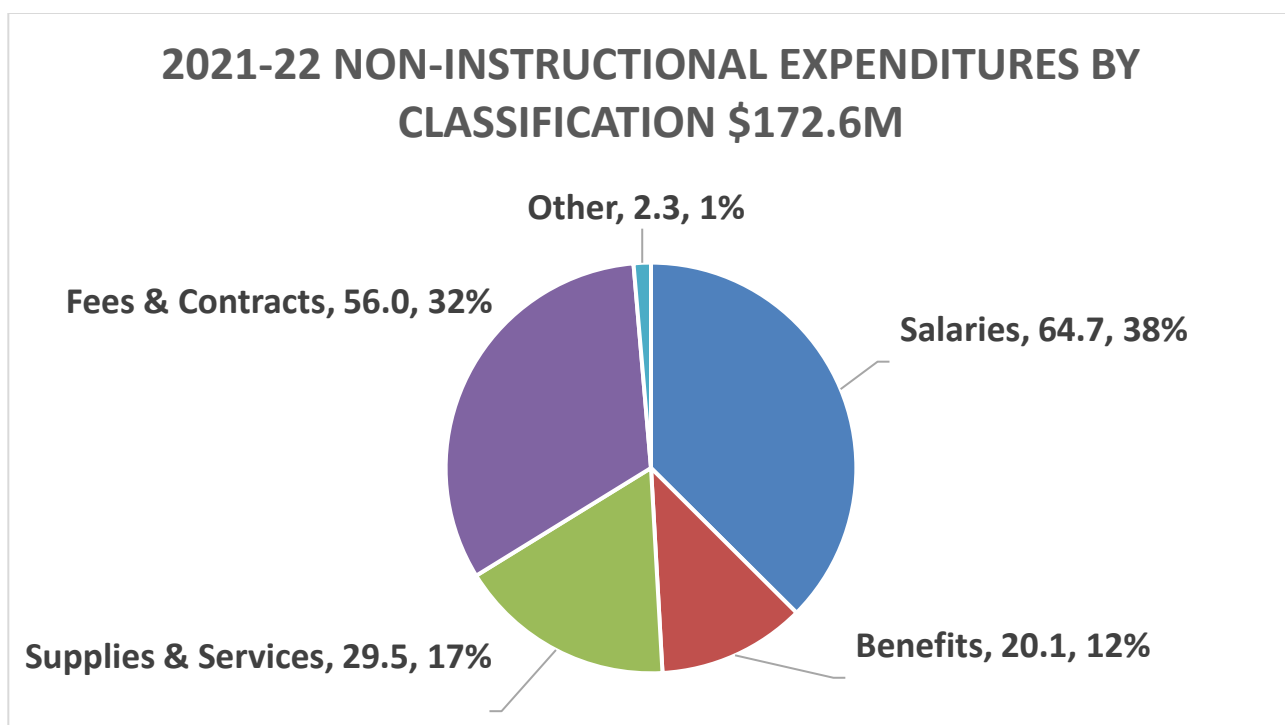
Volume V: Non-Instructional Related Expenditures

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

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

Administration and Governance expenditures include costs such as operating the Board office (Catholic Education Centre) and central facilities, Business Services and payroll, and senior staff, Trustees, other system-wide based staff and expenditures. Transportation expenditures includes costs to transport students between home, school, and other programs, clubs and sport team's events and field trips. School operations and maintenance includes custodial, maintenance and school operations staff salaries and benefits, utilities, insurance and other expenditures to maintain clean and safe school environments. Other expenditures include funding for special purpose projects.

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



The chart below provides a comparison between the 2020-21 Revised Budget and the 2021-22 Budget Estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget.

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

	Non-Instructional Related Expenditure Categories	2020/21 Budget Revised Estimates	Variance Incr./ (Decr.)	2021/22 Budget Estimates
1	Administration and Governance	26,443	750	27,193
2	School Operations & Maintenance	111,223	(11,041)	100,182
3	Transportation	40,722	2,143	42,865
4	Temporary Accommodation	3,774	(1,424)	2,350
	Sub-Total Non Classroom	182,162	(9,572)	172,589

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

The following is related commentary regarding key line-item change:

- **#1 - Board Administration and Governance Cost's Increased.** There is an overall increase of 1% as a result of new collective agreements as well as some additional investment in new Employee Relation Investigator areas and the conversion of a Contract Recording Secretary to permanent status.
- **#2 - School Operations and Maintenance have decreased \$11.1M.** There is an overall increase in salary and benefits and utility costs but a greater reduction in one-time COVID -19 related costs as well as enrolment changes.
- **#3 - Transportation costs have a net increase of \$2.1M.** There are one-time costs increase due to school relocations, the continuation of COVID cleaning costs, and increase in the projected contract rates for buses.
- **#4 - Temporary Accommodation funding has decreased.** Due to a reduction for instructional space leasing cost funding has declined accordingly

Toronto Catholic District School Board

Volume V: Appendices

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

NON INSTRUCTIONAL

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Director's Office	6,385,549	6,385,549	6,661,500	\$ 275,951	4.3%
Communications	819,156	819,156	955,443	\$ 136,287	16.6%
Human Resources	7,548,472	6,033,193	6,086,970	\$ 53,778	0.9%
Business Administration	5,298,282	5,298,282	5,421,209	\$ 122,926	2.3%
Legal Fees	1,125,000	1,125,000	1,200,000	\$ 75,000	6.7%
Corporate Services	1,360,426	1,360,426	1,472,930	\$ 112,504	8.3%
Employee Relations	1,147,413	1,147,413	1,439,094	\$ 291,681	25.4%
Facilities Services & Planning Services	1,529,212	1,529,212	1,261,506	\$ (267,706)	-17.5%
Catholic Education Centre	2,621,081	2,621,081	2,570,791	\$ (50,290)	-1.9%
Transportation	39,661,690	40,721,550	42,865,090	\$ 2,143,540	5.3%
Operations & Maintenance	101,761,098	111,222,957	100,181,704	\$ (11,041,253)	-9.9%
Other Expenditures	123,771	123,771	123,771	\$ -	0.0%
Temporary Accommodation	3,435,732	3,773,704	2,349,704	\$ (1,424,000)	-37.7%
TOTAL	\$ 172,816,883	\$ 182,161,294	\$ 172,589,712	\$ (9,571,582)	-5.3%



**2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL
CLASSIFICATION**

Director's Office

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Director/Supervisory Officers Salaries	\$ 3,310,122	\$ 3,310,122	\$ 3,482,145	172,023	5.2%
Director/Supervisory Officers Benefits	1,019,187	1,019,187	974,652	(44,534)	-4.4%
Director & Supervisory Officers Professional Development	42,500	42,500	42,500	-	0.0%
Director & Supervisory Officers Other Expenses	43,680	43,680	43,680	-	0.0%
Office Support Staff Salaries	804,949	804,949	902,227	97,278	12.1%
Office Support Staff Benefits	242,853	242,853	294,036	51,183	21.1%
Trustees & Student Trustees Honorariums	273,008	273,008	272,014	(994)	-0.4%
Trustees & Student Trustees Other Expenses	279,490	279,490	280,484	995	0.4%
OCSTA Annual Membership Fee	210,978	210,978	210,978	-	0.0%
OCSOA Membership Fees	32,895	32,895	32,895	-	0.0%
Director's Office					
Printing	15,000	15,000	15,000	-	0.0%
Telephone	2,500	2,500	2,500	-	0.0%
Supplies	98,388	98,388	98,388	-	0.0%
Contractual Services	10,000	10,000	10,000	-	0.0%
TOTAL	\$ 6,385,549	\$ 6,385,549	\$ 6,661,500	275,951	4.3%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Communications

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Salaries	\$ 575,566	\$ 575,566	\$ 670,953	95,387	16.6%
Benefits	173,648	173,648	218,664	45,015	25.9%
Supplies & Services					
Car Allowance	4,116	4,116	-	(4,116)	-100.0%
Printing	7,500	7,500	7,500	-	0.0%
Telephone	4,000	4,000	4,000	-	0.0%
Supplies	54,326	54,326	54,326	-	0.0%
TOTAL	\$ 819,156	\$ 819,156	\$ 955,443	136,287	16.6%



2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Human Resources

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Salaries	\$ 5,078,429	\$ 3,914,352	\$ 3,874,140	(40,212)	-1.0%
Benefits	1,532,162	1,180,960	1,262,582	81,622	6.9%
Central Temporary Staffing	85,000	85,000	85,000	-	0.0%
Summer Help (Temporary Staffing)	85,000	85,000	85,000	-	0.0%
Negotiation Costs	125,719	125,719	125,719	-	0.0%
New Teacher Induction Program NTIP Provision	50,000	50,000	50,000	-	0.0%
Workplace Safety Team Professional Development Fund	50,000	50,000	50,000	-	0.0%
Whistle Blower Security	75,000	75,000	75,000	-	0.0%
Central Bargaining - OCSTA	43,017	43,017	55,384	12,367	28.7%
Car Allowance	24,696	24,696	24,696	-	0.0%
Professional Development	15,000	15,000	15,000	-	0.0%
Printing	8,000	8,000	8,000	-	0.0%
Telephone	11,406	11,406	11,406	-	0.0%
Supplies	97,250	97,250	97,250	-	0.0%
Recruitment of Staff	80,000	80,000	80,000	-	0.0%
Professional Services	117,811	117,811	117,811	-	0.0%
Software Fees & Licensing Fees	69,982	69,982	69,982	-	0.0%
TOTAL	\$ 7,548,472	\$ 6,033,193	\$ 6,086,970	53,778	0.9%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Business Administration

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Salaries	\$ 3,928,557	\$ 3,928,557	\$ 3,949,565	21,008	0.5%
Benefits	1,185,246	1,185,246	1,287,163	101,918	8.6%
Supplies & Services					
Materials Management	9,116	9,116	9,116	-	0.0%
Payroll Services	28,920	28,920	28,920	-	0.0%
Business Services	46,444	46,444	46,444	-	0.0%
Printing Services	(100,000)	(100,000)	(100,000)	-	0.0%
Bank Charges & Other Fees	25,000	25,000	25,000	-	0.0%
Audit Fees	100,000	100,000	100,000	-	0.0%
Employee Expense Reimbursement Software Maintenance	75,000	75,000	75,000	-	0.0%
TOTAL	\$ 5,298,282	\$ 5,298,282	\$ 5,421,209	122,926	2.3%



2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Legal Fees

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Legal Fees & Services - General Corporate & Safe Schools	\$ 150,000	\$ 150,000	\$ 150,000	-	0.0%
Legal Fees & Services - Employee Relations	625,000	625,000	700,000	75,000	12.0%
Legal Fees & Services - Planning & Facilities	350,000	350,000	350,000	-	0.0%
TOTAL	\$ 1,125,000	\$ 1,125,000	\$ 1,200,000	75,000	6.7%



2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Corporate Services

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Salaries	\$ 755,137	\$ 755,137	\$ 829,309	74,173	9.8%
Benefits	227,825	227,825	270,272	42,447	18.6%
Professional Development	82,700	82,700	82,700	-	0.0%
Printing	1,200	1,200	1,200	-	0.0%
Telephone	2,000	2,000	2,000	-	0.0%
Supplies	26,088	26,088	26,088	-	0.0%
Contractual Services	57,861	57,861	57,861	-	0.0%
Software Fees & Licensing Fees	3,500	3,500	3,500	-	0.0%
Car Allowance	4,116	4,116	-	(4,116)	-100.0%
Integrity Commissioner	150,000	150,000	150,000	-	0.0%
Parliamentarian	50,000	50,000	50,000	-	0.0%
TOTAL	\$ 1,360,426	\$ 1,360,426	\$ 1,472,930	112,504	8.3%



2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Employee Relations

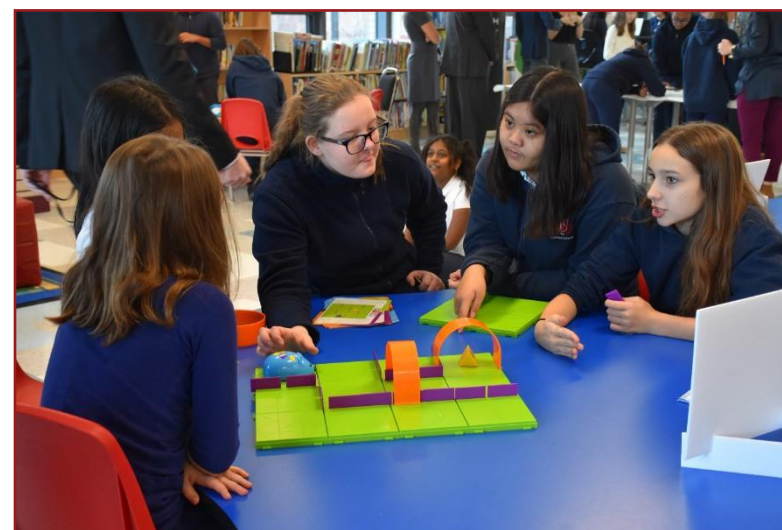
Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Salaries	\$ 834,188	\$ 834,188	\$ 1,029,781	195,593	23.4%
Benefits	251,675	251,675	335,606	83,931	33.3%
Professional Development	7,500	7,500	7,500	-	0.0%
Printing	10,000	10,000	10,000	-	0.0%
Telephone	3,000	3,000	3,000	-	0.0%
Supplies	13,770	13,770	25,927	12,157	88.3%
Professional Services	19,048	19,048	19,048	-	0.0%
Car Allowance	8,232	8,232	8,232	-	0.0%
TOTAL	\$ 1,147,413	\$ 1,147,413	\$ 1,439,094	291,681	25.4%



2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Facilities Services & Planning Services

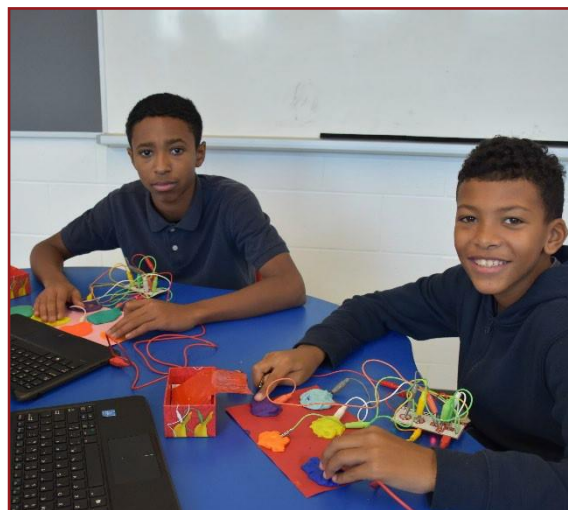
Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Salaries	\$ 1,134,266	\$ 1,134,266	\$ 911,659	(222,608)	-19.6%
Benefits	342,208	342,208	297,110	(45,099)	-13.2%
Supplies & Resources					
Facilities Services Department	12,243	12,243	12,243	-	0.0%
Capital Development Department	3,500	3,500	3,500	-	0.0%
Planning Department	18,000	18,000	18,000	-	0.0%
Development Services	2,995	2,995	2,995	-	0.0%
Admissions Department	1,000	1,000	1,000	-	0.0%
Facilities Legal Services Department	10,000	10,000	10,000	-	0.0%
Capital Planning Capacity Program	5,000	5,000	5,000	-	0.0%
TOTAL	\$ 1,529,212	\$ 1,529,212	\$ 1,261,506	(267,706)	-17.5%



2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Catholic Education Centre

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Custodial Salaries	\$ 418,809	\$ 418,809	\$ 373,236	(45,573)	-10.9%
Custodial Benefits	126,355	126,355	121,638	(4,717)	-3.7%
CEC Facility Utilities & Maintenance	600,000	600,000	600,000	-	0.0%
CEC Amortization of Previous Building Improvements	1,475,917	1,475,917	1,475,917	-	0.0%
TOTAL	\$ 2,621,081	\$ 2,621,081	\$ 2,570,791	(50,290)	-1.9%



2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Administrative Salaries	\$ 1,020,208	\$ 1,060,757	\$ 1,065,430	4,673	0.4%
Administrative Benefits	237,913	247,369	245,262	(2,107)	-0.9%
Temporary Assistance	50,000	50,000	50,000	-	0.0%
Office Supplies & Services	131,900	131,900	131,900	-	0.0%
TRANSPORTATION - REGULAR INSTRUCTION					
Excursions for Physically Challenged Students	14,969	14,969	15,008	39	0.3%
Ontario Schools Deaf & Blind	94,451	186,993	187,479	486	0.3%
Regular Home to School	17,357,902	17,357,902	17,403,033	45,131	0.3%
New Routes & Growth	246,973	-	-	-	0.0%
Student Safety	70,076	70,076	70,258	182	0.3%
Safe Schools	14,118	14,118	14,155	37	0.3%
Remedial Language	111,622	111,622	111,912	290	0.3%
Regular Transit Fares for Scholars & Children	36,114	36,114	36,728	614	1.7%
Safe Schools Transit Fares (Scholars)	16,024	16,024	16,296	272	1.7%
Summer School	486,444	486,444	489,245	2,801	0.6%
Bilingual Program Transit Fares (Scholars & Children)	32,438	32,438	32,990	551	1.7%
Exceptional Circumstances (Tickets)	537,375	517,375	526,170	8,795	1.7%
Fuel Escalation Charge Provision	170,000	170,000	170,000	-	0.0%
Software Fees & Licenses	180,926	180,926	192,178	11,252	6.2%
Transportation Consortium	150,639	150,639	167,288	16,649	11.1%
COVID 19	-	895,549	200,000	(695,549)	-77.7%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
TRANSPORTATION - SPECIAL EDUCATION					
Vision, Hearing & Speech	2,343,357	2,343,357	2,349,449	6,093	0.3%
Medical & Physically Challenged	9,100,259	9,100,259	9,123,919	23,661	0.3%
Special Education Transit Fares for Adults	4,869	4,869	4,952	83	1.7%
Developmentally Disabled Transit Fares for Scholars	8,346	8,346	8,488	142	1.7%
Special Transit Fares for Scholars & Children	256,867	256,867	261,234	4,367	1.7%
Developmentally Disabled	605,847	605,847	607,422	1,575	0.3%
Care & Treatment & Correctional Facilities Programs	1,123,571	1,123,571	1,126,492	2,921	0.3%
Special Education	4,360,128	4,648,866	5,153,433	504,567	10.9%
Co-operative Education (Special Education & W/C) & Transit Tickets	898,354	898,354	909,616	11,262	1.3%
ONE-TIME TRANSPORTATION SERVICES					
One-time Transportation Services due to New School Construction	\$ -	\$ -	\$ 2,194,753	2,194,753	100.0%
TOTAL	\$ 39,661,690	\$ 40,721,550	\$ 42,865,090	2,143,540	5.3%



2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Operations & Maintenance

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Salaries	\$ 47,783,741	\$ 49,783,741	\$ 47,255,981	(2,527,760)	-5.1%
Benefits	14,672,589	14,672,589	14,780,035	107,446	0.7%
Utilities	20,285,351	20,285,351	21,014,840	729,489	3.6%
Insurance	2,650,000	2,650,000	2,610,000	(40,000)	-1.5%
Professional Development Provision	93,445	93,445	99,875	6,430	6.9%
Printing and Photocopying	4,097	4,097	4,097	-	0.0%
Plant Operations Supplies	1,224,713	1,224,713	1,182,040	(42,673)	-3.5%
Automobile Reimbursement	60,709	60,709	60,709	-	0.0%
Travel Expense Allowance	110,166	110,166	110,166	-	0.0%
Vehicle Fuel	130,000	130,000	130,000	-	0.0%
Repairs-Custodial Equipment	150,000	150,000	141,600	(8,400)	-5.6%
Telephone Expense	106,432	106,432	217,999	111,567	104.8%
Office Supplies and Services	23,097	23,097	34,472	11,375	49.2%
Maintenance Supplies and Services	5,019,174	5,019,174	3,460,000	(1,559,174)	-31.1%
Vehicle Maintenance and Supplies	178,000	178,000	178,000	-	0.0%
Other Professional Fees (Health & Safety)	181,552	181,552	203,502	21,950	12.1%
Other Contractual Services	8,068,033	7,946,335	8,698,389	752,053	9.5%
COVID-19 Related Expenditures	1,020,000	8,603,556	-	(8,603,556)	-100.0%
TOTAL	\$ 101,761,098	\$ 111,222,957	\$ 100,181,704	(11,041,253)	-9.9%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Other Expenditures

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Parental Involvement Funding	121,771	121,771	121,771	-	0.0%
Partnership Development Department - Office Supplies & Services	2,000	2,000	2,000	-	0.0%
TOTAL	\$ 123,771	\$ 123,771	\$ 123,771	-	0.0%



Toronto Catholic District School Board

Volume VI: Financial Sustainability

FINANCIAL SUSTAINABILITY REQUIRES LOOKING FORWARD

School Board funding is almost entirely dependent on Provincial grants. Large portions of these grants remain stable year over year and therefore the TCDSB is able, to a certain extent, consider its sustainability beyond an annual budget process.

Historically, much concentration is placed on balancing the funding received by the Province with the planned expenditures for the year. Often a

Board may face one-time increases or decreases in expenditures, which puts the budget out of balance. It also may be faced with "structural deficits" arising from legislative or labour arbitration decisions essentially placing an ongoing cost burden that is greater than the funding received by the Province. In order to remain sustainable, the TCDSB should consider funding strategies that are beyond an annual view and that works within the current legislative permissions granted to it by the Province.



The TCDSB has established an Operating Contingency Reserve

The Operating Contingency reserve approved by the Board in the 2018-19 budget process acts as a contingency to offset future in-year deficits. This Reserve approved by the Board must operate with a minimum and maximum amount. The minimum would be 1% of the operating budget, while the maximum amount held in the reserve would be 2% of the operating budget. It should be noted that the Province has indicated that 2% is the optimal amount to be held in contingency. The Operating Contingency Reserve had a balance of \$47.5M at the start of the 2020-21 fiscal year.

This reserve may play a crucial role in the 2021-22 school year given the uncertainties surrounding COVID – 19. The Revised Budget Estimates for 2020-21 Estimated a deficit of approximately \$41.9M while the 2021-22 Budget Estimates are currently projecting \$19.7M deficit. The Operating Contingency Reserve will be used to fund this shortfall. In addition, for 2021-22 only TCDSB will need to temporarily use portions of other strategic reserves to cover an on-going COVID-19 related deficit. The Strategic reserves are expected to be replenished by the Ministry of Education's one-time Reserve "top up" program for COVID-19.

A RESERVE STRATEGY IS NECESSARY TO COMPLEMENT AN ACCUMULATED SURPLUS AND MITIGATE THE RISK AGAINST IN-YEAR DEFICITS

The Education Act allows School Boards to create something called “Reserves”. These are special purpose type funds that are restricted to a specific type of expenditure and can be funded by the Accumulated Surplus.

During the 2018-19 budget process, the TCDSB board approved the establishment of strategic reserves funded from accumulated surpluses, which may fund future projects, provide for operating contingencies, and provide funding for unexpected events and/or legislated liabilities.

Reserve funds play a very important role in TCDSB finances and provides a strong indicator of TCDSB's overall financial health. For this reason, the management of reserve funds is vitally important.

Staff brought forward a Reserve Policy that was approved by the board in fiscal year 2019-20. The policy is intended to establish consistent guidelines and standards, which will assist in the administration of reserve funds in a responsible and consistent manner.



RESERVE FUND CLASSIFICATIONS AND TYPES

Reserve funds are classified into the following three categories:

Strategic Reserve Funds (Discretionary)

These reserve funds can be used to better plan for the implementation of projects over the long-term. These funds will be used for high priority projects critical to the success of the organization moving into the future. These are fiscally prudent investments given their broad impact on the organization.

Reserve Funds for One-Time Projects (Discretionary)

An allocation of funds for which the Board of Trustees earmark, at their discretion, funding for a future expenditure, liability or other purpose. Funding is typically determined during the budget estimates, revised estimates or year-end financial results. These reserves are funded from various sources including, but not limited to, allocated revenues, accumulated surpluses, and dedicated contributions, etc.

Unspent funds during a fiscal year can be transferred to the Reserve only if the financial statements of the Board reflect an in-year and accumulated surplus position in the current fiscal year. The amount of unspent funds to be transferred is subject to change depending on the available in-year surplus as reported on the final year-end financial statements.

Reserve Funds (Obligatory)

Obligatory Reserve funds are prescribed for specific purposes through the Education Act or, act as a contingency to offset future in-year deficits. For example, mandated reserves exist for Education Development Charges (EDCs) and Proceeds of Disposition (POD).



Appearing below is a list of the Strategic Reserve funds set-up for the TCDSB and a plan as to how these reserves funds will be used in the future.

Strategic Reserve (Discretionary)

Information Technology Strategic System Reserve: This reserve will be used for the long-term financial planning for the replacement and/or update of major enterprise-wide systems. Fund Balance as of August 31, 2020, is \$24.2M.

Projects schedule for current and future years.

- The Student Information System project was approved by the Board of Trustees in January 2020 at \$14.1M over a 3 to 4-year period. The cost at the end of year 2 is estimated at \$2.5M and the balance will be required to complete the project.
- The SAP system used for Finance, Human Resources, and Facilities is due for replacement before 2027 as the vendor will no longer support the older version of SAP which has been running since 2000. To prepare for this project, TCDSB will need to carry out an assessment and pre-planning work in 2021-22 at a cost of \$0.2M. A replacement of SAP is expected to be a significant expense similar in scale to the Student Information System project.
- The Human Resources department needs a new solution to combine systems and processes to facilitate management of human resources, business processes, and data. This is a 2 to 3-year project to develop a strategy and implement a solution with recruitment and talent management as one of the initial deliverables to modernize and streamline hiring and on boarding practices at TCDSB. TCDSB is in the process of issuing an RFP for consultee assistance in the approach, project team structure and solution RFP. The cost of this project is estimated at \$3.5M with an estimated spend of \$2M in year one.
- TCDSB requires a new public website. The project was approved by the Board of Trustees in December 2019 at a cost of \$0.5M. TCDSB is in the process of issuing an RFP. The implementation will span the 2020-21 and 2021-22 school years.

The projected end balance of the IT Strategic Systems Reserve is expected to be \$5.9M including current project completion commitments in future years. Additional contributions to this reserve will need to be made to meet future demands including SAP replacement project which is estimated to be over \$20M.

	Year	\$M
Opening balance	August 31, 2020	24.2
Student Information System	2019-20 to 2022-23	14.1
SAP Project	2021-22	0.2
Human Resources Management System	2021-22 to 2022-23	3.5
Public Web Site	2020-21 to 2021-22	0.5
Projected Ending Balance after Commitments		5.9

Administrative Facility Reserve: This reserve restricts funding for the renewal activities of administrative buildings for which most PPF and Capital grants from the Province do not provide funding. Fund Balance as of August 31, 2020 is \$3.1M

Proposed projects schedule for current and future years.

Items	\$M
<u>Catholic Education Centre:</u>	
Security Desk reconfiguration	0.15
Washroom renovations	0.28
Lobby wall refinishing	0.01
Power washing exterior	0.05
Parking Garage 1 st floor repairs	1.10
Floor Workstation reconfigurations to increase capacity	0.05
Floor conversion of former York U space	0.02
Post-COVID-19 Safety modifications	0.10
<u>East Facilities:</u>	
Parking lot repaving and drainage repairs	0.15
Building envelope replacements (windows, roof, etc.)	0.60
Workstation reconfigurations	0.04
<u>West Facilities:</u>	
Drainage repairs in parking lot	0.15
Washroom renovations	0.28
Workstation reconfigurations	0.01
Building envelope upgrades	0.05
Total	3.06

Projected end balance of Reserve is expected to be approximately \$0.0M

Student Equity Strategic Reserve: This reserve sets aside funds that can be applied towards various equity initiatives across the Board. The Balance as of August 31, 2020 is \$3.1M

Projects schedule for current and future years.

- \$0.3M transferred to the playground reserve (approved by Board in-year) to be used up in 2020-21 fiscal year.
- \$0.5M for student devices distributed on an equity basis due to new remote Learning models driven by COVID-19.
- \$0.1M provided to the Angel foundation
- \$2.2M School block enhancements for the 2020-21 School Year.

Projected end balance of Reserve is expected to be approximately \$0.0M

	Year	\$M
Opening balance	August 31, 2020	3.1
Playground Reserve contribution	2019-20	0.3
Procurement of Devices-IPads	2020-21	0.5
Angel Foundation	2020-21	0.1
School Block Budget enhancements	2020-21	2.2
Projected Ending Balance after commitments		0.0

Information Technology Infrastructure Reserve Fund: This fund will be used for the replacement of Information & Communication Technology hardware equipment. Fund Balance as of August 31, 2020, is \$6.9M.

Projects schedule for current and future years.

- The TCDSB phone system is over 20 years old and in critical need of replacement. TCDSB is in the process of completing an RFP. The estimated one-time replacement cost of the phone system is \$3.5M.
- The TCDSB needs to replace outdated and out-of-support core servers and storage systems in the main data centre that support all systems. The cost of this hardware is estimated to cost \$0.6M over two years.

Projected end balance of the Information Technology Infrastructure Reserve is expected to be \$2.8M. Additional contributions to this reserve will need to be made to meet future demands including server and storage lifecycle replacement.

	Year	\$M
Opening balance	August 31, 2020	6.9
Telephone System*	2021-22	3.5
Core IT infrastructure	2020-21 to 2021-22	0.6
Projected Ending Balance after Commitments		2.8

*Note: Staff are reviewing the possibility of as to having the Telephone replacement costs be transferred to the School Renewal fund to free up Reserves. In addition, Wi-Fi Systems at Secondary Schools was shown here in previous years, but have since been covered by CVRIS. A residual amount for the Wi-Fi project of \$0.8M will be charged to the School Renewal budget.

Trustee Strategic Initiatives Reserve: This fund will be used to fund Board of Trustee strategic initiatives. Fund Balance as of August 31, 2020 is \$0.05M

Projects schedule for current and future years.

The Board of Trustees to provide direction during the course of the year.

Ward Priorities School Playground Reserve:

The 2019-2020 Playground Reserve has been fully allocated, except for a balance of \$13,297.82 in the Ward 2 as no eligible Ward 2 schools submitted Playground Reserve applications (N-tile score of 7 or higher). A status update report was provided to Board in January 2021. Since that date, the balance of funding that had been carried over for Ward 1 was awarded and project status updates have been issued to trustees for projects in their Wards. Most projects are expected to be completed in the summer of 2021.

Following from the Board's approval of the Audit Committee's recommendation to designate most of 2019-2020 in-year surplus Operating Contingency Reserve, no new funds will be available for the Playground Reserve for the 2020-2021 fiscal year.

2019-2020 Playground Reserve projects totalling \$691,582 were submitted and approved for federal COVID-19 Resilience Infrastructure Stream (CVRIS) funding. The Playground Reserve funding freed by the CVRIS funding which is being maintained for the time being as a contingency allowance for the CVRIS playground projects. Once these projects are complete, any balance not required for cost overages on the CVRIS projects may be allocated to new playground projects. The criteria and process for allocating the surplus have not yet been determined.

Toronto Catholic District School Board

Volume VI: Appendices

The Strategic Reserves have the following projected balances and commitments in millions of dollars estimated for the year end August 31, 2021.

Strategic Reserves	Balance Nov 2020	Committed	Uncommitted Balance
Operating Contingency	\$47.5	\$(39.7)	\$7.8
IT Strategic Systems	24.2	(18.3)	5.9
IT Infrastructure	6.9	(4.1)	2.8
Administrative Facilities	3.1	(3.1)	0.0
Student Equity	3.1	(3.1)	0
19-20 Trustee Strategic	0.05	0	0.05
Playgrounds Reserve	1.2	(1.2)	0



REPORT TO

REGULAR BOARD

DRAFT 2021-22 BUDGET ESTIMATES OVERALL AND INSTRUCTIONAL

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

Jeremiah 29:11

Created, Draft	First Tabling	Review
May 31, 2021	June 10, 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

Based on the GSN announcement to date, staff expect reductions across all program and service areas, to match the projected lower enrollment level.

The Ministry of Education announcements on May 4th affects program and service areas and addresses the return to school following the COVID-19 pandemic. Furthermore, the TCDSB is expecting lower enrollment compared to the current school year. As result of both factors, the 2021-22 Budget Estimates will contain reductions in both revenue and expenditures. However, given the uncertain nature of the COVID-19 Pandemic and the expected demands on the system to close the gap on student learning the TCDSB will not be able to deliver a balanced budget. With Ministry of Education permission, the TCDSB is expected to submit an overall budget estimate with a deficit of \$19.7M.

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

The overall Grants for Student Needs are projected to decrease. TCDSB is projected to derive approximately 93% of its operational revenues from the Provincial Grants for Student Needs (GSNs). The remaining funds are received in the form of Priorities and Partnership Funds (PPF) and other government agencies. Total funding is expected to decrease by approximately \$26.7M from the December 2020 Revised Estimates. 2021-22 Revenue projections are as follows:

	<i>2020-21</i>	<i>2021-22</i>	<i>Change</i>
	<i>(\$M)</i>	<i>(\$M)</i>	<i>(\$M)</i>
GSNs	1087.3	1072.2	(15.1)
Other Revenues	91.3	79.7	(11.6)
Total	1178.6	1151.9	(26.7)

The total change in expenditures from December 2020 Revised Budget Estimates to 2021-22 Budget Estimates is less \$48.8M.

	2020-21	2021-22	Change
	(\$M)	(\$M)	(\$M)
Instructional	1,002.8	958.7	(44.1)
Non-instructional	182.2	172.6	(9.6)
Other & PPF	35.6	40.4	4.8
Total	1,220.5	1171.7	(48.8)

The 2021-22 Budget Estimates will have a projected in-year deficit of \$19.7M. Total Revenues in the Budget Estimates is \$1,151.9M and the Expenditures is \$1,171.6M which will result in a net deficit of \$19.7. The deficit will be funded from a number of unallocated reserves and an unused portion of current year school block budget.

(\$M)	2020-21	2021-22
Operating Revenues	\$1,178.6	\$1,151.9
Less: Operating Expenditures	<u>\$1,220.5</u>	<u>\$1,171.6</u>
Surplus/(Deficit)	\$(41.9)	\$(19.7)
Operating Contingency Reserve	\$41.9	\$7.8
IT Infrastructure Reserve	0	\$2.8
IT System Reserve	0	\$3.1
Unused Block budget	0	\$6.0
Balanced Budget	\$0.0	\$0.0

In addition, the Ministry of Education has created a COVID-19 Reserve “top-up” program for COVID-19 Expenditures. This program could generate up to \$23M for the TCDSB by the completion of the 2021-22 school year. If the TCDSB is able to qualify for these funds, they will be used to replenish the used Reserves accounts as well as school block budget.

The cumulative staff time required to prepare this report was 180 hours.

B. PURPOSE

This report has been prepared for the Board of Trustees in order to receive the draft Introduction (Volume I), draft 2021-22 Budget Estimates for Revenues (Volume II), and draft Instructional Expenditure Categories (Volume III & IV), appearing in the attached 2021-22 Budget Book (Appendix A).

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

Budget Consultation Feedback

1. *The 2021-22 budget consultation launched on March 30, 2021.* The consultation included an enhanced webpage with supporting documents and tools for local school communities to initiate consultations in a number of ways. Consultation tools included website and social media, virtual town halls, online surveys, and Frequently Asked Questions (FAQs).
2. *On March 30, 31 and April 20, 2021, Virtual Town Halls were held from 6:00-7:30 p.m. with attendees able to access via Zoom and YouTube.*

3. *During April and May staff held several virtual meetings with stakeholders.* These meetings including unions, associations, Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education (OAPCE), and Special Education Advisory Committee (SEAC)
4. *Staff used input from the consultation process as a guide towards maintaining service levels were possible.* However, there are legislative restrictions, collective agreements and funding restrictions factored into making these difficult decisions. A report to Corporate Services Committee on June 8, 2021 will provide a detailed version of the results of the public consultation

Summary of Overall Changes and use of Reserves

1. The Revenue and Expenditure Changes for 2021-22 from Estimates to Revised Estimates is summarized in greater detail below:

DESCRIPTION	Amount \$M
REVENUE CHANGES:	
COVID- 19 related funding for Federal and Provincial	(26.1)
Stabilization Funding for Operations	(22.7)
GSN Allocation Reduction due to Enrolment	(3.0)
Other Various Revenue loss	(2.2)
International VISA Student decline in Enrolment	(1.8)
Total Estimates Revenue Loss for 2021-22	(55.8)
Other Various Revenue Grant Increases	12.8
COVID- 19 related funding Provincial – 2021-22	8.9
Priority and Partnership Funds (PPF)	7.4
Total Estimates Revenue Change for 2021-22	(26.7)
EXPENDITURE CHANGES:	
Net Reductions in Instructional staff costs	38.4
Net Reductions in School Operations staff costs	11.4
Net Reduction Student Devices costs	2.3
One Time School Block Allocation	2.3
Temporary Accommodations Grants	1.3
Total Estimates Expenditure decreases for 2021-22	55.7

Transportation cost increases	(2.1)
Other Operating Expenditures Increases	(4.8)
Total Estimates Expenditures Change for 2021-22	48.8
Opening In-Year Surplus/(Deficit)	(41.9)
Revenue Changes	(26.7)
Expenditure Changes	48.8
Closing In-Year Surplus/(Deficit)	(19.7)
FUNDING THE IN-YEAR DEFICIT	
Closing In-Year Surplus/(Deficit)	(19.7)
Withdrawals from Operating Contingency Reserve- Estimated at the end of Aug 31, 2022	7.8
Withdrawals from IT Infrastructure Reserve - Estimated at the end of Aug 31, 2022	2.8
Withdrawals from IT Systems Reserve - Estimated at the end of Aug 31, 2022	3.1
School Block Budget unused funds at Aug 31, 2021	6.0
Total Funds Used from Reserve	19.7

2. *The Ministry of Education is providing a reserve “top up” program for COVID-19 related costs up to 2% of 2021-22 Operating Allocation.* Should the TCDSB incur an in-year deficit over the current year and next year over 2%, the Ministry of Education will fund additional use of reserves up to 4%. This would mean that the TCDSB’s could receive additional ministry funding up to \$23M. However, only half of that or one percent will be available for the first 6 months. The final allocation will be based on boards submitted 2020-21 and 2021-22 Financial Statements.
3. **If the TCDSB receive this additional funding from the Ministry of Education, that are recommend that the following funds be replenished because they were used to fund the in-year deficit.** Funds would be replenished, based on the total amount provided the Ministry, in the following order:

Fund/Reserve	Amount \$M
Operating Contingency	7.8
IT System Reserve	3.1
IT Infrastructure Reserve	2.8
School Block budget carry-over	6.0

Any additional funds above these amounts would be flow to the Operating Contingency Reserve.

Summary of Instructional Expenditures

4. The chart below provides a comparison between the 2020-21 revised budget and the 2021-22 budget estimates by category. Following the table is a brief analysis of each Instructional line items explaining the differences between each year's budget. As noted, the overwhelming changes originate from classroom teachers to match lower enrolment.

	Instructional Related Expenditure Categories	2020/21 Budget Revised Estimates	Variance Incr./ (Decr.)	2021/22 Budget Estimates
1	Classroom Teachers	681,341	(34,277)	647,064
2	Occasional Teachers	33,322	100	33,422
3	Education Assistants	57,567	(1,862)	55,705
4	Designated Early Childhood Educators	29,348	(3,828)	25,520
5	Professional & Para-professionals	60,345	2,642	62,987
6	Textbooks & Classroom Supplies	23,615	(2,423)	21,192
7	Computers	13,473	(2,481)	10,992
8	Staff Development	2,474	-	2,474
9	In School Administration	72,935	(2,221)	70,714
10	Teacher Consultants & Coordinators	6,311	333	6,644
	Cont. Ed. (incl. International			
11	Language./Summer Schools.)	22,068	(79)	21,989
12	Other Operating Expenditures	35,550	4,822	40,371
	Sub-Total Classroom	1,038,349	(39,275)	999,075

The following is related commentary regarding key line-item change:

- **#1 - Classroom Teacher costs have reduced by \$34.3M.** This reduction was mostly due to the reduction in teachers to match enrollment and the withdrawal of some Long-term Occasional Teachers hired to augment the staffing at St Anne Catholic Academy. In addition, there is also a 1% overall increase in salaries as result of new collective agreements.

- **#2 - *The Occasional Teachers' costs remained general flat.*** However, given there will be less teachers in the system this essential means the overall occasional teacher budget is increasing on a per teacher basis.
- **#3 - *Educational Assistants cost were reduced by \$1.9M.*** This reduction was mostly due to the reduction in Educational Assistants to match enrollment. However, the overall reduction was somewhat dampened because 1% overall increase in salaries as result of new collective agreements. Separate COVID-19 funding will further help offset the decrease in staffing.
- **#4 - *Designated Early Childhood Educators costs have decreased by \$3.8M.*** This reduction was mostly due to the reduction in Early Childhood Educators to match enrollment. However, the overall reduction was somewhat dampened because 1% overall increase in salaries as result of new collective agreements.
- **#5 - *Professionals and Para-professionals have increased by \$2.6M mainly due to a shift in staffing categorization from other areas.*** The increase also included 1% overall increase in salaries as result of new collective agreements.
- **#6 - *Textbook and Classroom Supplies have decreased by \$2.4M.*** This is due to the removal of one-time funding for the School Block budget approved by the Board in December 2020 to be funded from the Equity Reserve and a decline in enrolment.
- **#7 - *Computer costs decreased by \$2.5M.*** This was due to reduction in one-time COVID-19 related costs.
- **#9 - *In School Administration, costs have decreased by \$2.2M.*** This was mostly due to a shift in staffing categorization from other areas such as Professional and Paraprofessionals.
- **#10 - *Teacher consultant's costs increased by \$0.3M.*** This cost increase is due to potential future investment in Equity and diversity portfolio.
- **#12 - *Other Operating Expenditures increased by \$4.8M.*** This is due to additional funds received for various projects in the Priorities and Partnership fund (PPF) such as the Broadband Modernization.

COVID-19 Funding Changes

5. ***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.***

6. One-time Federal funding of \$17.5M, based on current knowledge, will also not continue into the 2021-22 school year.

7. The TCSDB is receiving approx. 8.9M in new fund for COVID-19 related expenses in 2021-22. The use of the funds is somewhat restricted by the Ministry for selected categories of expenses. The following table describe how these funds will be used within the overall 2021-21 Budget.

Fund and Amount	Planned Use in \$M
COVID-19 Staffing (5.9M)	Used to keep staffing level higher than determined by enrollment in the following areas: <ul style="list-style-type: none"> • Teachers (14) – \$1.51 • St Anne Admin support (8) - \$0.75 • Educational Assistants (29) - \$1.61 • Secretaries and Clerks (10) - \$0.68 • Custodians/Maintenance (22) – \$1.35
Operations Support (\$0.61M)	Used to cover increase HVAC cost as result of additional operating time and use of improved filters.
Transportation (\$1.03M)	Used to cover increase transportation cleaning and keeping more bus route to reduce bus crowding.
Special Education (\$0.23M)	Assessment & Program Teachers (2)
Mental Health (\$0.30M)	Social Workers (3)
Re-engaging Students (\$0.82M)	To be determined. Awaiting more information from Ministry

E. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees. Staff will bring a finalized overall balanced budget to a Special Board Meeting later in June, for approval, that consolidates all input and direction received by trustees.

June 2021

2021-2022 BUDGET

Draft Budget Highlights

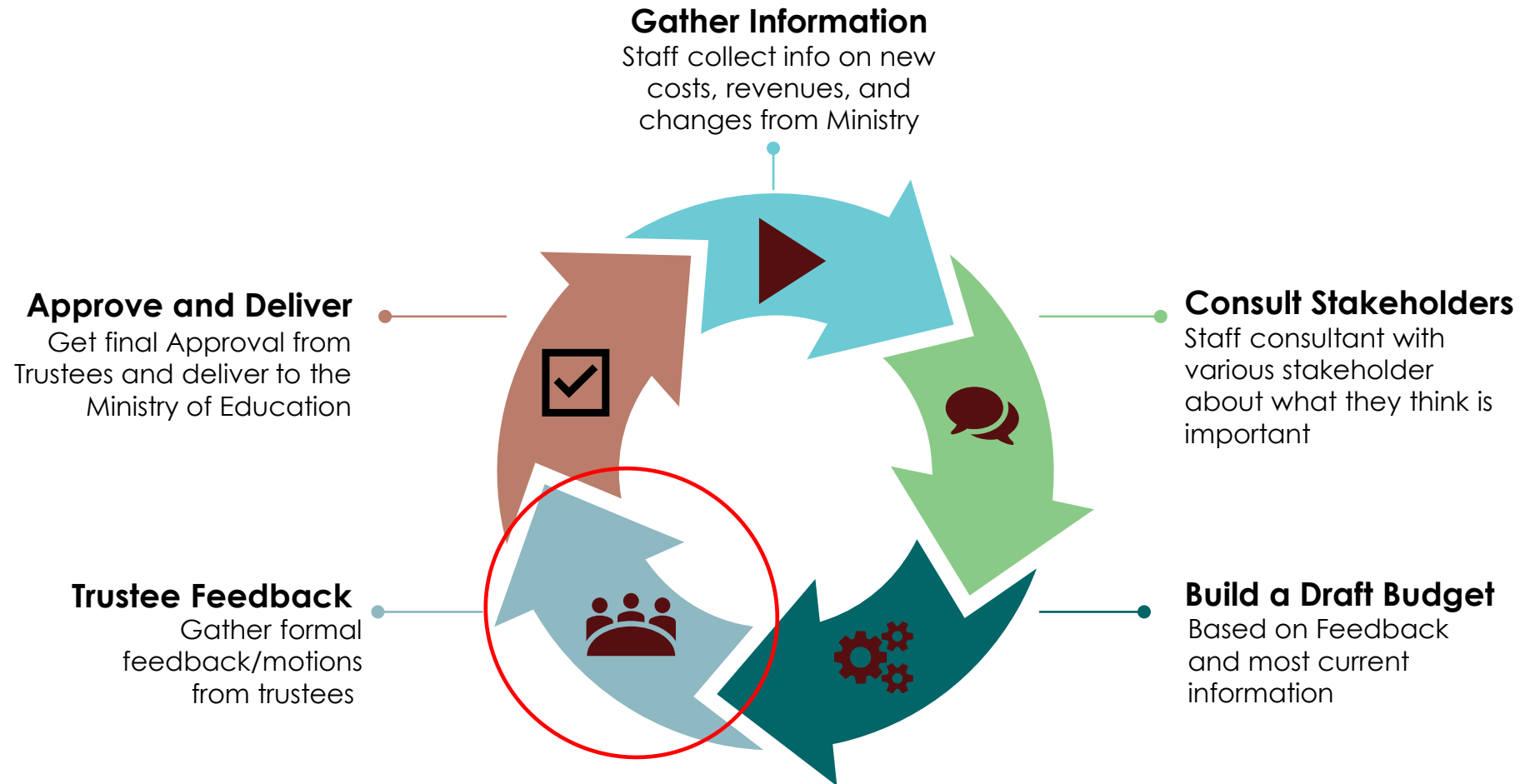


TOPICS FOR TODAY



- Budget Development Process – Current State
- Budget Inputs
- Enrolment Impact and Overall Changes
- Deficit Funding
- Focused Investments
- Next Steps and Questions

How we develop a Budget



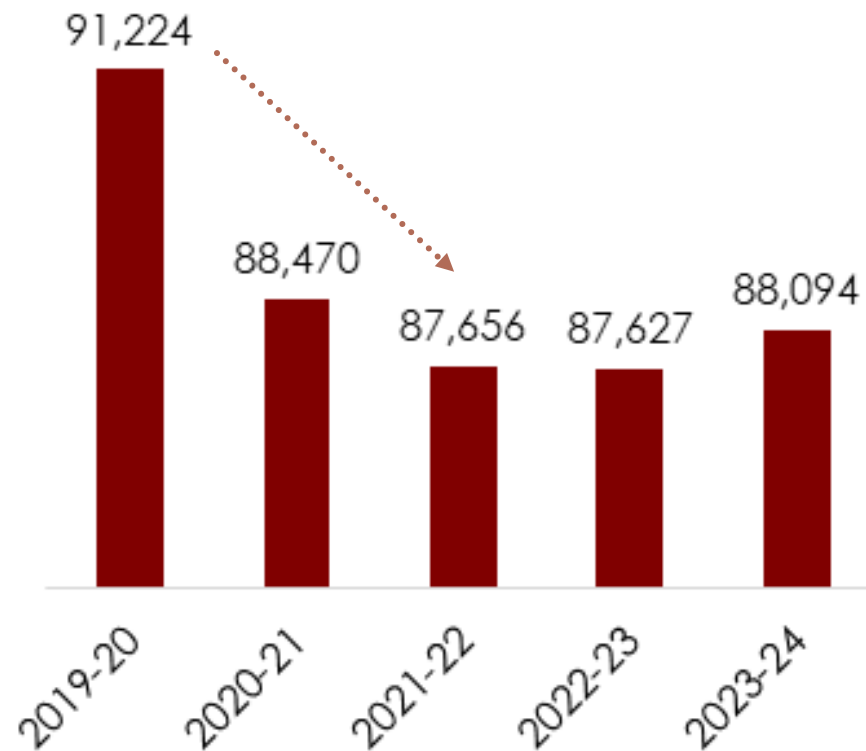
Key Budget Inputs

- ✓ GSN announcement from May 4th - 1 month late
 - ✓ Loss of COVID-19 Funding \$16.5M Provincial + \$17.5 Federal
 - ✓ Loss of \$22.7M Enrollment Stabilization
 - ✓ New temporary COVID-19 Funding of \$8.9M
- ✓ Enrollment Projection of ~3,500 less students (2,220 Elem + 1,300 Sec)
- ✓ Budget Consultation
 - ✓ P/VP and Special Education is important
 - ✓ Focus on Mental Health
 - ✓ Focus on COVID-19 Health and Safety
 - ✓ Focus on technology
 - ✓ Focus on Equity and Human Rights
 - ✓ Minimize impact of enrollment decline because of COVID



BIGGEST IMPACT - ENROLMENT DECLINE

Total Average Daily Enrolment



This Year's Impact

- ✓ Significant Enrolment decline from Pre-COVID-19
- ✓ Enrolment driving most staffing changes
- ✓ Budget helps continue to manage COVID-19
- ✓ Staff tried to minimize system impacts and provide a "path forward"



Caution for Next Year



- ✓ We need enrolment growth or more Government Funding
- ✓ Impacts next year could be more "painful"

SUMMARY OF OVERALL CHANGES

Revenue Changes	\$ Millions	Expense Changes	\$ Millions
Fed and Prov COVID-19 Funds	(26.1)	Instructional Staff	38.4
Enrolment Decline	(27.5)	School Operations Staff	11.4
Net other Revenues	10.6	Student Devices	2.3
New COVID-19 Funds	8.9	Net Other Expenses	(1.2)
PPF Funding	7.4	Transportation	(2.1)
Net Revenue Changes	(26.7)	Net Expense Changes	48.8

2020-21 Deficit	(41.9)	
2021-22 Revenue Changes	(26.7)	
2021-22 Expense Changes	48.8	
2021-22 Deficit	(19.7)	



Funding the Deficit

Item	Amount
Planning In-year Deficit	(\$19.7M)
Operating Contingency	\$7.8M
Unallocated IT System Reserve	\$3.1M
Unallocated IT Infrastructure Reserve	\$2.8M
Unused School Block budget carry-over	\$6.0M
Balance Needed	\$0

- ✓ Reserve and Block budget to be replenished later in the year with Ministry Reserve "Top-up" program in the order above



FOCUSED INVESTMENTS - COVID-19

Staffing (\$5.9M)	<ul style="list-style-type: none"> Teachers (14) St Anne Admin support (8) Educational Assistants (29) Secretaries and Clerks (10) Custodians/Maintenance (22)
Operations Support (0.61M)	<ul style="list-style-type: none"> HVAC cost as result of additional operating time and use of improved filters
Transportation (\$1.03M)	<ul style="list-style-type: none"> Increase transportation cleaning and keeping more bus route to reduce bus crowding
Special Education (\$0.23M)	<ul style="list-style-type: none"> Assessment and Program Teachers (2)
Mental Health (\$0.30M)	<ul style="list-style-type: none"> Social Workers (3)
Re-engaging Students (\$0.82M)	<ul style="list-style-type: none"> To be determined. Awaiting more information from Ministry

Note: not "new" positions, but "saved" from declining enrolment



FOCUSED INVESTMENTS – EQUITY, DIVERSITY, GOVERNANCE



Human Right and Equity Advisor, Equity, Diversity, Indigenous Education (0.3M)	<ul style="list-style-type: none">Investment to support a growing number of programs, services, and matters in the areas of diversity, equity, anti-racism, anti-Black racism, and anti-oppression
Recording Secretary (0.1M)	<ul style="list-style-type: none">Conversion of contract staff to permanent to continue to support governance such CPIC, GAP, etc

NEXT STEPS



- ✓ Trustee Feedback on Draft Budget
 - ✓ Changes need funding source
- ✓ Based on input, make changes
- ✓ Final Budget Special Board Meeting
 - ✓ If no changes – Motion to approve



Questions and Feedback



TORONTO CATHOLIC
DISTRICT SCHOOL

2021 - 2022 BUDGET ESTIMATES

Instructional



BOARD OF TRUSTEES

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

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

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

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



Trustee Joseph Martino
Ward 1: Etobicoke



Trustee Markus de Domenico
Ward 2: Etobicoke



Trustee Ida Li Preti
Ward 3: North York



Trustee Teresa Lubinski
Ward 4: Toronto/York/Etobicoke



Trustee Maria Rizzo
Ward 5: North York



Trustee Frank D'Amico, CD
Ward 6: York



Trustee Michael Del Grande
Ward 7: Scarborough/North York



Trustee Garry Tanuan
Ward 8: Scarborough



Trustee Norm Di Pasquale
Ward 9: Toronto



Trustee Daniel Di Giorgio
Ward 10: Toronto



Trustee Angela Kennedy
Ward 11: East York/Toronto



Trustee Nancy Crawford
Ward 12: Scarborough



Trustee Keith Andre Baybayon
Student Trustee: All TCDSB Schools



Trustee Kathy Nguyen
Student Trustee: All TCDSB Schools

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EXECUTIVE SUMMARY

Balancing fiscal responsibility with service to our students

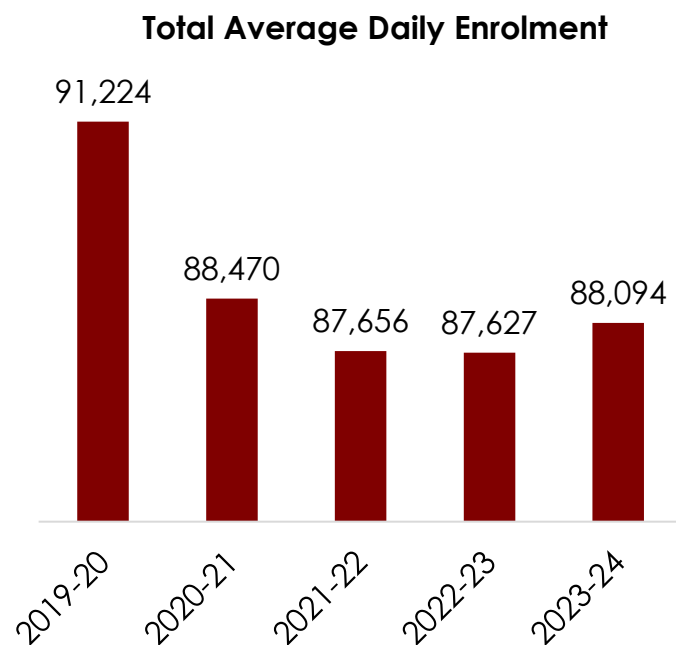
The Toronto Catholic District School Board's (TCDSB) budget process is largely about balancing the ongoing cost pressures associated with operating a large urban school board, and ensuring that students receive the best possible environment to encourage achievement and well-being through the lens of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

Overall, Average Daily Enrolment (ADE) has decreased. In comparison to the 2020-21 estimated ADE, the 2021-22 elementary ADE has decreased by 2,228, while the secondary ADE has decreased 1,340 for an overall decrease in enrolment of 3,568 ADE.

The Ministry of Education announcements on May 4th affects program and service areas and addresses the return to school following the COVID-19 pandemic. As mentioned above, the TCDSB is expecting lower enrollment compared to the current school year. As result of both factors, the 2021-22 Budget Estimates will contain reductions in both revenue and expenditures. However, given the uncertain nature of the COVID-19 Pandemic and the expected demands on the system TCDSB will not be able to deliver a technically balanced budget.



Our students and staff are at the Centre of the budget



The primary drivers of TCDSB's budget are student enrolment and the related staffing levels required in the classroom. Student Enrolment will decline by 3,568 students in the 2021-22 school year and is then expected to catch up to pre COVID -19 levels.

TCDSB at Budget Estimates time currently has 10,252.1 Full Time Equivalent (FTE) positions working at its 197 schools, Board Office and other administrative facilities. 2021-22 will see a net decrease in staffing due to one-time costs of COVID -19

Provincial Announcement Highlights – Grants for Student Needs (GSN)

1. ***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
Full Total	\$17.15
*50% of Funds Available	\$8.99M

2. ***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. As such, other sources might need to be used to offset a deficit that is greater than what is available in the contingency reserve.
3. ***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.
4. ***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.
5. ***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.
6. ***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.

7. ***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.

- 8. 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.
- 9. The ministry will provide a 2% cost benchmark 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).
- 10. Labour Funding Salary benchmark funding rates for 2021-22 will increase by 1%** as per Central Collective Agreements with employee union groups.
- 11. 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.
- 12. 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 \$3.1M for the Temporary Accommodation Allocation. Except for the Temporary Accommodations, these amounts are similar to previous years and not a material increase.

13. 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. These allocations are similar to the allocations from previous years and don't represent a material change in funding.

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 across the province. Further program details will be communicated to boards.	\$0.063M
TCDSB - Total		\$1.699M

The overall Grants for Student Needs are projected to decrease. TCDSB is projected to derive approximately 93% of its operational revenues from the Provincial Grants for Student Needs (GSNs). The remaining funds are received in the form of Priorities and Partnership Funds (PPF) and other government agencies. Total funding is expected to decrease by approximately \$26.7M from the December 2020 Revised Estimates. 2021-22 Revenue projections are as follows:

	2020-21 (\$M)	2021-22 (\$M)	Change (\$M)
GSNs	1087.3	1072.2	(15.1)
Other Revenues	91.3	79.7	(11.6)
Total	1178.6	1151.9	(26.7)

The total change in expenditures from December 2020 Revised Budget Estimates to 2021-22 Budget Estimates is less \$48.8M.

	2020-21 (\$M)	2021-22 (\$M)	Change (\$M)
Instructional	1,002.8	958.7	(44.1)
Non-instructional	182.2	172.6	(9.6)
Other & PPF	35.6	40.4	4.8
Total	1,220.5	1171.7	(48.8)

Total Revenues in the Budget Estimates is \$1,151.9M and the Expenditures is \$1,171.6M which will result in a net deficit of \$19.7. The deficit will be funded from a number of unallocated reserves and an unused portion of current year school block budget.

	(\$M)	2020-21	2021-22
Operating Revenues		\$1,178.6	\$1,151.9
Less: Operating Expenditures		<u>\$1,220.5</u>	<u>\$1,171.6</u>
Surplus/(Deficit)		\$(41.9)	\$(19.7)
Operating Contingency Reserve		\$41.9	\$7.8
IT Infrastructure Reserve		0	\$2.8
IT System Reserve		0	\$3.1
Unused Block budget		0	\$6.0
Balanced Budget		\$0.0	\$0.0

In addition, the Ministry of Education has created a COVID-19 Reserve “top-up” program for COVID-19 Expenditures. This program could generate up to a maximum \$23M for the TCDSB at the completion of the 2021-22 school year. If the TCDSB is able to qualify for these funds, they will be used to replenish the used Reserves accounts as well as school block budget.

Budget Consultation Feedback

The 2021-22 budget consultation launched on March 30, 2021. The consultation included an enhanced webpage with supporting documents and tools for local school communities to initiate consultations in a number of ways. Consultation tools included website and social media, virtual town halls, online surveys, and Frequently Asked Questions (FAQs).

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COVID- 19 related funding for Federal and Provincial	(26.1)
Stabilization Funding for Operations	(22.7)
GSN Allocation Reduction due to Enrolment	(3.0)
Other Various Revenue loss	(2.2)
International VISA Student decline in Enrolment	(1.8)
Total Estimates Revenue Loss for 2021-22	(55.8)

Other Various Revenue Grant Increases	12.8
COVID- 19 related funding Provincial – 2021-22	8.9
Priority and Partnership Funds (PPF)	7.4
Total Estimates Revenue Change for 2021-22	(26.7)
EXPENDITURE CHANGES:	
Net Reductions in Instructional staff costs	38.4
Net Reductions in School Operations staff costs	11.4
Net Reduction Student Devices costs	2.3
One Time School Block Allocation	2.3
Temporary Accommodations Grants	1.3
Total Estimates Expenditure decreases for 2021-22	55.7
Transportation cost increases	(2.1)
Other Operating Expenditures Increases	(4.8)
Total Estimates Expenditures Change for 2021-22	48.8
Opening In-Year Surplus/(Deficit)	(41.9)
Revenue Changes	(26.7)
Expenditure Changes	48.8
Closing In-Year Surplus/(Deficit)	(19.7)
FUNDING THE IN-YEAR DEFICIT	
Closing In-Year Surplus/(Deficit)	(19.7)
Withdrawals from Operating Contingency Reserve- Estimated at the end of Aug 31, 2022	7.8
Withdrawals from IT Infrastructure Reserve - Estimated at the end of Aug 31, 2022	2.8
Withdrawals from IT Systems Reserve - Estimated at the end of Aug 31, 2022	3.1
School Block Budget unused funds at Aug 31, 2021	6.0
Total Funds Used from Reserve	19.7

The Ministry of Education is providing a reserve “top up” program for COVID-19 related costs up to 2% of 2021-22 Operating Allocation. Should the TCDSB may incur an in-year deficit over the current year and next year over 2%, the Ministry of Education will fund additional use of reserves up to 4%. This would mean that the TCDSB's could receive additional ministry funding up to \$23M. However, only half of that or one percent will be available for the first 6 months. The final allocation will be based on boards submitted 2020-21 and 2021-22 Financial Statements.

If the TCDSB receives this additional funding from the Ministry of Education, Business Services staff recommend that the following funds be replenished because they were used to fund the in-year deficit. Funds would be replenished, based on the total amount provided the Ministry, in the following order:

Fund/Reserve	Amount \$M
Operating Contingency	7.8
IT System Reserve	3.1
IT Infrastructure Reserve	2.8
School Block budget carry-over	6.0

Any additional funds above these amounts would be flow to the Operating Contingency Reserve.

The TCDSB has established a Reserve Strategy

The Education Act allows School Boards to create something called “Reserves”. These are special purpose type funds that are restricted to a specific type of expenditure and can be funded by the Accumulated Surplus.

During the 2018-19 budget process, the TCDSB board approved the establishment of strategic reserves funded from accumulated surpluses, which may fund future projects, provide for operating contingencies, and provide funding for unexpected events and/or legislated liabilities.

Reserve funds play a very important role in TCDSB finances and provides a strong indicator of TCDSB's overall financial health. For this reason, the management of reserve funds is vitally important. More information on TCDSB use of Reserve can be found in Volume IV: Financial Sustainability of this Budget Book.

Toronto Catholic District School Board

Volume I: The TCDSB Context

This volume provides both an overview and details of the proposed 2021-22 Budget Estimates

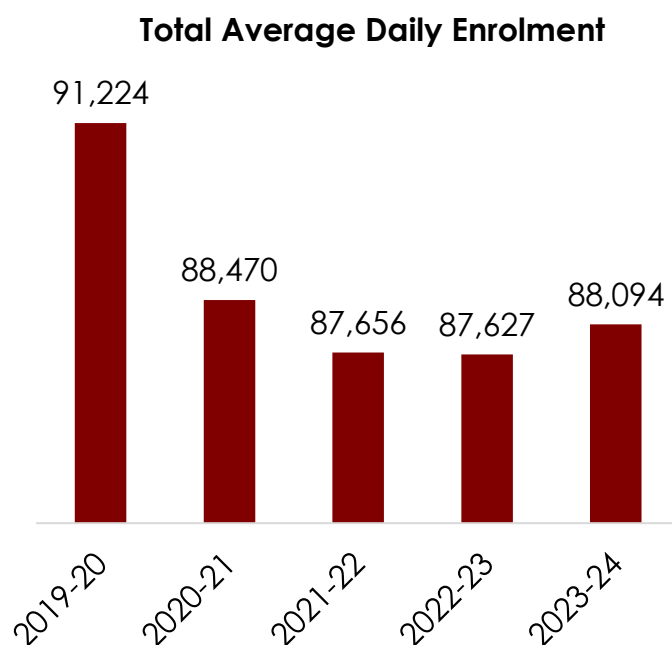
As Toronto Catholic District School Board (TCDSB) changes, so does its method of communicating a large and complex budget. The format of this book was changed a few years ago and was the first step in creating a format that can be used by trustees, parents, staff, students and other stakeholders to understand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



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

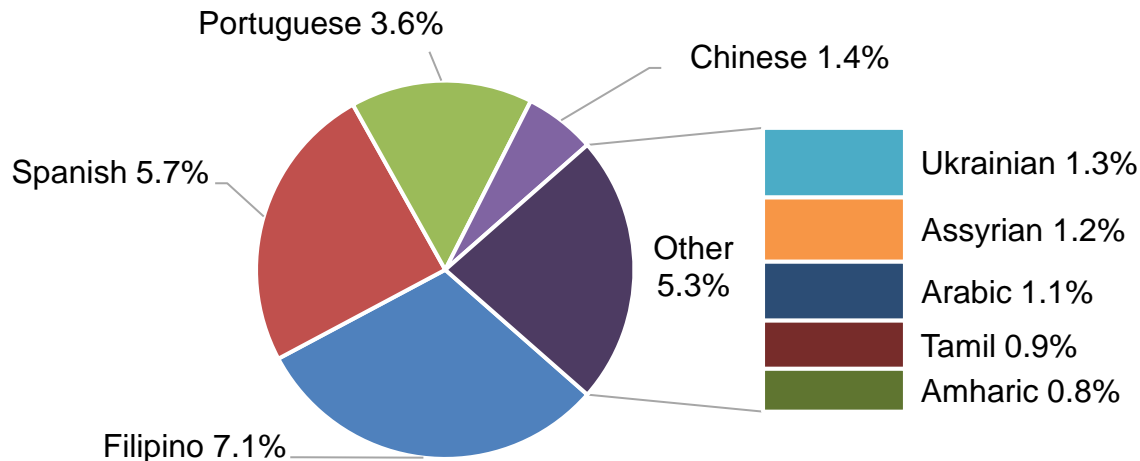
Our Students are the most valuable part of this organization

Our student enrolment is what drives the organization and consequently also the budget process. With a current student population of 88,470 in 166 Elementary Schools and 31 Secondary Schools, the TCDSB is one of the five largest Boards in Ontario (including Catholic and Public).



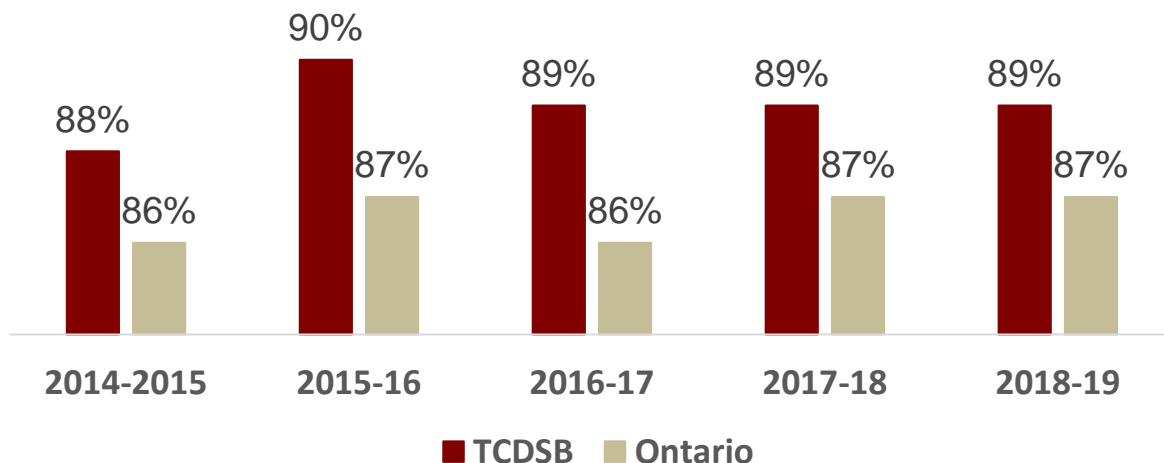
The TCDSB thrives in a large urban environment in Canada's largest city. It is a diverse population and TCDSB serves the Catholic population by embracing this diversity. The chart below describes the demographics through the lens of languages spoken. The information presented in the chart below contains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

Top 10 languages (other than English) within the TCDSB



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

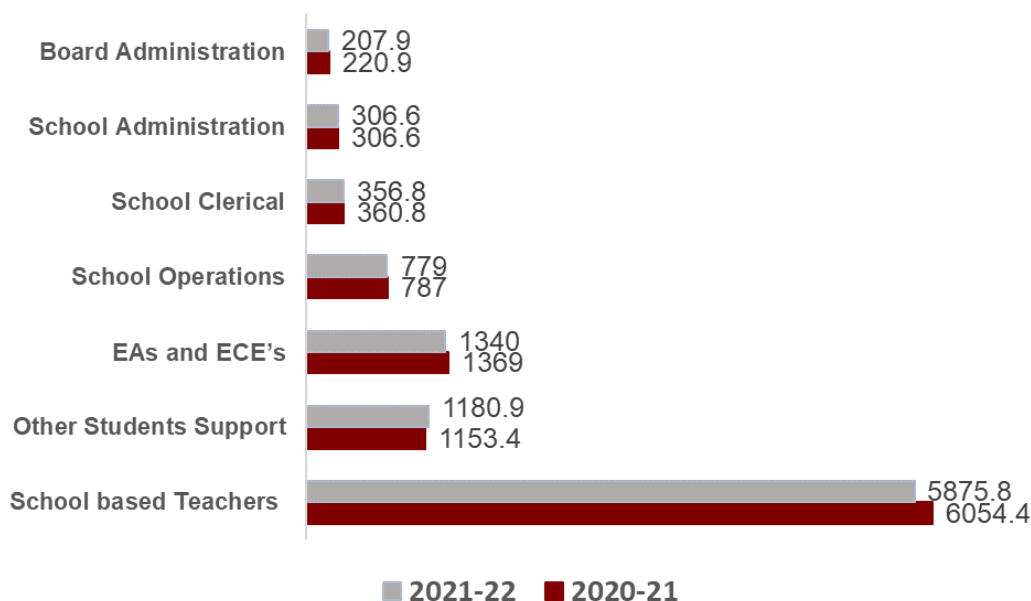
Graduation Rates - TCDSB Vs. Ontario Average



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

TCDSB is planning to have 10,047 FTE positions for the 2021-22 budget estimates. This is small, 2% decrease from last year while enrolment has declined about 4%. About 98% of staff operate at the school level. 58% of this staff is comprised of school-based teachers, while another 25% make up Education Assistants, Early Childhood Educators, and other Student Support staff. Another 14% of staff is composed of School Administration (Principals and Vice-Principals), school clerical staff, school operations and maintenance. The remaining 2% is for Board Administration including senior staff, payroll, HR, and other central services. Over the last few years, the TCDSB has continued to right-size its staffing levels to match with student enrolment and align expenditures to the funds received by the Province.

Staffing Full Time Equivalents (FTEs)



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

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

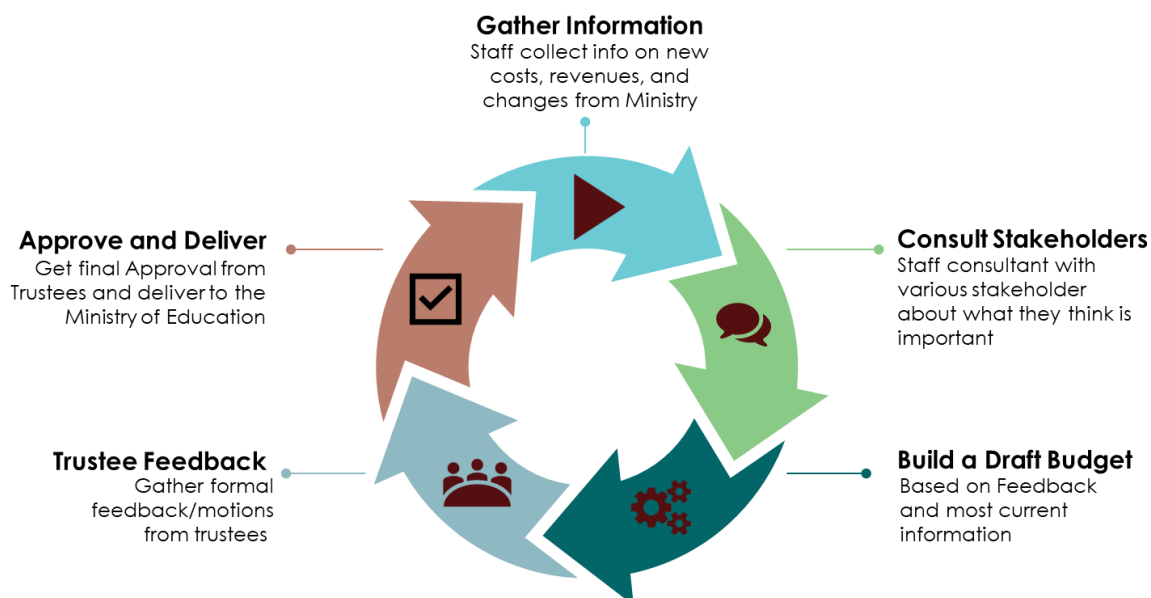
The current pandemic has impacted student transportation in a variety of ways. With many students electing to participate in remote learning the number of students transported dropped from 50,000 down to just under 30,000. Physical distancing is generally not possible on a school bus but with this reduction of riders, and with Ministry funding to retain buses, it has allowed the consortium to reduce the loads on many buses. This along with other transportation related measures such as masking for all students and drivers on the bus, disinfection of buses between shifts, keeping windows open for ventilation, and using assigned seating by cohorts was put in place to ensure the health and well-being of all our students and drivers.



Creating a budget is an iterative and consultative process

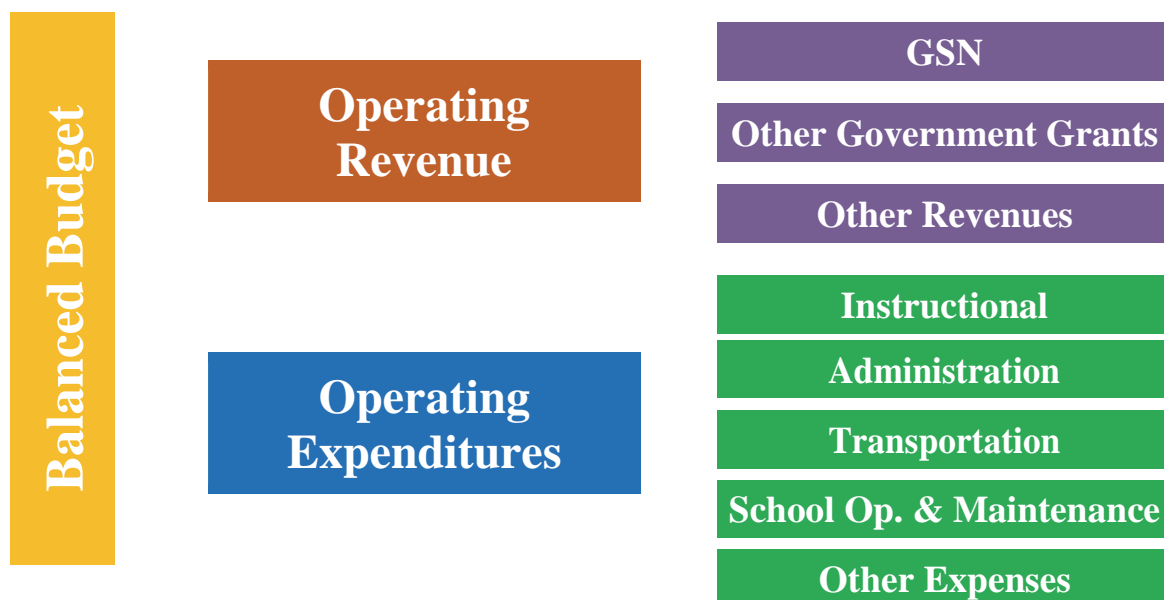
School boards are normally required to submit the Budget Estimates forms to the Ministry by the end of June. School boards are required to prepare their budgets in accordance with Public Sector Accounting (PSAB) Standards

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



The end-result of these meetings is the approval of the budget by the Board of Trustees for submission to the Ministry of Education. The goal is for the Board of Trustees to have a transparent and accountable budget to stakeholders, which ties into the goals of the Multi-Year Strategic Plan and Ministry guidelines. While COVID-19 and the late release of GSN information and delayed some steps in the process, staff still ensured there was opportunity through union consultations, a virtual town halls and a budget survey to gain feedback on the budget.

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



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

Operating Revenue	=	Operating Expenditures
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Toronto Catholic District School Board

Volume II: Operating Revenue

School Board Operating Revenues come from three major sources

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

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

The majority of operating funding received by TCDSB comes from the annual GSN. The GSN is a collection of grants, which supports funding for the classroom, school leadership and operations, specific student-related priorities and local management by school boards. The key determinant for these grants is enrolment. The measure of enrolment used for funding purposes is the average daily



enrolment (ADE) of pupils. Boards report the full-time equivalent of pupils enrolled for each school year as of October 31st and March 31st, the two '**count dates**' during a school board's fiscal year.

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

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

Funding for classrooms

focuses on providing classroom resources.

Funding for schools

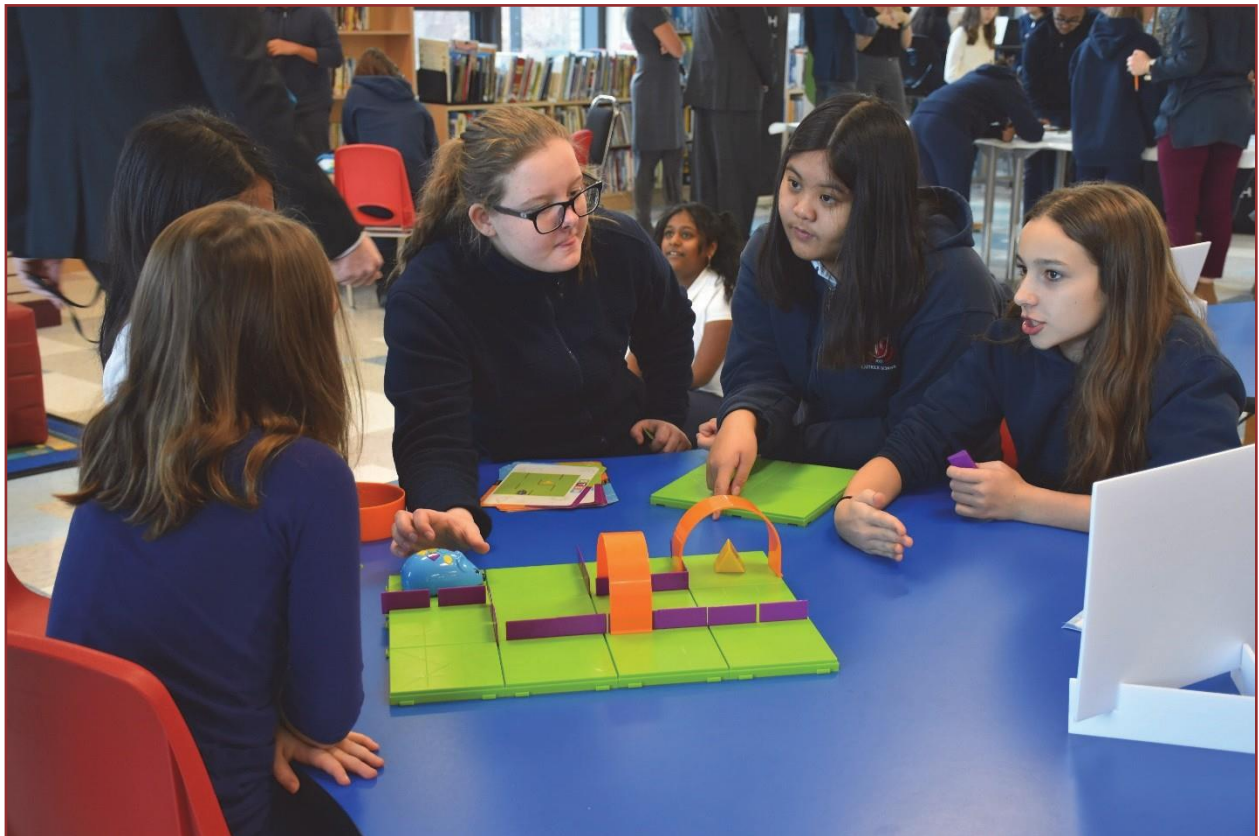
provides the resources to ensure schools have the leadership they need and are clean and well-maintained facilities for learning.

Funding a locally managed system

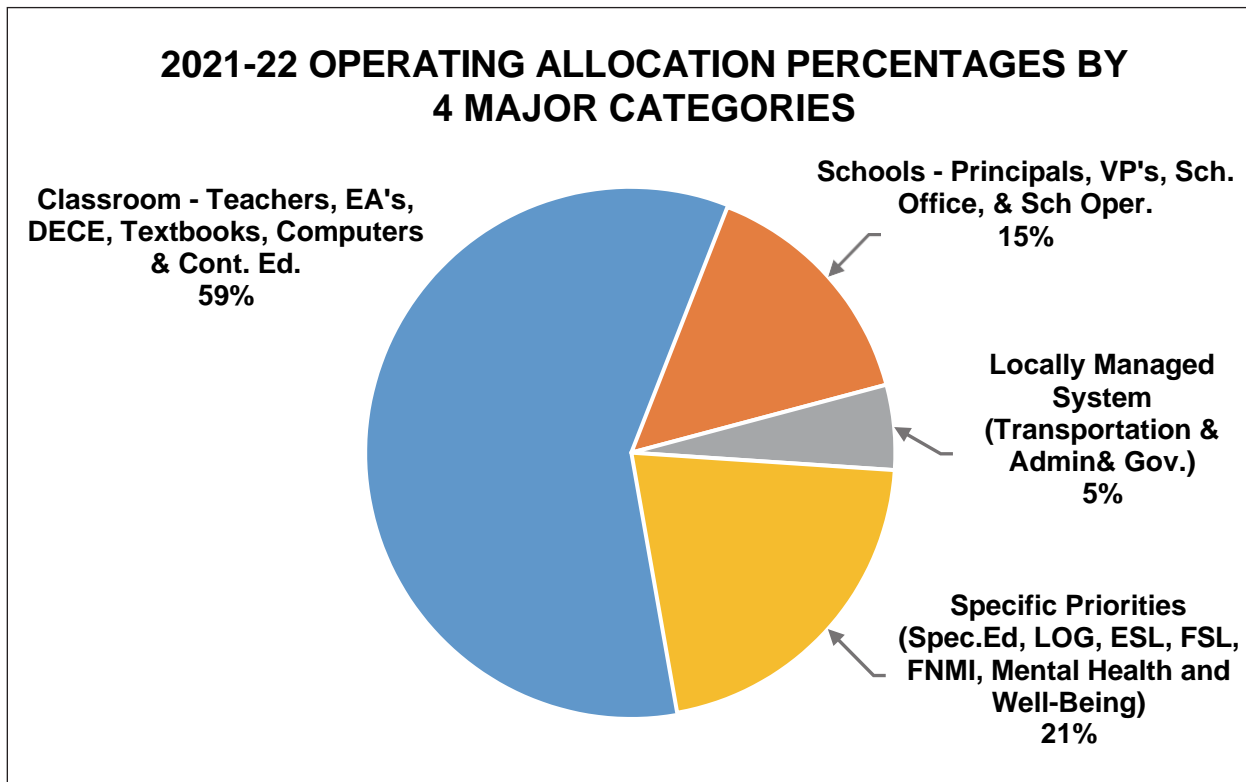
aims to ensure board leadership carries out focused activities to support alignment of resources.

Funding for specific priorities

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



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



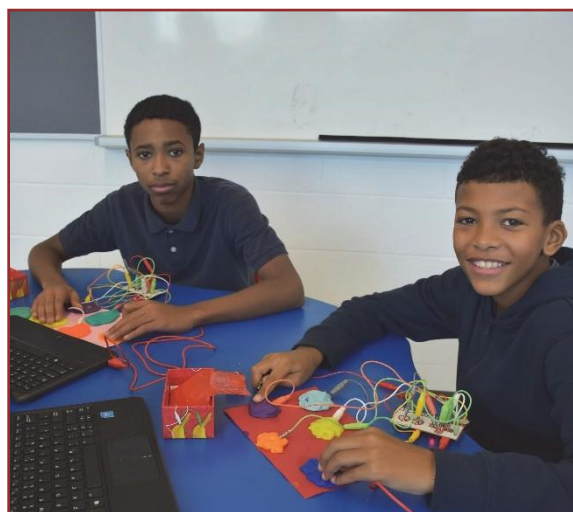
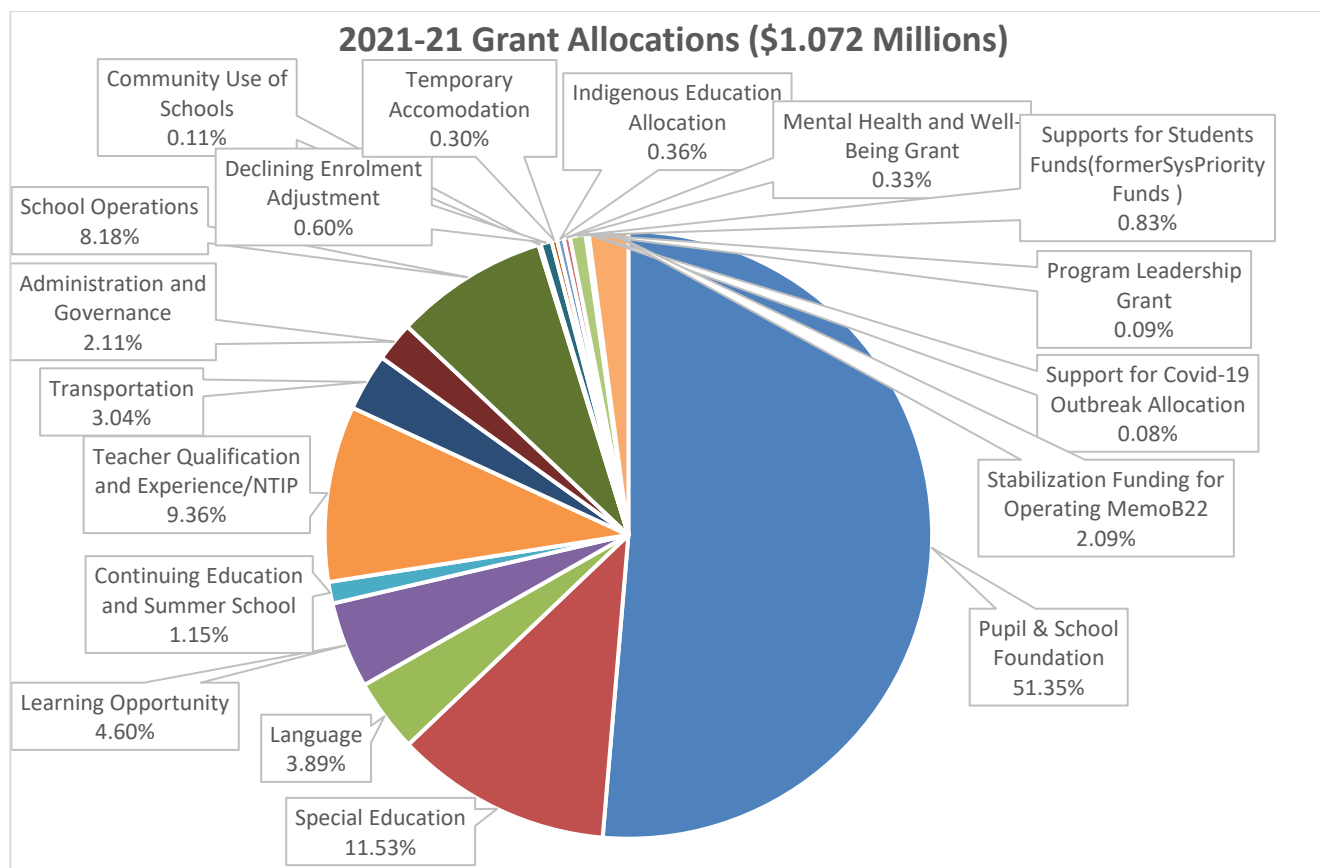
The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. So local school boards have flexibility in how they use funding, within the overall accountability framework. Appendix 2A provides a description of the specific grants under each of the headings above as well as the expected increases or decreases for TCDSB in the 2021-22 school year.

The following Chart summarizes the Grants for Student Needs (GSN's), PPF's and other revenues estimated to be received in 2021-22 with a comparison to the 2020-21 Revised Estimates. A decrease of (\$15.1M) in GSN's is estimated with an estimated decrease in PPF's and Other revenues of (\$11.6M) with some moving over to the GSN for a net decrease in operating revenues of (\$26.7M).

TCDSB 2021/22 Operating and Other Estimates (000's)				
		2020/21 Budget Revised Estimates	Variance Incr./ (Decr) from 20/21RevEst to 21/22Est.	2021/22 Budget Estimates
<u>Revenues</u>				
1 Pupil & School Foundation		558,360	595	558,955
2 Special Education		125,414	(250)	125,164
3 Language		42,332	3,014	45,346
4 Learning Opportunity		49,967	910	50,876
5 Continuing Education and Summer School		12,489	632	13,121
6 Teacher Qualification and Experience/NTIP		101,736	7,243	108,979
7 Transportation		33,090	184	33,274
8 Administration and Governance		22,939	(425)	22,514
9 School Operations		88,958	(282)	88,676
10 Community Use of Schools		1,242	(30)	1,212
11 Declining Enrolment Adjustment		6,499	(3,047)	3,451
12 Temporary Accommodation		3,217	(22)	3,195
13 Indigenous Education Allocation		3,901	(438)	3,463
14 Mental Health and Well-Being Grant		3,592	253	3,845
15 Supports for Students Funds(former Sys Priority Funds)		9,062	0	9,062
16 Program Leadership Grant		998	93	1,092
17 Support for Covid-19 Outbreak Allocation		841	(841)	0
17A Stabilization Funding for Operating MemoB22		22,684	(22,684)	0
18 Total Operating Grants		1,087,321	(15,097)	1,072,224
18A Grants Anticipated due to New Contracts		0	0	0
18B Other Grants & Other Revenues		91,315	(11,593)	79,722
19 Total Operating Grants and Other Revenues		1,178,636	(26,690)	1,151,946

**Numbers may not add due to rounding.*

The following chart provides a percentage breakdown of the grant allocations proposed for the 2021-22 budget.



Toronto Catholic District School Board

Volume II: Appendices

DESCRIPTION OF GSN FUNDING

FUNDING FOR SCHOOLS:

Pupil Foundation Grant

For 2021-22, funding through the Pupil & School Foundation Grant is projected to be \$492.7M for TCDSB.

The largest single element of the GSN TCDSB receives, provides funding for the salaries of classroom teachers, early childhood educators for full-day kindergarten, educational assistants, and other teaching staff such as teacher librarians and guidance counsellors. It also funds textbooks, classroom supplies and classroom computers. Includes a 1.0% Salary increase and Benefits gratuity decrease of -0.167%.

The grant is calculated on a per-pupil basis. There are five different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten (JK/SK), primary (grades 1 to 3), junior and intermediate (grades 4 to 8), intermediate supplementary (grades 7 to 8) and Grade 9-12.

Starting in 2021-22, secondary funding for classroom teachers is differentiated between online learning and in-person learning, reflecting different funded average class sizes (**30:1 for online learning and 23:1 for in-person learning**).

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.

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



Technology Resources - Moving to the Pupil Foundation Grant (PFG). 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 to ensure every school board receives a minimum amount of \$50,000. TCDSB is estimated to receive an amount is \$0.187M

Qualifications and Experience, DECE's & New Teacher Induction Program (NTIP) Grant

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

- The **Teacher Qualifications and Experience** allocation provides funding to boards with teachers who, because of their qualifications and experience, have average salaries different from the benchmark level used in the Pupil Foundation Grant. The secondary teacher qualification and experience allocation has been affected by the secondary class size decrease from 28:1 to 23:1 in 2020-2. Starting in 2021-22, based on the average class size of 30 for online learning, the Pupil Foundation Grant 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 Q&E is increasing by \$7.484M due to changes in Q&E Benchmark funding model.
- The **Online Learning Adjustment** of (-\$0.391M) has been moved to the Pupil foundation grant in 2021-22.
- The **Early Childhood Educators Qualifications and Experience** allocation

is provided for boards with early childhood educators who, because of their qualifications and experience have average salaries different from the benchmark. This year the ECE benchmark funding is being decreased by (\$0.409M).

- The **Benefits Trusts** allocation provides the incremental funding required to support the Employee Life and Health Trusts the Ministry has increased this by 1% or \$1.783M and will be flowed to the benefit trusts.
- The other allocations under this grant include NTIP Funding for programs to mentor and train new teachers (NTIP increase by 4%, \$0.02M).



Continuing education and other programs

This grant supports a range of programs aimed at adult learners and day school students, including secondary students who have completed more than 34 credits and wish to continue their studies. The grant is projected to total \$13.12M in 2021-22 for TCDSB:

- The adult day school allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year and has been moved into the Continuing Education category estimated at \$0.007M. (incl. 1% Salary rates increases)
- The high-credit day school allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies at the continuing education funding rate estimated at \$0.246M. (incl. 1% Salary rates increases)
- The summer school allocation supports programming offered during the summer for day school pupils. Estimated at \$5.63M (incl. 1% Salary rates increases).
- The continuing education allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of e-learning a secondary school graduation diploma. Estimated at \$5.108M (incl. 1% Salary rates increases).

- The other allocations of this grant support the teaching of international and indigenous languages at the elementary level estimated at \$0.756M (for the after-hours IL program & \$0M for the IL Day program) and assessments of mature students' prior learning. (There is also a 1.0% Salary increase).
- There is an international student's recovery amount of (\$1,300) per student claw back equals \$0.600M in the international student recovery amount claw back .



FUNDING FOR SCHOOLS:

School Foundation Grant

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. The total School Foundation Grant for TCDSB is projected to be \$66.23M in 2021-22. It is divided into an elementary school and a secondary school portion. This grant includes measures which:

- Recognize a school's size as well as its remoteness and whether it is operating in a minority language context; and
- Provide greater funding overall for principals in combined elementary and secondary schools (subject to minimum enrolment limits).
- School Administration funding has been added to schools operating in more than one campus. This is the fourth and final year of the four-year phase-in of the new School Foundation Grant definition of a school, which accounts for multiple campus facilities. This funding increase allows school boards to place more principals/vice-principals at schools that have more than one building.
- A 1% Salary Increase for School Secretaries
- 0% Salary increase for principals and vice-principals as they are still in discussions at the central bargaining table.
- **Parent engagement amount of \$500** per school has been moved from the Board Administration envelope. The total amount of \$0.122M

School Operations Grant & Temporary Accommodations Grant

This grant supports the costs of operating, maintaining and repairing school facilities. Under the formula, funding is adjusted for boards that have older schools with unique design features such as wide hallways, large shop spaces, and auditorium spaces. TCDSB is projected to receive \$88.68M in school operations, \$1.21M community use of schools and \$3.19M in temporary accommodations grants. The following is detailed description of the sub components and changes of the grant:

- The school operations allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil. To align with the proposed changes to secondary class size, the Supplementary Area Factor for school facility operations has been adjusted from 1.106 to 1.1072 to and has reduced the school Operations grant. This change will be phased in over five years. The 2021-22 impact to TCDSB is a (\$0.913M) reduction in school operations funding.
- An increase in funding is provided to recognize inflation in utilities and for a 1% Salary increase totaling +1.163M.
- The Capital Planning Capacity Allocation of \$0.310M has been moved to The School Operation Grant.
- Temporary Accommodation Grant has decreased by \$0.022M in 2021-22.

FUNDING FOR A LOCALLY MANAGED SYSTEM:

School Board Administration and Governance Grant

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities. In 2021-22, TCDSB is projected to receive \$22.5M. The following is detailed description of the subcomponents and changes of the grant:

- The board administration funding model, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of higher administrative expenses. This new model replaces a way of allocating funding that relied more heavily on the size of boards' enrolment. This year, a 1.0% Salary increase results in an increase of \$0.12M.
- Parent engagement \$500 per school totaling \$0.122M has been moved to the School Foundation Grant accounting for -\$0.122M for the total \$0.425M decrease

- Capital Planning Capacity Allocation of \$0.310M has been moved to the School Operation Grant accounting for another -\$0.310M of the \$0.425M decrease.
- In 2020-21, PPF funding for executive compensation of \$0.163M moved into Board Administration and \$0.144M curriculum and assessment implementation funding moved in 2020-21 continue to be in Board Administration in 2021-22.
- The other allocations of this grant include funding for trustee compensation

Student Transportation Grant

This grant provides school boards with funding to transport students to and from school. It is projected to be \$33.34M in 2021-22 for TCDSB:

- An enrolment adjustment is made available only for school boards with increasing enrolment, and is based on the percentage increase in enrolment.
- The fuel escalator and de-escalator provides funding increases or decreases by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price. The adjusted pegged prices are \$0.936 per litre for TCDSB.
- Details on the other allocations within this grant, which cover transportation to provincial or demonstration schools are \$0.185M an increase of \$0.095M, including funding for a school bus rider safety training of \$0.076M which remains unchanged

Declining Enrolment Adjustment

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining enrolment adjustment recognizes this need for extra time. The grant, is projected to be \$3.45M in 2021-22.



FUNDING FOR A SPECIFIC PRIORITY:

Learning Opportunities Grant

The Learning Opportunities Grant (LOG) provides funding to help students who are at greater risk of lower academic achievement. TCDSB is projected to receive a total \$50.88M in 2021-22.

- The **demographic allocation**, represents the largest share of LOG funding, is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, one-parent households, and recent arrival to Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports. (Increase of \$0.909M in demographic allocation, 1.0% increase for Salaries).
- The **Targeted Student Supports (TSS) Envelope** comprises six discrete allocations. These allocations, which directly support programs introduced over the past decade to improve student achievement, include the following:
 - **Literacy and Math outside the school day**, funds remedial courses or classes for students who are at risk of not meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test.
 - **Student Success, Grade 7 to 12**, funds a range of resources and activities to improve student engagement in secondary schools
 - **Grade 7 and 8 Student Success Literacy and Numeracy teachers**, recognizes the need to help students in earlier grades so they are better prepared for the transition to secondary school and beyond in the amount of \$1.065M
 - **Tutoring** helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing, or math in the amount of \$0.365M.
 - The **Specialist High Skills Major** program, allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector. The SHMS grant has increased by \$0.704M as the PPF funding has been moved into the GSN's in 2021-22 for a total of \$1.538M

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

Language Grant

This grant provides funding to meet school boards' costs for language instruction. It includes five allocations, and projected to total \$45.34M in the 2021-22 school year for TCDSB:

- **English as a Second Language / English Literacy Development** funding is provided to English-language school boards to support students who need extra help developing proficiency in English. It consists of a recent immigrant component to supports students who are eligible based on their country of birth and who have been in Canada four years or less, and a Diversity in English-Language Learner's (DELL) component that reflects an estimate of the number of children in a board whose language spoken most often at home is neither English nor French.
- **New for 2021-22 One-time funding -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, A time-limited mitigation funding estimated for TCDSB at \$17.2M is being provided for the English as a Second Language grant. The amount of grant is based on TCDSB's 2019-20 financial statements ESL enrolment data and generates top-up funding to get to TCDSB to this minimum amount if actual weighted enrolment falls below this level in 2021-22. This \$17.2M will not be available in 2022-23.
- **French as a Second Language** funding, available only to English-language boards, supports the costs of French instruction. It provides a per-pupil amount for each student. (Increase in enrolment due to the phase in of French immersion at +5 schools plus 1% Salary increase provides +\$0.816M in increase.

Indigenous Education Grant

The Indigenous Education Grant, supports programs designed for Indigenous learning. It is made up of four allocations, and is projected to total \$3.46M in 2021-22 for TCDSB as detailed below:

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

Mental Health & Well Being

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighborhoods. The grant, made up of two allocations, is projected to total \$3.46M in 2021-22:

- The **Mental Health & Well Being allocation \$1.704M** includes two components. One supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. The other supports programs for long-term suspended and expelled students, and prevention and intervention resources. Both components provide a per-pupil amount and also reflect a board's demographic characteristics and dispersion distance.
- The **Urban and Priority High Schools \$1.19M** allocation helps boards respond to challenges in select secondary schools, e.g. lack of access to community resources, poverty, conflict with the law, academic achievement issues or a combination of these factors.

- **Mental Health Workers \$0.800M** This funding supports regulated mental health workers in secondary schools to provide direct services to students and to support enhanced access through referrals to community mental health services for students in crisis. This allocation will be transferred from PPF grants and enveloped within the newly named Mental Health and Well-being Grant (formerly the Safe and Accepting Schools Supplement).
- **NEW funding Supporting Student Mental Health Allocation an increase of \$0.217M** 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.

2020-21 GSN Stabilization Funding

In November 2020 (B22-memorandum). School Boards were facing unexpected enrolment declines as a result of the Covid-19 pandemic which were unforeseen and therefore did not inform the development of the school board budgets. Therefore, to mitigate the financial impact of the unexpected enrolment decrease and ensure ongoing supports and programming for students, the ministry provided one-time funding stabilization for the 2020-21 school year only, through the establishment of a 2020-21 funding floor. This \$22.68M funding has been removed for 2021-22.

OTHER REVENUES:

VISA/International Student Revenue

Visa Student Fees for 2021-22 will decrease to \$7.56M subject to COVID-19 Pandemic influences, however; the Ministry's International Student Recovery of -\$1,300 per student will remove (\$0.614M) in GSN funds against these Visa Revenues in 2021-22.

Visa Student Revenue & Expense						
Fiscal Years 2016-17 to 2021-22						
	2016-17	2017-18	2018-19	2019-20	2020-21 RE	2021-22E
	2017	2018	2019	2020	2021	
International Student Enrolment (A.D.E.) Average Daily Enrolment						
Total International Student Enrolment ADE	1,293	1,364	1,281	1,092	584	472.5
Total Day & International Student Enrolment (ADE)	90,885	90,818	91,553	91,091	90,913	87,675
International Students as a % of Total Students	1.4%	1.5%	1.4%	1.2%	0.6%	0.5%
TUITION FEE REVENUE	19,866,289	21,891,020	19,273,803	17,388,816	9,348,000	7,560,000
Ministry Clawback- International Student Recovery Amt -\$1,300 per 2019-20 Onward				(1,420,185)	(759,525)	(614,250)
NET TUITION FEE REVENUE	19,866,289	21,891,020	19,273,803	15,968,631	8,588,475	6,945,750
% of International Student Revenue to Total Revenue	1.7%	1.8%	1.4%	1.3%	0.7%	
Weighed Average Revenue Rate Per International Pupil	15,366	16,045	15,042	15,917	16,000	16,000
Ministry Clawback- International Student Recovery Amt -\$1,300 per 2019-20 Onward				(1,300)	(1,300)	(1,300)
Net Weighed Average Revenue Rate Per Pupil after Ministry Clawback	15,366	16,045	15,042	14,617	14,700	14,700
DIRECT COSTS: International Ed Dept.						
Salary & Benefits	377,065	400,268	539,921	514,236	519,378	524,572
Commissions	2,777,843	3,324,049	3,119,277	3,031,490	1,386,897	1,121,624
Health Insurance	593,020	568,275	614,474	596,750	292,125	236,250
SCHOOL BLOCK	374,250	411,500	389,750	298,375	146,063	118,125
Supplies & Resources	8,461	14,776	26,879	297,833	146,063	118,125
	4,130,640	4,718,868	4,690,301	4,738,684	2,490,525	2,118,696
OTHER DIRECT COSTS						
Elementary Teachers (System wide)	266,382	387,303	454,454	492,983	265,729	184,460
Secondary Teachers (Sys-wide) 22:1 (23:1 2019-20 onward)	5,706,722	6,047,265	5,753,504	5,072,054	2,616,867	2,115,219
School Operations (PAC)	355,768	372,116	346,668	364,908	156,158	127,394
Student Support Services	3,228,788	3,294,682	3,361,920	3,361,920	1,808,155	1,462,308
Total Other Direct Costs	9,557,661	10,101,366	9,916,546	9,291,865	4,846,909	3,889,380
TOTAL COSTS	13,688,301	14,820,234	14,606,847	14,030,549	7,337,434	6,008,076
SURPLUS/(DEFICIT)	6,177,988	7,070,786	4,666,956	1,938,082	1,251,041	937,674

PPF Grants (Priority and Partnership Grants)

There are 3 PPFs transfers to GSN to further support the ministry's efforts to streamline funding while reducing administrative burden for transfer payment recipients. Some existing allocations will be transferred into the GSN beginning in 2021–22:

Specialist High Skills Major (SHSM)

This funding supports students in Grades 11 and 12 to gain 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 grant has decreased by \$0.768M

After-School Skills Development (ASSD)

The ASSD programs 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 the instructional day. This grant has decreased by \$0.159M

Attrition Offset Protection

Funding continues to be available through the Teacher Job Protection Fund for classroom teachers, if needed, in relation to the changes to class sizes in 2020–21. With this support in place, and the additional local flexibility for some school boards, it is a continued expectation for the upcoming school year that school boards will not lay-off teachers associated with changes to class sizes. Given the reduction in the funded average secondary class size to 23 in 2020–21, it is projected that no funding will be generated through this allocation in 2021–22. However, funding continues to be available if actual attrition and enrolment trigger funding through the allocation. In addition, the Supplementary Area Factors for base school facility operations, within the School Facility Operations and Renewal Grant, will be updated. TCDSB expects no funding as it has met the 23:1 class size average.

Toronto Catholic District School Board

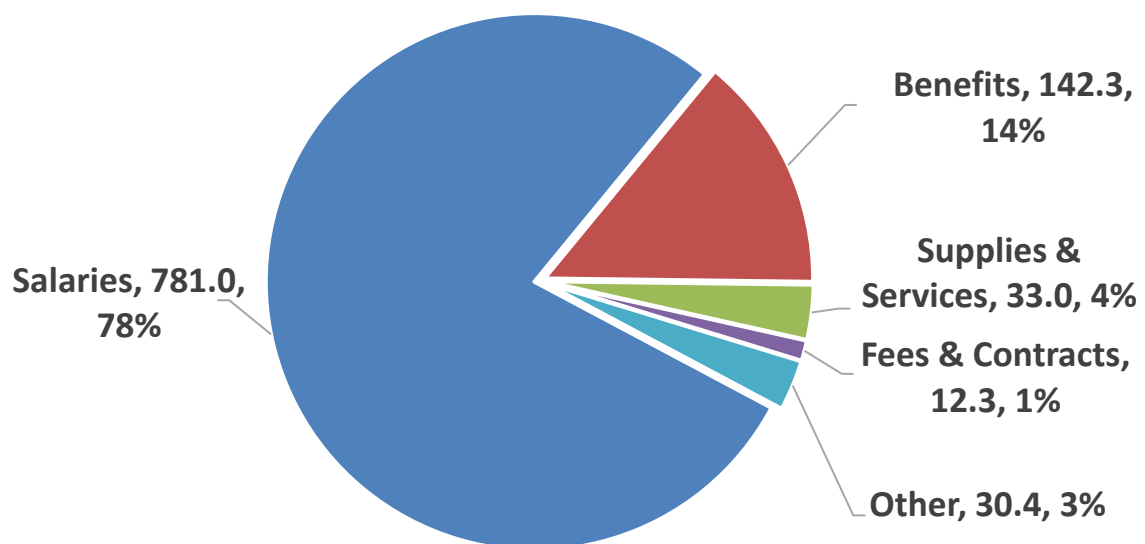
Volume III: Instructional Related Expenditures

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

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

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

2021-22 INSTRUCTIONAL EXPENDITURES BY CLASSIFICATION \$999.1M



The chart below provides a comparison between the 2020-21 revised budget and the 2021-22 budget estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget. As noted, the overwhelming changes originate from classroom teachers.

	Instructional Related Expenditure Categories	2020/21 Budget Revised Estimates	Variance Incr./ (Decr.)	2021/22 Budget Estimates
1	Classroom Teachers	681,341	(34,277)	647,064
2	Occasional Teachers	33,322	100	33,422
3	Education Assistants	57,567	(1,862)	55,705
4	Designated Early Childhood Educators	29,348	(3,828)	25,520
5	Professional & Para-professionals	60,345	2,642	62,987
6	Textbooks & Classroom Supplies	23,615	(2,423)	21,192
7	Computers	13,473	(2,481)	10,992
8	Staff Development	2,474	-	2,474
9	In School Administration	72,935	(2,221)	70,714
10	Teacher Consultants & Coordinators	6,311	333	6,644
	Cont. Ed. (incl. International			
11	Language./Summer Schools.)	22,068	(79)	21,989
12	Other Operating Expenditures	35,550	4,822	40,371
	Sub-Total Classroom	1,038,349	(39,275)	999,075

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

The following is related commentary regarding key line-item change:

- **#1 - Classroom Teacher costs have reduced by \$34.3M.** This reduction was mostly due to the reduction in teachers to match enrollment and the withdrawal of some Long-term Occasional Teachers hired to augment the staffing at St Anne Catholic Academy. 1% overall increase in salaries as result of the new provincially bargained collective agreements.
- **#2 - The Occasional Teachers' costs remained general flat.** However, given there will be less teachers in the system this essential means the overall occasional teacher budget is increasing on a per teacher basis.

- **#3 - Educational Assistants cost were reduced by \$1.9M.** This reduction was mostly due to the reduction in Educational Assistants to match enrollment. However, the overall reduction was somewhat dampened because 1% overall increase in salaries as result of the new collective agreements.
- **#4 - Designated Early Childhood Educators costs have decreased by \$3.8M.** This reduction was mostly due to the reduction in Early Childhood Educators to match enrollment. However, the overall reduction was somewhat dampened because 1% overall increase in salaries as result of the new collective agreements.
- **#5 - Professionals and Para-professionals have increased by \$2.6M mainly due to a shift in staffing categorization from other areas.** The increase also included 1% overall increase in salaries as result of the new collective agreements.
- **#6 - Textbook and Classroom Supplies have decreased by \$2.4M.** This is due to the removal of one-time funding for the School Block budget approved by the Board in December 2020 to be funded from the Equity Reserve and a decline in enrolment.
- **#7 - Computer costs decreased by \$2.5M.** This was due to reduction in one-time COVID-19 related costs.
- **#9 - In School Administration, costs have decreased by \$2.2M.** This was mostly due to a shift in staffing categorization from other areas such as Professional and Paraprofessionals as well as a reduction in enrolment.
- **#10 - Teacher consultant's costs increased by \$0.3M.** Three This cost increase is due to potential future investment in Equity and diversity portfolio.
- **#12 - Other Operating Expenditures increased by \$4.8M.** This is due to additional funds received for various projects in the Priorities and Partnership fund (PPF) such as the Broadband Modernization.

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

	2020/21	2021/22
Elementary Panel	Rev. Estimates (\$M)	Estimates (\$M)
Instructional Day School	556.8	527.9
School Office	48.4	46.7
Total Expense for Elementary Panel	\$605.2	\$574.6

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

	2020/21	2021/22
Secondary Panel	Rev. Estimates (\$M)	Estimates (\$M)
Instructional Day School	254.9	243.8
School Office	24.4	23.4
Total Expense for Elementary Panel	\$279.3	\$267.2

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

	2020/21	2021/22
Central	Rev. Estimates (\$M)	Estimates (\$M)
Instructional Day School	6.9	4.4
Student Support Services	48.3	50.0
Curriculum & Accountability	7.1	7.5
Staff Development	0.6	0.6
Student Success	2.9	2.9
Special Education Departments	4.3	4.4
Mental Health and Well-Being Team	0.2	0.2
Continuing Education	22.1	22.0
Computer Services & Information Technology	26.0	24.9
Other Non-Operating Expenditures	35.5	40.4
Total Expense for Elementary Panel	\$153.9	\$157.3

Toronto Catholic District School Board

Volume III: Appendices

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION – ELEMENTARY

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Instructional Day School	\$ 529,391,603	\$ 556,758,208	\$ 527,857,964	\$ (28,900,244)	-5.2%
School Office	47,183,660	48,396,175	46,747,419	\$ (1,648,757)	-3.4%
TOTAL	\$ 576,575,263	\$ 605,154,383	\$ 574,605,382	\$ (30,549,001)	-5.0%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
CLASSROOM TEACHERS - ELEMENTARY					
Classroom Teachers - Salaries	\$ 367,584,836	\$ 389,629,319	\$ 367,282,910	\$ (22,346,410)	-5.7%
Classroom Teachers - Benefits	56,120,957	59,489,354	58,153,984	\$ (1,335,371)	-2.2%
Librarian Teachers & Technicians - Salaries	4,589,992	4,589,992	4,587,711	\$ (2,280)	0.0%
Librarian Teachers & Technicians - Benefits	1,205,342	1,205,341	1,207,639	\$ 2,298	0.2%
Guidance Teachers - Salaries	2,045,890	2,055,834	2,087,334	\$ 31,500	1.5%
Guidance Teachers - Benefits	312,612	314,131	338,148	\$ 24,017	7.6%
Mileage Provision	406,000	406,000	406,000	\$ -	0.0%
TOTAL CLASSROOM TEACHERS	432,265,628	457,689,973	434,063,727	(23,626,246)	-5.2%
OCCASIONAL TEACHERS					
Elementary - Salaries	18,870,607	18,870,607	18,985,604	\$ 114,997	0.6%
Elementary - Benefits	3,959,638	3,959,638	3,911,350	\$ (48,288)	-1.2%
TOTAL OCCASIONAL TEACHERS	22,830,245	22,830,245	22,896,954	66,709	0.3%
EDUCATIONAL ASSISTANTS					
Elementary - Salaries	30,783,860	31,474,045	30,564,654	\$ (909,391)	-2.9%
Elementary - Benefits	10,247,947	10,477,710	9,906,004	\$ (571,705)	-5.5%
TOTAL EDUCATIONAL ASSISTANTS	41,031,807	41,951,755	40,470,659	(1,481,096)	-3.5%
DESIGNATED EARLY CHILDHOOD EDUCATORS					
Elementary - Salaries	22,008,005	22,951,797	19,199,654	\$ (3,752,142)	-16.3%
Elementary - Benefits	6,133,631	6,396,666	6,320,526	\$ (76,139)	-1.2%
TOTAL DESIGNATED EARLY CHILDHOOD EDUCATORS	28,141,636	29,348,462	25,520,180	(3,828,282)	-13.0%
TEXTBOOKS & CLASSROOM SUPPLIES					
Elementary School Block Allocation	4,960,287	4,775,773	4,744,444	\$ (31,329)	-0.7%
Invest 100k in each of the next 5 years in Elementary Music	152,000	152,000	152,000	\$ -	0.0%
Elementary CSLIT Student Leadership Fund	10,000	10,000	10,000	\$ -	0.0%
TOTAL TEXTBOOKS & CLASSROOM SUPPLIES	5,122,287	4,937,773	4,906,444	(31,329)	-0.6%
TOTAL	\$ 529,391,603	\$ 556,758,208	\$ 527,857,964	(28,900,244)	-5.2%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

School Office

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
ELEMENTARY					
Elementary Principal Salaries	\$ 21,991,844	\$ 23,065,817	\$ 22,076,275	\$ (989,542)	-4.3%
Elementary Principal Benefits	2,901,448	3,039,990	3,144,875	\$ 104,885	3.5%
Elementary Vice Principal Salaries	5,499,587	5,499,587	5,505,774	\$ 6,187	0.1%
Elementary Vice Principal Benefits	709,447	709,447	766,954	\$ 57,508	8.1%
Elementary Professional Development Provision	431,013	431,013	431,013	\$ -	0.0%
SECRETARIES					
School Secretary Salaries	10,431,023	10,431,023	9,950,970	\$ (480,053)	-4.6%
School Secretary Benefits	3,079,497	3,079,497	2,997,045	\$ (82,452)	-2.7%
Supply Secretary Costs	1,039,417	1,039,417	1,020,975	\$ (18,442)	-1.8%
OFFICE EXPENSES					
Principals & Vice Principal Expenses	28,310	28,310	28,310	\$ -	0.0%
Principals & Vice Principal Mileage Expenses	57,231	57,231	57,231	\$ -	0.0%
School Office Supplies allocation	83,655	83,655	83,655	\$ -	0.0%
School Office Furniture, Equipment and Computers	45,000	45,000	45,000	\$ -	0.0%
Orientation Centre, Program Ads	20,000	20,000	20,000	\$ -	0.0%
Course Reimbursement	10,000	10,000	10,000	\$ -	0.0%
School Telephones	856,188	856,188	609,341	\$ (246,847)	-28.8%
TOTAL	\$ 47,183,660	\$ 48,396,175	\$ 46,747,419	\$ (1,648,757)	-3.4%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION - SECONDARY

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Instructional Day School	\$ 251,213,384	\$ 254,859,787	\$ 243,782,023	\$ (11,077,764)	-4.3%
School Office	23,521,134	24,387,217	23,429,623	\$ (957,595)	-3.9%
TOTAL	\$ 274,734,519	\$ 279,247,004	\$ 267,211,646	\$ (12,035,358)	-4.3%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
CLASSROOM TEACHERS - SECONDARY					
Classroom Teachers - Salaries	181,689,817	184,294,366	173,837,414	\$(10,456,952)	-5.7%
Classroom Teachers - Benefits	27,305,421	27,703,396	27,448,603	\$ (254,793)	-0.9%
Librarian Teachers - Salaries	2,641,410	2,674,611	2,667,588	\$ (7,024)	-0.3%
Librarian Teachers - Benefits	403,607	408,681	432,149	\$ 23,469	5.7%
Guidance Teachers - Salaries	7,080,314	7,169,312	7,150,486	\$ (18,827)	-0.3%
Guidance Teachers - Benefits	1,081,872	1,095,471	1,158,379	\$ 62,908	5.7%
Mileage Provision	305,250	305,250	305,250	\$ -	0.0%
TOTAL CLASSROOM TEACHERS	220,507,691	223,651,088	212,999,868	(10,651,220)	-4.8%
OCCASIONAL TEACHERS					
Secondary - Salaries	8,633,708	8,633,708	8,690,817	\$ 57,109	0.7%
Secondary - Benefits	1,858,114	1,858,114	1,834,134	\$ (23,980)	-1.3%
TOTAL OCCASIONAL TEACHERS	10,491,822	10,491,822	10,524,951	33,129	0.3%
EDUCATIONAL ASSISTANTS					
Secondary - Salaries	11,253,331	11,715,282	11,505,644	\$ (209,637)	-1.8%
Secondary - Benefits	3,746,234	3,900,017	3,728,979	\$ (171,038)	-4.4%
TOTAL EDUCATIONAL ASSISTANTS	14,999,565	15,615,299	15,234,624	(380,675)	-2.4%
TEXTBOOKS & CLASSROOM SUPPLIES					
Secondary School Block Allocation	3,441,902	3,329,174	3,250,176	\$ (78,998)	-2.4%
Secondary High Cost Course Allocation	337,900	337,900	337,900	\$ -	0.0%
International Baccalaureate Programme - Michael Power & St. Joseph's	75,000	75,000	75,000	\$ -	0.0%
International Baccalaureate Programme - Pope John Paul II	58,943	58,943	58,943	\$ -	0.0%
International Baccalaureate Programme - St Mary CSS	50,000	50,000	50,000	\$ -	0.0%
International Baccalaureate Programme - St Basil The Great	50,000	50,000	50,000	\$ -	0.0%
Alternative Program & Placement for Limited Expulsion (A.P.P.L.E.)	18,000	18,000	18,000	\$ -	0.0%
Arrowsmith Programme (4 Sites Licenses and Supplies)	46,920	46,920	46,920	\$ -	0.0%
Student Council	16,000	16,000	16,000	\$ -	0.0%
Urban & Priority High School Grants - Msgr. Fraser	296,003	296,003	296,003	\$ -	0.0%
Urban & Priority High School Grants - J.C. McGuigan CSS	285,857	285,857	285,857	\$ -	0.0%
Urban & Priority High School Grants - St. Patrick's CSS	266,696	266,696	266,696	\$ -	0.0%
Urban & Priority High School Grants - Father Henry Carr	271,085	271,085	271,085	\$ -	0.0%
TOTAL TEXTBOOKS & CLASSROOM SUPPLIES	5,214,306	5,101,578	5,022,580	(78,998)	-1.5%
TOTAL	\$ 251,213,384	\$ 254,859,787	\$ 243,782,023	(11,077,764)	-4.3%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

School Office

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
SECONDARY					
Secondary Principal Salaries	4,642,619	5,409,743	4,659,477	\$ (750,266)	-13.9%
Secondary Principal Benefits	598,898	697,857	649,065	\$ (48,792)	-7.0%
Secondary Vice Principal Salaries	6,663,932	6,663,932	6,671,355	\$ 7,423	0.1%
Secondary Vice Principal Benefits	859,647	859,647	929,320	\$ 69,673	8.1%
Secondary Professional Development Provision	107,662	107,662	107,662	\$ -	0.0%
SECRETARIES					
School Secretary Salaries	7,354,378	7,354,378	7,244,322	\$ (110,056)	-1.5%
School Secretary Benefits	2,211,061	2,211,061	2,201,832	\$ (9,229)	-0.4%
Supply Secretary Costs	592,727	592,727	582,210	\$ (10,517)	-1.8%
OFFICE EXPENSES					
Principals & Vice Principal Expenses	9,160	9,160	9,160	\$ -	0.0%
Principals & Vice Principal Mileage Expenses	22,769	22,769	22,769	\$ -	0.0%
School Office Supplies allocation	16,345	16,345	16,345	\$ -	0.0%
School Office Furniture, Equipment and Computers	45,000	45,000	45,000	\$ -	0.0%
Orientation Centre, Program Ads	20,000	20,000	20,000	\$ -	0.0%
Course Reimbursement	10,000	10,000	10,000	\$ -	0.0%
School Telephones	366,938	366,938	261,107	\$ (105,831)	-28.8%
TOTAL	\$ 23,521,134	\$ 24,387,217	\$ 23,429,623	\$ (957,595)	-3.9%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION - CENTRAL

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Instructional Day School	\$ 6,819,240	\$ 6,928,210	\$ 4,405,304	\$ (2,522,906)	-36.4%
Student Support Services	46,183,199	48,311,453	50,025,488	\$ 1,714,035	3.5%
Curriculum & Accountability	7,115,691	7,115,691	7,451,881	\$ 336,190	4.7%
Staff Development	624,286	624,286	624,286	\$ -	0.0%
Student Success	2,906,078	2,906,078	2,896,373	\$ (9,705)	-0.3%
Special Education Departments	4,286,291	4,286,291	4,417,760	\$ 131,469	3.1%
Mental Health and Well-Being Team	151,500	151,500	151,500	\$ -	0.0%
Continuing Education	22,596,974	22,067,765	21,988,795	\$ (78,970)	-0.4%
Computer Services & Information Technology	23,314,477	26,005,966	24,924,534	\$ (1,081,433)	-4.2%
Other Non-Operating Expenditures	36,248,866	35,549,547	40,371,441	\$ 4,821,894	13.6%
TOTAL	\$ 150,246,603	\$ 153,946,788	\$ 157,257,362	\$ 3,310,574	2.2%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
TEXTBOOKS & CLASSROOM SUPPLIES					
Culturally Responsive & Relevant Pedagogy - School Block Budget	200,000	2,400,000	200,000	\$ (2,200,000)	-91.7%
French Immersion - Support	121,600	121,600	121,600	\$ -	0.0%
Outdoor Education	814,567	814,567	791,661	\$ (22,906)	-2.8%
Classroom Needs Provision	100,000	100,000	100,000	\$ -	0.0%
Superintendents Special Project Funds	26,950	26,950	26,950	\$ -	0.0%
School Nutrition Programs - Angel Foundation for Learning	100,000	100,000	100,000	\$ -	0.0%
International Languages & Other Programs Learning Resources	93,000	93,000	93,000	\$ -	0.0%
School Projects	100,000	100,000	100,000	\$ -	0.0%
Mini Olympics	20,000	20,000	20,000	\$ -	0.0%
Pediculosis Program	45,000	45,000	45,000	\$ -	0.0%
Religious Retreats & Chaplains	50,000	50,000	50,000	\$ -	0.0%
Educational Software - Curriculum	-	44,015	44,015	\$ -	0.0%
Commission, Health Insurance and School Budget Transfer for VISA St	4,135,045	2,000,000	1,700,000	\$ (300,000)	-15.0%
Indigenous Education Allocation	1,013,078	1,013,078	1,013,078	\$ -	0.0%
TOTAL TEXTBOOKS & CLASSROOM SUPPLIES	6,819,240	6,928,210	4,405,304	(2,522,906)	-36.4%
TOTAL	\$ 6,819,240	\$ 6,928,210	\$ 4,405,304	(2,522,906)	-36.4%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Student Support Services

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Student Support Salaries	\$ 6,546,368	\$ 7,965,472	\$ 8,512,045	\$ 546,574	6.9%
Student Support Benefits	1,757,717	2,126,258	2,306,952	\$ 180,694	8.5%
Child Youth Worker Salaries	9,417,095	9,687,485	9,549,255	\$ (138,231)	-1.4%
Child Youth Worker Benefits	2,526,585	2,596,805	2,634,484	\$ 37,679	1.5%
Psychologist Salary	5,273,105	5,273,105	5,285,246	\$ 12,141	0.2%
Psychologist Benefits	1,403,966	1,403,966	1,440,800	\$ 36,834	2.6%
Social Worker Salaries	5,763,880	5,763,880	5,940,610	\$ 176,730	3.1%
Social Worker Benefits	1,528,531	1,528,531	1,660,349	\$ 131,817	8.6%
Speech & Language Salaries	4,109,193	4,109,193	4,197,644	\$ 88,451	2.2%
Speech & Language Benefits	1,089,940	1,089,940	1,144,311	\$ 54,371	5.0%
Elementary Lunchtime Student Supervisors	1,364,569	1,364,569	1,364,569	\$ -	0.0%
Translators & Interpreter Services	100,000	100,000	100,000	\$ -	0.0%
Experiential Learning	426,458	426,458	424,566	\$ (1,892)	-0.4%
EAP Costing	750,000	750,000	750,000	\$ -	0.0%
Ontario Focused Intervention Partnership (OFIP) Tutor	376,376	376,376	365,098	\$ (11,278)	-3.0%
Car Allowance	20,580	20,580	20,580	\$ -	0.0%
Mileage & Cellular Phone Provision	664,096	664,096	664,096	\$ -	0.0%
Specialist High Skills Major (SHSM)	505,463	505,463	1,084,455	\$ 578,992	114.5%
TDSB Vision Services	424,852	424,852	424,852	\$ -	0.0%
Secondary Student Supervisors	1,867,984	1,867,984	1,890,080	\$ 22,096	1.2%
Contracted Child Support Workers	200,000	200,000	200,000	\$ -	0.0%
MISA - Managing Information for Student Achievement	66,440	66,440	65,497	\$ (943)	-1.4%
TOTAL	\$ 46,183,199	\$ 48,311,453	\$ 50,025,488	\$ 1,714,035	3.5%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Curriculum & Accountability

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Coordinators & Resource Teachers Salaries	\$ 5,274,482	\$ 5,274,482	\$ 5,717,563	\$ 443,082	8.4%
Coordinators & Resource Teachers Benefits	973,669	973,669	864,496	(109,174)	-11.2%
Mobile Phone Provision	4,365	4,365	4,365	-	0.0%
Mileage Expenses	10,000	10,000	10,000	-	0.0%
Supplies & Resources					
Religion	39,724	39,724	39,724	-	0.0%
Physical Education	86,068	86,068	86,068	-	0.0%
Dramatic Arts	14,445	14,445	14,445	-	0.0%
Social Studies	11,436	11,436	11,436	-	0.0%
Math	19,862	19,862	19,862	-	0.0%
Language Arts	45,140	45,140	45,140	-	0.0%
Music	56,576	56,576	56,576	-	0.0%
French	27,686	27,686	27,686	-	0.0%
Visual Arts	22,871	22,871	22,871	-	0.0%
Co-operative Education	9,028	9,028	9,028	-	0.0%
Ontario Youth Apprenticeship Program	35,163	35,163	35,163	-	0.0%
Science & Family Studies	45,742	45,742	45,742	-	0.0%
Technological Studies	6,019	6,019	6,019	-	0.0%
Business Studies	4,744	4,744	4,744	-	0.0%
Curriculum & Accountability	94,083	94,083	94,083	-	0.0%
Library	27,084	27,084	27,084	-	0.0%
Early Learning Program	7,033	7,033	7,033	-	0.0%
Research	102,318	102,318	102,318	-	0.0%
Guidance	24,075	24,075	24,075	-	0.0%
English as a Second Language	6,019	6,019	6,019	-	0.0%
Academic Technology & Computer Studies	25,880	25,880	25,880	-	0.0%
Curriculum & Assessment Implementation	142,180	142,180	144,462	2,282	1.6%
TOTAL	\$ 7,115,691	\$ 7,115,691	\$ 7,451,881	\$ 336,190	4.7%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Staff Development

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Occasional Teacher Salaries & Benefits	\$ 76,250	\$ 76,250	\$ 76,250	\$ -	0.0%
New Teacher Induction Program (NTIP)	480,709	480,709	480,709	-	0.0%
Professional Development Expenditures	67,327	67,327	67,327	-	0.0%
TOTAL	\$ 624,286	\$ 624,286	\$ 624,286	\$ -	0.00%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION
Student Success

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Literacy					
Resource Materials	\$ 40,000	\$ 40,000	\$ 40,000	\$ -	0.0%
Meeting Expenses	59,000	59,000	59,000	-	0.0%
Professional Development - Occasional Teachers	225,000	225,000	225,000	-	0.0%
Professional Development - Student Success Learning Network	170,000	170,000	170,000	-	0.0%
Ontario Secondary School Literacy Test - 200 Days	30,000	30,000	30,000	-	0.0%
Conferences (Reading for the Love of it)	35,000	35,000	35,000	-	0.0%
Numeracy					
Resource Materials	95,000	95,000	95,000	-	0.0%
Meeting Expenses	40,000	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	190,000	190,000	190,000	-	0.0%
Professional Development - Student Success Learning Network	190,000	190,000	190,000	-	0.0%
Pathways					
Resource Materials	35,000	35,000	35,000	-	0.0%
Meeting Expenses	20,000	20,000	20,000	-	0.0%
Professional Development - Occasional Teachers	140,000	140,000	140,000	-	0.0%
Professional Development - Student Success Learning Network	150,000	150,000	150,000	-	0.0%
Special Initiatives	155,619	155,619	155,619	-	0.0%
Communications & Marketing	40,000	40,000	40,000	-	0.0%
Catholic Community Culture & Caring					
Resource Materials	40,000	40,000	40,000	-	0.0%
Meeting Expenses	50,000	50,000	50,000	-	0.0%
Professional Development - Occasional Teachers	330,000	330,000	330,000	-	0.0%
Special Initiatives	238,060	238,060	238,060	-	0.0%
Conferences	100,000	100,000	100,000	-	0.0%
Student Success Teams (SSTs)					
Resource Materials	20,912	20,912	20,912	-	0.0%
Meeting Expenses	40,000	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	187,000	187,000	187,000	-	0.0%
Supervisory Officer - Approved Days	171,694	171,694	171,694	-	0.0%
School Support	15,000	15,000	15,000	-	0.0%
Honorariums	10,000	10,000	10,000	-	0.0%
Supervisory Officer - Support	10,000	10,000	10,000	-	0.0%
Transportation	78,793	78,793	69,088	(9,705)	-12.3%
TOTAL	\$ 2,906,078	\$ 2,906,078	\$ 2,896,373	\$ (9,705)	-0.3%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Special Education Departments

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
SPECIAL SERVICES DEPARTMENT					
Special Equipment Amount (SEA)	3,473,015	3,473,015	3,448,176	\$ (24,839)	-0.7%
Special Services Department	199,368	199,368	199,368	-	0.0%
Fees & Services	100,040	100,040	100,040	-	0.0%
School Budget Allocations	165,686	165,686	165,686	-	0.0%
CURRICULUM SUPPORT UNITS					
North York	6,744	6,744	6,744	-	0.0%
Etobicoke	6,744	6,744	6,744	-	0.0%
Toronto	6,744	6,744	6,744	-	0.0%
Scarborough	6,744	6,744	6,744	-	0.0%
Social Worker Services	20,566	20,566	20,566	-	0.0%
Deaf & Hard Of Hearing	12,584	12,584	12,584	-	0.0%
Care, Treatment & Correctional Facilities	62,214	62,214	62,214	-	0.0%
Speech & Language	26,950	26,950	26,950	-	0.0%
Gifted Programs	51,744	51,744	51,744	-	0.0%
Autism Services	81,258	81,258	237,566	156,308	192.4%
Psychology Services	65,890	65,890	65,890	-	0.0%
TOTAL	\$ 4,286,291	\$ 4,286,291	\$ 4,417,760	131,469	3.1%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Mental Health and Well-Being Team

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Office					
Mobile Phones & Parking	\$ 20,500	\$ 20,500	\$ 20,500	-	0.0%
Supplies, Photocopying, Printing Costs	44,500	44,500	44,500	-	0.0%
Resource Support					
Action Team, Symposium, Programs	15,000	15,000	15,000	-	0.0%
School Engagement Team Officers (SET) Support	10,000	10,000	10,000	-	0.0%
Psychiatric Consultation (APPLE)	16,000	16,000	16,000	-	0.0%
Professional Development					
Certification Modules & Workshops	10,000	10,000	10,000	-	0.0%
Canadian Safe School Network Conferences	5,000	5,000	5,000	-	0.0%
Staff Conferences & Professional Development	10,000	10,000	10,000	-	0.0%
Shadow Box Learning Styles	10,500	10,500	10,500	-	0.0%
Joint Professional Development (OECTA)	10,000	10,000	10,000	-	0.0%
TOTAL	\$ 151,500	\$ 151,500	\$ 151,500	-	0.0%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Continuing Education

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Adult Credit Diploma (Day/Night)					
Salaries	\$ 2,358,108	\$ 2,158,108	\$ 2,200,000	41,892	1.9%
Benefits	159,000	159,000	159,000	-	0.0%
Other Expenses	103,000	95,791	92,967	(2,824)	-2.9%
Adult Credit Diploma-Msgr Fraser					
Salaries	555,000	555,000	555,000	-	0.0%
Benefits	85,000	85,000	85,000	-	0.0%
Summer School					
Salaries	6,110,000	6,110,000	6,110,000	-	0.0%
Benefits	360,000	360,000	360,000	-	0.0%
Other Expenses	290,000	290,000	290,000	-	0.0%
Adult English as a Second Language (ESL) & Citizenship					
Salaries	2,005,000	2,080,000	2,000,000	(80,000)	-3.8%
Benefits	400,000	425,000	405,000	(20,000)	-4.7%
Other Expenses	595,000	595,000	595,000	-	0.0%
International Languages					
Salaries	4,535,000	4,235,000	4,235,000	-	0.0%
Benefits	1,145,000	1,105,000	1,105,000	-	0.0%
Other Expenses	45,228	45,228	45,228	-	0.0%
Language Instruction for Newcomers to Canada (LINC) / Ministry of Training, Colleges & University (MTCU)					
Salaries	2,010,000	2,010,000	2,010,000	-	0.0%
Benefits	500,000	500,000	500,000	-	0.0%
Other Expenses	1,341,638	1,259,638	1,241,600	(18,038)	-1.4%
TOTAL	\$ 22,596,974	\$ 22,067,765	\$ 21,988,795	(78,970)	-0.4%

2021-22 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Computer Services & Information Technology

Expenditures	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Salaries	\$ 6,743,302	\$ 6,743,302	\$ 7,671,754	928,452	13.8%
Benefits	1,858,905	1,858,905	2,187,317	328,412	17.7%
Hardware					
End-User Devices/AV	3,950,265	6,641,754	4,028,782	(2,612,973)	-39.3%
Hosting/IaaS	20,432	20,432	20,432	-	0.0%
Infrastructure	808,086	808,086	755,332	(52,754)	-6.5%
Software Fees & Licenses					
Software Maint/Support	2,578,552	2,578,552	3,129,103	550,552	21.4%
Subscription/SaaS	2,953,384	2,953,384	3,358,650	405,266	13.7%
IT Services					
Connectivity/Communications	2,319,268	2,319,268	2,238,245	(81,023)	-3.5%
Other Services	210,197	210,197	240,516	30,319	14.4%
Professional/Advisory/Training	1,302,131	1,302,131	800,894	(501,237)	-38.5%
Staffing	239,054	239,054	275,000	35,946	15.0%
Other					
Car Allowance	24,696	24,696	24,696	-	0.0%
Office Supplies and Printing	115,778	115,778	82,165	(33,613)	-29.0%
Other Expenses	8,152	8,152	1,000	(7,152)	-87.7%
Training and Pro Development	117,484	117,484	110,648	(6,836)	-5.8%
Data Analytics Initiative	64,791	64,791	-	(64,791)	-100.0%
TOTAL	\$ 23,314,477	\$ 26,005,966	\$ 24,924,534	(1,081,433)	-4.2%

Toronto Catholic District School Board

Volume IV: Special Education

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

Special Education Grant

These grants provide school boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must set aside any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education. The grant, which is projected to total about \$135.9M in 2021-22 for TCDSB, is made up of six funding allocations:

- The **Special Education Per Pupil Amount (SEPPA)** provides every board with foundational funding toward the cost of special education supports.
- Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards' ability to meet them, the **Differentiated Special Education Needs Amount (DSENA)** aims to better align the allocation with boards' needs and resources.
- Under the **Special Equipment Amount (SEA)**, each board receives a base amount plus a per-pupil amount, which together may be used to purchase assistive technology such as computers, software and other equipment for students with special education needs in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.
- The **other** allocations of the grant are the **Special Incidence Portion (SIP)** for students who require two or more full-time staff to address their health and safety needs and those of others at their school. In addition, there is funding to provide instruction in a care, treatment, custody or correctional facility, and an amount to support board-level expertise in applied behavioral analysis.
- After-School Skills Development Programs (ASSD) \$0.156M Previously provided through PPF, funding for ASSD programs is being transferred into the Behavior Expertise Amount (BEA) of the GSN. ASSD programs implemented by school boards provide students with ASD and other special education needs who may benefit from the program with additional targeted skills development opportunities, outside the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. Any unspent funding must be reported in a deferred revenue account to be used for ASSD programs in future years.

- Total Special Education Grants and Expenses:

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

Special Education	2020/21 Revised Estimates	2021/22 Estimates
Special Education Grants	\$138.1M	\$135.9M
Total Expenses	\$171.1M	\$168.6M
Expense above Ministry funding	(\$33.0M)	(\$32.7M)

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

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

The Accountability Framework for Special Services (AFSS) 2019-2021 is an integral part of the TCDSB Board Learning Improvement Plan and the full AFSS document can be found on the TCDSB Special Service public website.

https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/ProgramReview/Documents/Accountability_Framework_for_Special_Services_AFSS_December%203_2019.pdf

Accountability Framework for Special Services Report Back 2019-2020

<https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/ProgramReview/Documents/accountability-framework-for-special-services-report-back-2019-2020.pdf>

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

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

Exceptionality (based on Exceptionality 1 data)	Total number of students
Autism	1996
Behaviour	167
Blind and Low Vision	9
Deaf and Hard-of-Hearing	88
Developmental Disability	126
Giftedness	1897
Language Impairment	806
Learning Disability	2037
Mild Intellectual Disability	291
Multiple Exceptionalities	168
N/A (students with an IEP only)	8673
Physical Disability	74
Speech Impairment	3

2019 - 2020 Exceptionality 1* Data

(*Primary exceptionality)

As of June 30, 2020.



Exceptionality	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Autism	62	151	159	206	171	179	162	133	124	118	123	78	107	223
Behaviour	0	0	3	11	11	28	26	30	17	17	8	7	3	6
Blind and Low Vision	0	0	0	0	1	1	1	0	0	1	1	1	1	2
Deaf and Hard-of-Hearing	3	6	8	7	4	5	4	7	6	5	5	7	6	15
Developmental Disability	0	1	2	1	2	3	4	8	17	14	8	6	12	48
Giftedness	0	0	0	0	1	0	263	225	308	258	195	200	221	226
Language Impairment	0	0	51	51	79	73	66	73	79	85	63	61	58	67
Learning Disability	0	0	0	1	20	70	128	145	227	219	241	307	314	365
Mild Intellectual Disability	0	0	1	1	2	8	18	20	22	33	27	35	48	76
Multiple Exceptionalities	1	8	13	12	14	13	12	5	10	11	12	12	16	29
N/A (students with an IEP only)	126	98	224	573	844	894	842	854	831	769	711	643	610	654
Physical Disability	2	5	4	4	6	8	3	3	7	8	4	6	7	7
Speech Impairment	0	0	0	0	1	1	0	0	0	0	1	0	0	0

Toronto Catholic District School Board

Volume IV: Appendices

2020-21 BUDGET REVENUE ESTIMATES

Special Education

Revenues	2020/2021 Estimates	2020/2021 Revised Estimates	2021/2022 Estimates	Difference	
				\$	%
Special Education Per Pupil Amount (SEPPA)	71,549,077	69,640,790	69,765,754	\$ 124,964	0.2%
High Needs Amount (HNA)	45,882,400	45,882,400	45,346,984	\$ (535,416)	-1.2%
Special Incidence Portion (SIP)	2,419,419	2,419,419	2,419,419	\$ -	0.0%
Special Education Equipment Amount (SEA)	3,702,355	3,630,023	3,605,184	\$ (24,839)	-0.7%
Care, Treatment & Correctional Facilities Amount	2,880,328	2,880,328	2,909,131	\$ 28,803	1.0%
Self Contained Transfer from Foundation and Q&E	7,348,504	7,227,414	7,318,267	\$ 90,853	1.3%
Behaviour Expertise Amount	979,106	961,314	1,117,410	\$ 156,096	16.2%
System Priorities Funding (Re-Negotiated in 2020-21 Guaranteed for 2 years only)	2,366,729	2,366,729	2,366,729	\$ -	0.0%
Mental Health Workers in Schools	764,994	764,994	1,017,827	\$ 252,833	33.1%
Sub-Total GSN Funding	137,892,912	135,773,411	135,866,705	93,294	0.1%
<u>Priorty & Partnership Funding (PPF)</u>					
Covid-19 Student Mental Health		385,602		\$ (385,602)	-100%
Covid-19 Special Education- Return to School		474,883		\$ (474,883)	-100%
Covid19 Funding for High Priority Areas		1,447,752		\$(1,447,752)	-100%
Sub-Total PPF Funding	-	2,308,237	-	(2,308,237)	-100%
TOTAL	\$137,892,912	\$138,081,648	\$135,866,705	\$(2,214,943)	-1.6%

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

2020-21 BUDGET EXPENDITURE ESTIMATES

Special Education

Expenditures	FTE	2020/2021 Estimates	2020/2021 Revised Estimates with Covid19	2021/2022 Estimates	Difference	
					\$	%
CLASSROOM TEACHERS - ELEMENTARY						
Classroom Teachers - Salaries	476.50	\$ 45,521,053	\$ 48,171,929	\$ 45,209,762	\$ (2,962,166)	-6.1%
Classroom Teachers - Benefits		6,964,721	7,370,305	7,323,982	\$ (46,324)	-0.6%
CLASSROOM TEACHERS - SECONDARY						
Classroom Teachers - Salaries	214.90	20,966,790	\$ 21,328,778	21,098,989	\$ (229,789)	-1.1%
Classroom Teachers - Benefits		3,207,919	3,263,303	3,418,036	\$ 154,733	4.7%
TOTAL CLASSROOM TEACHERS	691.40	76,660,483	80,134,315	77,050,770	\$ (3,083,545)	-3.8%
OCCASIONAL TEACHERS						
Elementary - Salaries		1,910,459	\$ 2,007,832	2,027,910	\$ 20,078	1.0%
Elementary - Benefits		385,874	\$ 405,541	409,596	\$ 4,055	1.0%
Secondary - Salaries		752,233	\$ 752,233	759,755	\$ 7,522	1.0%
Secondary - Benefits		155,311	\$ 155,311	156,864	\$ 1,553	1.0%
TOTAL OCCASIONAL TEACHERS		3,203,876	3,320,917	3,354,126	\$ 33,208	1.0%
EDUCATIONAL ASSISTANTS						
Elementary - Salaries	616.20	26,061,519	\$ 27,108,671	25,977,211	\$ (1,131,460)	-4.2%
Elementary - Benefits		8,675,880	\$ 9,024,477	8,419,214	\$ (605,263)	-6.7%
Secondary - Salaries	302.00	12,383,532	\$ 12,383,532	12,538,823	\$ 155,290	1.3%
Secondary - Benefits		4,122,478	\$ 4,122,478	4,063,832	\$ (58,646)	-1.4%
Supply Educational Assistants - Salaries		2,990,244	\$ 2,990,244	2,990,244	\$ -	0.0%
Supply Educational Assistants - Benefits		995,452	\$ 995,452	969,138	\$ (26,314)	-2.6%
TOTAL EDUCATIONAL ASSISTANTS	918.20	55,229,105	56,624,854	54,958,462	\$ (1,666,392)	-2.9%

2020-21 BUDGET EXPENDITURE ESTIMATES

Special Education

Expenditures	FTE	2020/2021 Estimates	2020/2021 Revised Estimates with Covid19	2021/2022 Estimates	Difference	
					\$	%
PROFESSIONAL & PARAPROFESSIONAL (60% of Personnel)						
Child Youth Worker Salaries	103.14	5,650,257	5,924,169	5,729,851	\$ (194,319)	-3.3%
Child Youth Worker Benefits		1,515,951	1,589,441	1,580,816	\$ (8,625)	-0.5%
Psychologist Salary	30.42	3,163,863	3,163,863	3,171,310	\$ 7,447	0.2%
Psychologist Benefits		842,379	842,379	864,548	\$ 22,169	2.6%
Social Worker Salaries	37.92	3,458,328	4,005,532	3,564,554	\$ (440,978)	-11.0%
Social Worker Benefits		917,119	1,062,232	996,288	\$ (65,944)	-6.2%
Speech & Language Salaries	24.60	2,465,516	2,465,516	2,518,715	\$ 53,200	2.2%
Speech & Language Benefits		653,964	653,964	686,641	\$ 32,677	5.0%
Other Professional & Paraprofessional Salaries	29.10	1,439,464	1,439,464	1,447,183	\$ 7,719	0.5%
Other Professional & Paraprofessional Benefits		373,829	373,829	397,396	\$ 23,568	6.3%
TOTAL PROFESSIONAL & PARAPROFESSIONAL	225.18	20,480,670	21,520,389	20,957,302	\$ (563,087)	-2.6%
CARE, TREATMENT & CORRECTIONAL FACILITIES						
Principals & VPs	1	153,509	153,509	154,909	\$ 1,400	0.9%
Classroom Teachers	23	2,515,554	2,515,554	2,598,974	\$ 83,420	3.3%
Educational Assistants	4	223,319	223,319	227,577	\$ 4,258	1.9%
TOTAL CARE, TREATMENT & CORRECTIONAL FACILITIES	28.00	2,892,382	2,892,382	2,981,460	\$ 89,078	3.1%
BEHAVIOURAL EXPERTISE PROGRAMS						
Salaries	5	712,753	712,753	715,290	\$ 2,537	0.4%
Benefits		185,095	185,095	196,419	\$ 11,324	6.1%
TOTAL BEHAVIOURAL EXPERTISE PROGRAMS	5.00	897,848	897,848	911,709	\$ 13,861	1.5%

2020-21 BUDGET EXPENDITURE ESTIMATES

Special Education

MENTAL HEALTH WORKERS						
Salaries	6	567,591	567,591	588,582	\$ 20,991	3.7%
Benefits		147,403	147,403	161,625	\$ 14,222	9.6%
Ministry Reporting Data Analysis		50,000	50,000	50,000	\$ -	0.0%
Supporting Student Mental Health Allocation				217,620	\$ 217,620	100.0%
TOTAL MENTAL HEALTH WORKERS	6.00	764,994	764,994	1,017,827	\$ 252,833	33.1%
NON SALARY						
SPECIAL SERVICES DEPARTMENT						
Special Equipment Amount (SEA)		\$ 3,473,015	\$ 3,473,015	\$ 3,448,176	\$ (24,839)	-0.7%
Special Services Department		199,368	199,368	199,368	\$ -	0.0%
Fees & Services		100,040	100,040	100,040	\$ -	0.0%
School Budget Allocations		165,686	165,686	165,686	\$ -	0.0%
TDSB Vision Services		424,852	424,852	424,852	\$ -	0.0%
Contracted Child Support Workers		200,000	200,000	200,000	\$ -	0.0%
CURRICULUM SUPPORT UNITS						
North York		6,744	6,744	6,744	\$ -	0.0%
Etobicoke		6,744	6,744	6,744	\$ -	0.0%
Toronto		6,744	6,744	6,744	\$ -	0.0%
Scarborough		6,744	6,744	6,744	\$ -	0.0%
Social Worker Services		20,566	20,566	20,566	\$ -	0.0%
Deaf & Hard Of Hearing		12,584	12,584	12,584	\$ -	0.0%
Care & Treatment & Correctional Facilities		62,214	62,214	62,214	\$ -	0.0%
Speech & Language		26,950	26,950	26,950	\$ -	0.0%
Gifted Programs		51,744	51,744	51,744	\$ -	0.0%
Autism Services		81,258	81,258	237,566	\$ 156,308	192.4%
Psychology Services		65,890	65,890	65,890	\$ -	0.0%
TOTAL EXPENSE/FTE	1,874	\$ 165,040,501	\$ 171,066,842	\$ 166,274,268	(4,792,574)	-2.8%
TOTAL REVENUES		\$ 137,892,912	\$ 138,081,648	\$ 135,866,705	(2,214,943)	-1.6%
SPECIAL EDUCATION EXPENSES ABOVE MINISTRY FUNDING		\$ (27,147,589)	\$ (32,985,194)	\$ (30,407,563)	\$ 2,577,631	-7.8%



REPORT TO

REGULAR BOARD

SELECTION OF LEARNING MATERIALS POLICY S.M. 06

"let the wise also bear and gain in learning, and the discerning acquire skill.." Proverbs 1:5

Created, Draft	First Tabling	Review
May 25, 2021	June 1, 2021	Click here to enter a date.
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT		
RECOMMENDATION REPORT		

Vision:

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

Mission:

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

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



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

This report recommends updating the current Selecting Learning Materials Policy S.M.0 to conform to current practice and policies.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Selecting Learning Materials Policy S.M 06 was first approved in January 1976, and amended in January 1998, June 2006, November 2016.
2. Changes to this policy reflect current practice and alignment with related policies:
 - Purchasing Policy F.P.01
 - **The Trillium List**, Ontario Ministry of Education
 - **Guidelines for Approval of Textbooks**, 2008, Ontario Ministry of Education
 - **Education Act**, Regulation 298
 - **Copyright and Fair Dealing Policy A.15**

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the following departments:

- Curriculum Leadership & Innovation
- Equity, Diversity & Indigenous
- Finance Department
- Technical Services
- Legal

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Curriculum Leadership & Innovation staff.

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised SELECTING LEARNING MATERIALS POLICY S.M.06 provided in Report Appendix A, be adopted.



POLICY SECTION: STUDENTS
SUB-SECTION: MISCELLANEOUS
POLICY NAME: SELECTION OF LEARNING MATERIALS
POLICY NO: S.M. 06

Date Approved: January 1976	Date of Next Review: June 2026	Dates of Amendments: February 1985 January 21, 1988 June 6, 2006 November 24, 2016 June 2021
Cross References: Purchasing Policy F.P.01 Consolidating Book Purchase F.P. 02 The Trillium List , Ontario Ministry of Education Guidelines for Approval of Textbooks , 2008, Ontario Ministry of Education Education Act , Regulation 298 Copyright and Fair Dealing Policy A.15		
Appendix		

Purpose:

This policy supports the acquisition of materials ~~To acquire materials~~ that will enhance learning opportunities for the religious, moral, intellectual, physical and social growth of each student. **Materials will aligning with support** the mission and vision of the Toronto Catholic District School Board, ~~in an atmosphere of Catholic faith.~~ Selected materials must be chosen with an equity lens and align with our Catholic faith.

Scope and Responsibility:

This policy applies to all schools within the Toronto Catholic District School Board. The Director is responsible for this policy with the support of the Curriculum ~~and Accountability~~ Department.



POLICY SECTION: STUDENTS
SUB-SECTION: MISCELLANEOUS
POLICY NAME: SELECTION OF LEARNING MATERIALS
POLICY NO: S.M. 06

Alignment with Multi-Year Strategic Plan:

Living Our Catholic Values

Strengthening **Enhancing** Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Policy:

~~Acquisition of instructional and resource materials for the school and its learning resource centre from the assigned school budget is the responsibility of the principal.~~

~~Selected resource materials must reflect the purpose and objectives of a Catholic school and its distinct educational philosophy. The Board will select appropriate materials that best serve the needs of the students. This material will be consistent with the directives of the Ministry of Education and meet the requirements of the course or subject guidelines for which they are intended.~~

The Board staff will select appropriate materials that best serve the needs of the students. This material will be consistent with the directives of the Ministry of Education and meet the requirements of the course or subject guidelines for which they are intended. Selected resource materials must reflect the purpose and objectives of a diverse Catholic school community. The principal is responsible for using the school budget for the acquisition of instructional and resource materials for the school.

Regulations:



POLICY SECTION: STUDENTS
SUB-SECTION: MISCELLANEOUS
POLICY NAME: SELECTION OF LEARNING MATERIALS
POLICY NO: S.M. 06

1. **School** boards have sole responsibility for the selection and evaluation of supplementary resources to support elementary and secondary programs.
2. Authority and responsibility for materials selection rests with the principal in consultation with the staff and/or the appropriate Board designated curriculum staff.
3. **When purchasing or using free online learning materials, curriculum alignment, privacy policies and any terms of agreement must be approved through the Board designated curriculum and legal staff. Agreements must be signed by the appropriate central Superintendent Supervisory Officer.**
4. Selection of materials should align with the TCDSB Multi-Year Strategic Plan and reflect the emotional, spiritual and physical maturity of the intended audience, especially when it relates to sensitive and controversial materials.
5. Materials selection is guided by:
 - (a) a knowledge of positive Christian attitudes and values as an essential component in Catholic education;
 - (b) a knowledge of curriculum guidelines as developed by the Ministry of Education and the Toronto Catholic District School Board;
 - (c) a knowledge **and understanding** of the community served, **including** its academic needs, interests and abilities;
 - (d) an ability to identify, analyze and judge bias, prejudice, stereotype and ~~the mission of pluralism~~, commonalities and diversity in materials;
 - (e) a knowledge of recommended listings and/or reviews of materials to assure accurate content and relevance.



POLICY SECTION: STUDENTS
SUB-SECTION: MISCELLANEOUS
POLICY NAME: SELECTION OF LEARNING MATERIALS
POLICY NO: S.M. 06

- (f) a thorough review of the terms of agreement
6. Priority will be given to materials written by Canadians, ~~and~~ produced in Canada, and align with the Ontario curriculum, where appropriate to curricular needs.
- 7. Every effort will be made to ensure that culturally responsive and reflective learning materials will be purchased and used in schools consistent with the local demographics.**
8. Selection will be guided by an inherent respect for the copyright of materials. All Toronto Catholic District School Board employees will abide by the Copyright Act and the TCDSB Copyright and Fair Dealing Policy.
- 9. Illegal, or "pirated", copies of materials may not be used in schools.**
- 10. Learning materials, borrowed or rented, must be previewed and conform to this policy. They may not be used if the acquisition contract specifically prohibits school use.**
11. The **Curriculum and Accountability** Department will issue guidelines, updated from time to time, to assist schools in the selection and acquisition of learning resource materials, **including online resources.**
12. The Board may acquire and distribute other resource materials from other funds consistent with these regulations.

Book Purchases

13. The purchase of library books and textbooks may be exempted from the tender procedure.
14. All textbook purchases shall be subject to the requirements of **The Trillium List.**



POLICY SECTION: STUDENTS
SUB-SECTION: MISCELLANEOUS
POLICY NAME: SELECTION OF LEARNING MATERIALS
POLICY NO: S.M. 06

15. All book distributors will be considered as potential sources of supply for school libraries.

~~16. All other factors being equal, preference will be given to "Canadian Made" products.~~

17. Purchasing principles, as outlined in Policy F.P.01, Purchasing, will apply to the purchase of books, **learning materials and online resources**.

Definitions:

Textbook

A comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and nonprint materials collectively designed to support a substantial portion of the Ontario curriculum expectations for a specific grade and subject in elementary school or for a course in secondary school, or a substantial portion of the expectations for a learning area in the Ontario Kindergarten program. Such a resource is intended for use by an entire class or group of students. (*Guidelines for Approval of Textbooks*, Ministry of Education, 2008)

Supplementary Resource

A resource that supports only a limited number of curriculum expectations, or the curriculum expectations in a single strand, outlined in the curriculum policy document for a specific subject or course, or a limited number of expectations for a Kindergarten learning area. Such a resource may be intended for use by an entire class or group of students. Examples are readers, novels, spelling programs, dictionaries, atlases, and computer software and instructional guides. (*Guidelines for Approval of Textbooks*, Ministry of Education, 2008)



POLICY SECTION: STUDENTS
SUB-SECTION: MISCELLANEOUS
POLICY NAME: SELECTION OF LEARNING MATERIALS
POLICY NO: S.M. 06

Evaluation and Metrics:

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

1. The Curriculum and ~~Accountability~~ Department will monitor requests regarding appropriate texts for use in schools that meet curriculum expectations.
2. The Curriculum and ~~Accountability~~ Department will share with Trustees, upon request, a compilation of recommended texts approved centrally that meet the requirements that have been shared with schools.



REPORT TO

REGULAR BOARD

POLICY ON FACILITIES MANAGEMENT POLICY B.B.01

So the Lord gave Solomon wisdom, as he promised him. There was peace between Hiram and Solomon; and the two of them made a treaty. – 1 King 5:12

Created, Draft	First Tabling	Review
May 19, 2021	June 1, 2021	

M Farrell, Superintendent Environmental Support Services

D. Friesen, Superintendent, Capital Development, Asset Management and Renewal

C. Fernandes, Superintendent of Education, Area 4 and Policy Development

RECOMMENDATION REPORT

Vision:

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Mission:

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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

This report recommends that Policy B.B 01 FACILITIES Management be updated to current practice and policies.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Policy on Policy was first approved in September 2016 and has not been amended since.
2. Changes to this policy reflect current practices and alignment with related policies to promote effective stewardship of resources.
3. The policy appeared at the Governance and Policy Committee on June 1, 2021.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Facilities and Communications Departments, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by Policy Development staff.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB Policy Register.

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised POLICY B.B 01 FACILITIES MANAGEMENT provided in Report Appendix A, and the accompanying Operation Procedures provided in Report Appendix B, be adopted.



POLICY SECTION: BUILDING/PLANT/GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: FACILITIES MANAGEMENT
POLICY NO: B.B. 01

Date Approved: September 22, 2016-Board	Date of Next Review: September 2021	Dates of Amendments:
Cross References: F.P. 01 Purchasing Policy S. 25 Good Neighbour Policy		
Appendix – TCDSB Facilities Services Operational Procedures		

Purpose

To provide greater accountability of facilities infrastructure and a higher standard for internal controls of facilities management, in alignment with current Education Statutes and Regulation of Ontario (Section 169.1(5)). This policy requires the maintenance of a comprehensive set of operating procedures that will adapt to changes in facilities management principles, new legislation and industry best practices.

Scope and Responsibility

The purpose of ensuring facilities management accountability and effective internal controls is the responsibility of administrators throughout the Toronto Catholic District School Board (TCDSB) organization. The Director of Education supported by the **respective** Superintendents of Facilities, is responsible for this policy.

Alignment with MYSP

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Inspiring and Motivating Employees



POLICY SECTION: BUILDING/PLANT/GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: FACILITIES MANAGEMENT
POLICY NO: B.B. 01

Policy

The Toronto Catholic School Board (TCDSB) will achieve effective utilization and stewardship of its facilities resources through sound application and management of facilities systems and internal controls involving Capital **Development Services**, School Renewal, School Operations and School Maintenance. These objectives will be achieved by adherence to facilities management principles, sound industry best practices and the regulation of applicable Authorities Having Jurisdiction. Management will maintain comprehensive operational procedures to guide and safeguard both occupants and assets of TCDSB in its day to day operations.

Regulations

1. Senior Coordinator of each department shall develop and maintain appropriate, and where required, confidential procedures pertaining to funds allocation and financial control.
2. Supervisors of each department shall obtain or assist in obtaining appropriate permits where necessary and liaise with appropriate authorities to ensure compliance with relevant acts, regulations and legislative requirements.
3. All work including new schools, additions, interior and exterior renovations and repairs shall adhere to the established TCDSB building design standards.
4. **Allocation of School Renewal funding shall be primarily based on priority needs identified by Ministry of Education inspections as documented in the Facility Condition Database in conformance with Ministry funding guidelines.**
5. **Allocation of School Renewal funding not restricted to specific facility systems and project types by Ministry guidelines shall be determined in consultation with school communities through the Area Superintendent, local Trustee and Operations staff and guided by the Board's Equity Action Plan.**
6. School Operations and Maintenance Staff shall ensure health and safety of the occupants through daily and annual checks, inspections, tests and maintenance of life safety, fire protection and operating equipment as mandated by relevant acts, regulations and legislative requirements.

POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: BUILDINGS

POLICY NAME: FACILITIES MANAGEMENT

POLICY NO: B.B. 01

7. Facilities Services staff shall update the Facilities **Condition** Database at the completion of every project. Database to be made available to other departments within the Board and Authorities Having Jurisdiction.



POLICY SECTION: BUILDING/PLANT/GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: FACILITIES MANAGEMENT
POLICY NO: B.B. 01

Evaluation and Metrics

1. ~~Facilities Budget Report, outlining Capital Services, School Renewal, The School Operations and School Maintenance budget,~~ will be provided annually to the Board of Trustees **as part of the annual operating budget report.**
2. Capital Program Status Update Report will be provided annually ~~or twice a year as required~~ to the Board of Trustees.
3. School Renewal Program report will be provided annually **or as required in alignment with Ministry of Education funding memoranda** ~~every two years~~ to the Board of Trustees.

TCDSB Facilities Services Operating Procedure

Revised: June 2021

This document outlines the standard operating procedures for the Facilities Services staff, including Capital **Development Services**, School Renewal, School Operations and School Maintenance, in terms of compliance with legislative and Board requirements.

Definitions

Facilities – all buildings, structure and grounds that are leased, owned or controlled by Toronto Catholic District School Board (TCDSB)

*Facilities **Condition Database*** – ~~the TCPS (Total Capital Planning Solutions) database~~, an up-to-date and accurate database for Toronto Catholic District School Board facilities, **utilizing software mandated by the Ministry of Education** and reported to the Ministry of Education on a yearly basis.

Legislative Context

Authorities Having Jurisdiction but not limited to the following:

Ontario Building Code (OBC)

Ontario Planning Act

Ontario Fire Code

Accessibility for Ontarians with Disabilities Act (AODA)

Technical Standards & Safety Act (TSSA)

Ontario Electrical Safety Code (ESA)

Occupational Health and Safety Act and Regulation for Construction Projects

Electricity Act

~~Green Energy and Green Economy Act~~

Responsibilities

Capital **Development Services** and School Renewal are responsible for project management for all school renewal, renovations, additions and new schools. These departments shall:

- Develop project budget estimates and identify project scope.
- Communicate and coordinate with the school community throughout the entire project life-cycle. The school community shall include all stakeholders but not limited to parents of students attending the school, staff of the particular school, supervisory officers of the school, local trustee, and pastors.
- Appoint consultants and award contractors through TCDSB Procurement Policy and Procedure.
- Monitor the design and construction/renovation of facilities.
- Follow the principles outlined in the manual prepared by the Expert Panel on Capital Construction: From Concept to Classroom – Leading Practices Manual for School Construction in Ontario.
- **Follow Ministry of Education guidelines and the Board's Equity Action Plan in allocating School Renewal funding**

- **Consult with school communities through the Area Superintendent, local Trustee and Operations staff in the allocation of School Renewal funding not restricted to specific facility systems and project types by Ministry guidelines**
- Update *Facilities Condition Database* at the completion of every project.

School Operations & Maintenance are responsible to provide a clean, healthy and safe environment for all occupants and repairing of all building structures, finishes, electrical and mechanical equipment. These departments shall:

- Develop and manage Operation & Maintenance funding and budget.
- Respond to emergency situations that result in a threat to life, safety, health, facilities, utilities or interruptions to classes.
- Ensure overall cleanliness and safety of the facilities through daily and monthly inspections logs. Problems identified in the logs will be processed through SAP for repair.
- Maintain all operating systems in proper working conditions by having a detailed preventative maintenance plan, an ongoing deferred maintenance plan and responding to the repair needs.
- Ensure proper operation of life safety items, such as elevators, barrier free access control, emergency lighting and fire prevention through daily, monthly and annual inspections. Annual inspections are performed through third-party vendors.
- Manage site safety practices such as weed control, grass cutting, snow removal and security monitoring through third-party vendors.
- Collaborate with the Occupational Health & Safety department in the Asbestos Management Program.
- Provide school services including pick up/disposal and/or recycling of furniture and equipment; coordinate moves and setups between and within schools.
- Update *Facilities Condition Database* at the completion of every project.
- Document report and follow-up on systems for maintenance deficiencies on all facilities including leased facilities.



REPORT TO

REGULAR BOARD

REVISION OF THE DELEGATION AND PUBLIC PARTICIPATION POLICY T.14

*For we are His workmanship, created in Christ Jesus for good work, which God prepared beforehand that we should walk in them. **Ephesians 2:10***

Created, Draft

May 26, 2021

First Tabling

June 1, 2021

Review

Paul Matthews, General Legal Counsel

RECOMMENDATION REPORT

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Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

Steve Camacho
Acting Associate Director of
Education
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

At the April 22, 2021 Regular Board meeting the changes to the Delegation Policy T.14 proposed by the Governance and Policy Committee were approved.

The policy requires a minor revision to Regulation 8 to add a timeframe for delegates to provide their written submission to the Recording Secretary's Office.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee as it recommends a minor policy revision to a Regulation.

C. BACKGROUND

1. This policy was originally drafted in November of 2010. The policy was last revised in April of 2021.
2. This report appeared at the June 1st, 2021 Governance and Policy Committee meeting.

D. EVIDENCE

This proposed revision is to Regulation 8 to add a timeframe for written delegation submission to match Regulation 7.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Director, with the support of Legal Services.

2. Recommended changes to the policy in Regulation 8 to match Regulation is as follows:

CURRENT REGULATION 8 STATES:

All delegates must submit a written copy of their deputation to the Recording Secretary's office no later than two (2) business days preceding the meeting at which the individual or group intends to delegate.

RECOMMENDED REVISION TO REGULATION 8:

All delegates must submit a written copy of their deputation to the Recording Secretary's office no later than **12:00pm**, two (2) business days preceding the meeting at which the individual or group intends to delegate.

F. IMPLEMENTATION

When finalized by the Committee, this revision will be presented to the Board of Trustees for its consideration and approval.

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the Committee adopt the change to the recently revised Delegation and Public Participation T.14 policy.

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OUR VISION

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through witness, faith, innovation and action.*



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

HELD WEDNESDAY APRIL 7, 2021

Trustees: A. Kennedy, Chair
M. de Domenico

Non-Voting Trustees: J. Martino
M. Rizzo

External Members: N. Borges
R. Singh

Staff: S. Camacho
P. Matthews
D. Bilenduke
P. De Cock
D. De Souza
C. Giambattista
O. Malik
G. Sequeira

S. Pellegrini, Acting Recording Secretary

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

4. Roll Call & Apologies

Trustee Del Grande was not in attendance due to Board-approved leave of absence.

5. Approval of the Agenda

MOVED by Trustee de Domenico, seconded by Ryan Singh, that the Agenda, as amended to deal with Items 9a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) and 14a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT), regarding RIAT Update at the same time; Items 9b) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) and 14b) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT), regarding Status Update on Previous RIAT Findings at the same time; and that the Audit Committee resolve into PRIVATE Session following the completion of Item 14b) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT), regarding Status Update on Previous RIAT Findings, be approved.

On the Vote taken, the Motion was declared

CARRIED

6. Declarations of Interest

There were none.

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

MOVED by Nancy Borges, seconded by Trustee de Domenico, that the Minutes of the Public (Open Session) Meeting held January 27, 2021 be approved.

On the Vote taken, the Motion was declared

CARRIED

9. Presentation

MOVED by Trustee de Domenico, seconded by Nancy Borges, that Items 9a) and 14a) be adopted as follows:

- 9a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) received; and**

14. Staff Reports

- 14a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT), regarding RIAT Update received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Nancy Borges, seconded by Trustee de Domenico, that Items 9b) and 14b) be adopted as follows:

- 9b) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) received; and**

14. Staff Reports

- 14b) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT), regarding Status Update on Previous RIAT Findings received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Ryan Singh, that the meeting resolve into PRIVATE Session.

On the Vote taken, the Motion was declared

CARRIED

The meeting resumed with Trustee Kennedy in the Chair.

The attendance list remained unchanged.

14. Staff Reports

MOVED by Ryan Singh, seconded by Trustee de Domenico, that Item 14c) be adopted as follows:

14c) 2020-21 Second Quarter Financial Status Update received.

MOVED in AMENDMENT by Ryan Singh, seconded by Trustee de Domenico, that a report on absenteeism be brought to the Audit Committee at the earliest convenience.

On the Vote taken, the Amendment was declared

CARRIED

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

CARRIED

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 14d) be adopted as follows:

14d) Audit Committee Annual Agenda/Checklist received.

On the Vote taken, the Motion was declared

CARRIED

16. Inquiries and Miscellaneous

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 16a) be adopted as follows:

16a) Audit Committee Meeting Dates received.

On the Vote taken, the Motion was declared

CARRIED

17. Updating of Pending List

MOVED by Trustee de Domenico, seconded by Nancy Borges, that Item 17a) be adopted as follows:

17a) Updating of Pending List received.

On the Vote taken, the Motion was declared

CARRIED

19. Adjournment

MOVED by Trustee de Domenico, seconded by Nancy Borges, that the meeting be adjourned.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

OUR VISION

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



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

HELD TUESDAY, MAY 4, 2021

PRESENT:

Trustees:

M. de Domenico, Chair – In Person
N. Di Pasquale, Vice-Chair
N. Crawford - Ex-Officio
I. Li Preti
T. Lubinski

Staff:

A. Della Mora
C. Fernandes
D. Friesen
P. Matthews
M. Moffett (For Item 14b)
C. Onyia
M. Vanayan (For Item 14c)

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

External Guest:

A. Robertson, Parliamentarian

4. Roll Call and Apologies

Trustee Martino was absent.

5. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that the Agenda be approved.

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that the Minutes of the Meeting held April 6, 2021 be approved.

The Motion was declared

CARRIED

Trustee Lubinski joined the meeting at 7:19 p.m.

14. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 14a) be adopted as follows:

- 14a) Rescindment of B.P.03 Policy on Signage – New Sites And Building Projects** that the Governance and Policy Committee recommend to Board that Policy B.P.03 on Signage – New Sites and Building Projects be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Item 14b) be adopted as follows:

- 14b) Fair Practice in Hiring and Promotion H.M.40** that the Governance and Policy Committee recommend to Board that the revised Fair Practice in Hiring and Promotion H.M.40 provided in Appendix A of the Report, and the accompanying Operation Procedures provided in Appendix B of the Report, be adopted.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *Catholic* be inserted before *work environment*, Page 21 of 61, or 3 of 8, of Appendix A, Recruitment, Regulation A (1).

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

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 14c) be adopted as follows:

- 14c) Update To External Research Conducted in the Toronto Catholic District School Board (TCDSB) - Policy S.19** that the Governance and

Policy Committee recommend to Board that the Board of Trustees approve Policy S.19 External Research Conducted in the TCDSB (Appendix A of the Report) and the accompanying External Application and Guidelines (Appendix B of the Report).

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

17. Updating of Pending List

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

17a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale

Li Preti
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 17b) be adopted as follows:

17b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

18. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR

MASTER PENDING LIST AND ROLLING CALENDAR TO JUNE 10, 2021

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Jan-21 Student Achievement	TBC	Corporate Services	<p>1. That staff bring back a report with a revised 2020-2021 Renewal Plan in the Spring of 2021 following announcement of CVRIS funding allocations; and</p> <p>2. That a report be submitted to Board on the findings of the consultant (Renewal Plan 2020-2021 and Three-Year Forecast (All Wards))</p>	Associate Director of Facilities, Business & Comm. Dev.
2	June-2020 Special Board	TBC	Regular Board	Report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledge how important it is for students to be able to see themselves reflected in different fields and positions of leadership (Consideration of Motion from Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools)	Director of Education & Associate Director of Education, Academic Services & Associate Director of Facilities, Business & Comm. Dev & CFO
3	Oct-2020 Corporate Services	TBC	Regular Board	The Director of Education bring a report to Board outlining the details of an Attendance Boundary Review for St. Catherine Catholic Elementary School. (Consideration of Motion from Trustee Kennedy regarding Attendance Boundary Review for St Catherine's Catholic	Director of Education & Associate Director of Facilities, Business &

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
4				Elementary School)	Comm. Dev & CFO
	June-2020 Special Board	TBC	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic. (Computers for Students in Need)	Associate Director of Facilities, Business & Comm. Dev & CFO

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

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

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
14	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
15	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
16	November	Corporate Services	Preliminary Enrolment Reports Elementary and Secondary Schools and S.A.01 Elementary Admission and Placement Policy Metric	A.D. Facilities, Business, Community Development
17	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
18	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
19	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
20	December	Corporate Services	Capital Renewal Program Report	A.D. Facilities, Business, Community Development
21	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
22	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
23	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
24	August (P)	Regular Board	T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board Metric	Director of Education
25	August (P)	Regular Board	H.M. 19 Conflict Resolution Department	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

26	October (P)	Regular Board	H.M.33 Acceptance of Hospitality or Gifts Policy Metric	Director of Education
27	October (A)	Regular Board	Ongoing Exit and Entry Survey for all students either changing schools within the Board or entering or exiting the Board	A.D. Facilities, Business, Community Development
28	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
29	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
30	December (A)	Regular Board	Director's Annual Report	Director of Education
31	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
32	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
33	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
34	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
35	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
36	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
37	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
38	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
39	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
40	September	Student Achievement	<u>Community Advisory Committees Report</u>	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

41	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report	Director of Education
42	September	Student Achievement	<u>A.37 Communications</u> Policy Metric	Associate Director Academic Services
43	October (A)	Student Achievement	Student Trustees: Voices that Challenge-CSLIT	Associate Director Academic Services
44	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
45	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
46	October (A)	Student Achievement	<u>S.22 Religious Accommodation</u> Policy Report and <u>S.S.02 Opening or Closing Exercises</u> Policy Report (combined)	Associate Director Academic Services
47	October	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
48	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
49	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
50	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report ESLIT	Associate Director Academic Services
51	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools</u> Policy Report	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

52	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
53	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
54	December	Student Achievement	<u>Staff CPIC Annual Report Including Financial Reporting</u>	Associate Director Academic Services