

# TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

## REGULAR MEETING June 14, 2021



CATHOLIC  
PARENT  
INVOLVEMENT  
COMMITTEE

### Elementary Parent Members

**Jennifer Di Francesco**

Ward 1

*Vacant*

Ward 2

**Joe Fiorante**

Ward 3

**A.J. Hepburn**

Ward 4

**Santhosh Peter Valavi**

Ward 5 East

**Daniel Oliveira**

Ward 5 West

**Gus Gikas**

Ward 6

**Dan Kajioka**

Ward 7

**Rose-Marie Fraser**

Ward 8 East

**Charmaine von Vulte**

Ward 8 West

*Vacant*

Ward 9

**Ivana Calabria-Pantaleo**

Ward 10

*Vacant*

Ward 11 North

**Isabel Starck**

Ward 11 South

**Anthony Antinucci**

Ward 12

### Community Members

**Katie Piccininni**

(1) OAPCE-Toronto

**John Yan**

(2) The Angel Foundation for Learning

**Alison Canning**

(3) Let's Get Together

### Secondary Parent Members

**Milva Romano**

West - (Wards 1,2,3 & 4)

**Annalisa Crudo-Perri**

Central - (Wards 5,6,9 & 10)

*VACANT*

East - (Wards 7,8,11 & 12)

### Trustee Representatives

**Garry Tanuan**

**Norm Di Pasquale** (Alternate)

### Board Representatives

**John Wujek**

Director Designate

**Manuela Sequeira**

Parent Engagement Coordinator

**Jessica Dalinda**

Communications

### **PURPOSE**

*CPIC is the legislated parent voice at the Toronto Catholic District School Board for parents of students in TCDSB schools.*

### **MISSION**

*To improve student academic achievement and the emotional, spiritual and physical well-being of students by supporting, encouraging and enhancing meaningful parent engagement.*

**Dr. Brendan Browne**  
Director of Education

**Joseph Martino**  
Chair of The Board

**ONTARIO EDUCATION ACT – REGULATION 612 (PART III)**  
**PARENT INVOLVEMENT COMMITTEES**

**PURPOSE**

- 27.** (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. O. Reg. 330/10, s. 6.
- (2) A parent involvement committee of a Board shall achieve its purpose by,
- (a) providing information and advice on parent engagement to the board;
  - (b) communicating with and supporting school councils of schools of the board; and
  - (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 330/10, s. 6.
- 28.** A parent involvement committee of a board shall,
- (a) develop strategies and initiatives that the board and the board's director of education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
  - (b) advise the board and the board's director of education on ways to use the strategies and initiatives referred to in clause (a);
  - (c) communicate information from the Ministry to school councils of schools of the board and to parents of pupils of the board;
  - (d) work with school councils of schools of the board and, through the board's director of education, with employees of the board to,
    - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,
    - (ii) identify and reduce barriers to parent engagement,
    - (iii) help ensure that schools of the board create a welcoming environment for parents of its pupils, and
    - (iv) develop skills and acquire knowledge that will assist the parent involvement committee and school councils of the board with their work;
  - and
  - (e) determine, in consultation with the board's director of education and in keeping with the board's policies, how funding, if any, provided under the *Education Act* for parent involvement as described in section 27 and clauses (a) to (d), is to be used. O. Reg. 330/10, s. 6.

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- 7.a.2. Chair - CPIC Membership and Attendance Tracker (Refer to June 14, 2021 Addendum)
- 7.a.3. Chair - Joint Ontario Parents Involvement Committee (PIC) Letter to Minister Lecce 12 - 15
- 7.b. Treasurer - Financial Update as of May 31, 2021 16
- 8. Delegations
- 9. Unfinished Business & Matters Rising Out of Minutes
- 10. Notices of Motion
- 11. Communications Received
- 12. Program/Consultation (Committee of the Whole)
  - 12.a. Parent Reaching Out (PRO) Grant Funding Update (Information) 17 - 25
  - 12.b. Strategic Planning for 2021/22 School Year (Verbal) (Discussion)
- 13. Subcommittee & Special Committee Reports
- 14. Matters Referred to the Committee by the Board of Trustees and Other Committees of the Board
- 15. Reports from TCDSB Board Officials
  - 15.a. Director-Designate for CPIC - John Wujek - Monthly Update (Verbal)
- 16. Reports from Trustee or Trustee Alternate
  - 16.a. Verbal Update - Garry Tanuan, Trustee and Norm Di Pasquale, Trustee Alternate
- 17. Parent Member & Community Member Reports
  - 17.a. Ward 6 Update - Gus Gikas, St. Mary of the Angels (Verbal) (Information)

- 17.b. Let's Get Together Update - Alison Canning, Community Member
- 17.c. Ward 3 Update - Joe Fiorante, St. Jane Frances 26
- 17.d. Ontario Association of Parents in Catholic Education (OAPCE)  
Provincial Update - Annalisa Crudo-Perri, Executive Director  
(Information) (Refer to June 14, 2021 Addendum)
- 18. Update from the Board on Prior CPIC Resolutions Recommended
- 19. Pending List
- 20. Adjournment

## *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 people 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.*

**MINUTES OF THE REGULAR MEETING OF THE  
CATHOLIC PARENT INVOLVEMENT COMMITTEE**

**PUBLIC SESSION**

E-MEETING VIA ZOOM

**HELD MONDAY MAY 17, 2021**

**1. Call to Order**

The Chair called the Meeting to Order at 7:09PM.

YouTube live feed was activated on the Toronto CPIC channel.

Minutes are being captured by the Recording Secretary.

**2. Opening Prayer**

Opening prayer was led by Chair, Joe Fiorante.

The Land Acknowledgement was led by Trustee Di Pasquale.

**3. Roll Call & Apologies**

**Trustees:** Garry Tanuan (W8)  
Norm Di Pasquale (W9)

**Elementary Parent Members:**

Joe Fiorante (W3), Chair  
Gus Gikas (W6)  
Dan Kajioka (W7)  
Charmaine von Vulte (W8/W)  
Ivana Calabria-Pantaleo (W10)

**Secondary Parent Members:**

Milva Romano (West)  
Annalisa Crudo-Perri (Central)

**Community Members:**

Katie Piccininni (OAPCE – Toronto)  
 Emmy Milne (The Angel Foundation for Learning)  
 Alison Canning (Let's Get Together)

**Staff:**

John Wujek (Director Designate)  
 Manuela Sequeira (Parent Engagement Coordinator)  
 Jessica Dalinda (Communications)  
 Sarah Pellegrini (Recording Secretary)

**Guests:**

Derek Chen  
 Marla Endler  
 Mark Novis  
 Bryan Shannon  
 Marina Vanayan

Jennifer Di Francesco (W1), A.J Hepburn (W4), Santhosh Peter Valavi (W5/E), Isabel Starck (W11/S) and Anthony Antinucci (W12) sent their regrets.

Daniel Oliveira (W5/W) and Rose-Marie Fraser (W8/E) were absent.

John Wujek introduced Mark Novis, Principle of St. Barnabas who will be committing his time to CPIC by providing further staff expertise at the Equity Poverty Action Network (EPAN), Equity and Accessibility sub-committee.

**4. Approval of the Agenda**

MOVED by Katie Piccininni, seconded by Gus Gikas, that the Agenda, as amended to include the Addendum, be approved.

By Unanimous consent, the Motion was declared



CARRIED

**5. Declarations of Interest**

None declared by Members present.

**6. Approval & Signing of the Minutes**

MOVED by Gus Gikas, seconded by Dan Kajioka, that the April 19, 2021 Meeting Minutes, be approved.

By Unanimous consent, the Motion was declared

CARRIED

**7. Presentations and Reports from Committee Officials**

MOVED by Gus Gikas, seconded by Charmaine von Vulte, that Item 7a) be adopted as follows:

**7a) Chair – Monthly Report** received.

The Chair provided an update on his actions for the past month, which included Chairing the Elections Subcommittee Meeting. All meetings that he attended in the past month were held virtually.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Milva Romano, seconded by Alison Canning, that Item 7b) be adopted as follows:

**7b) Treasurer – Financial Report as of April 30, 2021** received.

The Treasurer reviewed the report and noted that there was no financial movement within the account over the last month.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Gus Gikas, seconded by Dan Kajioka, that Item 7c) be adopted as follows:

**7c) Student Census Presentation - Derek Chen, Superintendent of Education Equity, Diversity, Indigenous Education & Community Relations** received.

Superintendent Derek Chen, along with Staff provided the Committee with a presentation on *TCDSB STUDENT CENSUS: we Belong, we Believe, we Become Grade 9 Pilot 2020-2021*. The purpose of the census is to identify strengths and barriers to equity and inclusion within the student population. This census is a pilot program, and will be reviewed for future use once the first census has been distributed and evaluated.

By Unanimous consent, the Motion was declared

CARRIED

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

MOVED by Katie Piccininni, seconded by Ivana Calabria-Pantaleo, that Item 12a) be adopted as follows:

**12a) Catholic School Parent Council (CSPC) Communication Tools** received.

Director Designate, John Wujek and Staff member Bryan Shannon addressed the Committee on the item that came out of a past CPIC meeting and was accepted at the July 16, 2020 meeting by the Board of Trustees.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Gus Gikas, seconded by Ivana Calabria-Pantaloe, that Item 12b) be adopted as follows:

**12b) Catholic Parent Involvement Committee (CPIC) PRO-Grant Event Update** received.

The Chair updated the Committee that discussions were held on potential themes for future events, but due to COVID-19 no event was planned. CPIC has funds to host an event this year but there is concern that there is not enough time to properly execute an event.

MOVED in AMENDMENT by Alison Canning that an event be planned for the 2020-2021 school year.

The AMENDMENT failed as there was no seconder.

By Unanimous consent, the Motion was declared

CARRIED

### **13. Subcommittee & Special Committee Reports**

MOVED by Gus Gikas, seconded by Katie Piccininni, that Item 13a) be adopted as follows:

#### **13a) Elections Subcommittee Update** received.

The Chair provided the Committee with an update that the subcommittee met on May 13, 2021. The positions of odd wards and secondary parent members are up for election. The election will be held virtually.

By Unanimous consent, the Motion was declared

CARRIED

### **15. Reports from TCDSB Board Officials**

MOVED by Alison Canning, seconded by Ivana Calabria-Pantaleo, that Item 15a) be adopted as follows:

#### **15a) Director-Designate for CPIC – John Wujek – Monthly Update** received.

The Director Designate provided an update that all CSPC Chairs and Principals have been emailed regarding the end of year protocols, including financial and reporting deadlines.

On May 3, 2021 the recipients of the Innovation and Excellence with the Exemplary Practice Awards was announced.

By Unanimous consent, the Motion was declared

CARRIED

**16. Reports from Trustee or Trustee Alternate**

MOVED by Katie Piccininni, seconded by Alison Canning, that Item 16a) be adopted as follows:

**16a) Verbal Update – Garry Tanuan, Trustee and Norm Di Pasquale, Trustee Alternate received.**

Trustee Tanuan and Trustee Di Pasquale updated the Committee that the Board of Trustees passed a motion to proclaim the month of June as Pride Month in solidarity with 2SLGBTQ+ students, staff and allies, and that the Pride Flag will be flown across the TCDSB.

By Unanimous consent, the Motion was declared

CARRIED

**17. Parent Member & Community Member Reports**

MOVED by Gus Gikas, seconded by Alison Canning, that Item 17a) be adopted as follows:

**17a) Ontario Association of Parents in Catholic Education (OAPCE) Toronto Update (Verbal) - Katie Piccininni, OAPCE Toronto Representative received.**

Katie Piccininni provided an update on OAPCE business, including there are 3 pre-recorded webinars available on their website for viewing.

By Unanimous consent, the Motion was declared

CARRIED

**20. Adjournment**

MOVED by Katie Piccininni, seconded by Alison Canning, that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 9:45PM.

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CPIC SECRETARY

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CPIC CHAIR



## **Chair Report**

**From May 18, 2021 to June 11, 2021**

- Communicated with CPIC Executive Members.
- Communicated with Director Designate and Parent Engagement Coordinator.
- Communicated with CPIC members.
- Reviewed TCDSB Board Agendas on behalf of the Committee.
- Monitored Social Media and engaged when appropriate.
- Reviewed May draft Minutes.
- Prepared items for June Agenda.
- Attended OAPCE meeting.
- Attended Ontario PIC Chair meeting.
- Attended Ministry of Education Meeting.



May 20, 2021

The Honourable Stephen Lecce  
Minister of Education  
438 University Avenue, 5th Floor  
Toronto, ON M5G 2K8

**RE: Ontario PICs Concerns with MOE Proposed Centralization/Privatization of E-Learning/Remote Learning**

Dear Minister Lecce,

We write to you as concerned Chairs/Co-Chairs of the Parent Involvement Committees (PICs) across the 76 public school boards in Ontario. The purpose of our PICs is to support, encourage and enhance parent engagement at the school board level to improve student achievement and well-being of the over 2 million students in approximately 5,000 publicly funded schools across Ontario.

**LACK OF TRANSPARENCY**

**It has come to our attention that the Ministry of Education (MOE) is proposing changes which include making remote learning a full-time, permanent option for all grades in our education system by September 2021.** This proposal includes allowing the province to centralize control of online learning under the auspices of TVOntario/Télévision française de l'Ontario (TVO/TFO) and removing control from school boards that currently have collaborative consortia to deliver online courses; make changes to the roles and responsibilities of school boards and school authorities, including requiring them to pay a per student, per course fee to TVO/TFO for access to online courses; and set up TVO/TFO as an income generating entity, marketing online courses and resources to other provinces and other countries. Although the full proposal was shared with educational organizations on an embargoed basis, many of the details have been published in a variety of media outlets, such as the Toronto Star and the Globe and Mail. The MOE proposal is the topic of considerable discussion and concern among education stakeholders including school boards, supporters of public education, parents/guardians, students, and education workers. **The MOE approach with this proposal lacks transparency.**

**CONCERNS WITH E-LEARNING/ONLINE/REMOTE LEARNING PROPOSAL**

We add our voice to the concerns with the proposal by the Ministry of Education regarding online and remote learning that also includes an expanded mandate of TVO/TFO, which has been raised by education sector stakeholders including the Ontario Public School Boards' Association (OPSBA), the Ontario Student Trustees' Association, and the Federations which represent Teachers and Education Workers. We are extremely concerned with the content of this MOE proposal and potential new legislation changing the Education Act, especially since this comes at a time when our province continues to struggle with the unprecedented COVID-19 pandemic and plans for the return to school this September are uncertain.

While remote learning over the past year may have been a positive experience for some students, education stakeholders including OPSBA have seen marked increases in mental health concerns and feelings of isolation among students. We are also concerned that the current proposal may be promoting the online learning option to the detriment of student well-being and undermining the integrity of our education system.

We echo the concerns of OPSBA regarding the accelerated timelines and lack of data, investigation and understanding of the short and long-term ramifications of this MOE proposal. We do not support e-Learning/online learning becoming provincially centralized or outsourced to an external agency that risks privatization with competing/conflicting priorities and agendas. **We are concerned that this approach may open the door to further privatization, increasing commercially packaged programs for credits that do not have the necessary pedagogical rigor and alignment to the Ontario curriculum and Growing Success practices.**

## QUESTIONS

- i. Why is this proposed change being rushed through with such lack of transparency?
- ii. How does the province plan to address the possibility that this MOE plan will exacerbate the disproportionate negative impact of the COVID-19 pandemic on students from vulnerable and racialized communities?
- iii. How will students develop necessary social-emotional, collaborative, critical thinking, and creativity skills, through content delivery models that have little interaction with other students and teachers?
- iv. Would new funding models be created to ensure boards have the resources they need to provide things like support for Education Quality and Accountability Office (EQAO) testing including the Ontario Secondary School Literacy Test (OSSLT), and essential mental health and guidance supports?
- v. How will the Ministry of Education and TVO/TFO's volunteer board ensure that TVO/TFO has the capacity to effectively manage this major change in such a short period of time?
- vi. How is the province intending to govern TVO/TFO to ensure that high-quality pedagogy and assessment practices will be present in their course delivery model?
- vii. How would the proposed newly created TVO/TFO Learning Centre ensure that students are getting the supports they need?
- viii. Does TVO/TFO currently have the experience or capacity to generate revenue by marketing online courses and resources to other provinces and countries?
- ix. TVO/TFO is an arms' length agency, and a charity, governed by a volunteer, unelected board.
  - Who will the organization be accountable to?
  - Who will set standards for the organization's delivery of equitable and high standard quality education?

## RECOMMENDATIONS

1. That the Ministry of Education **delay the proposed implementation of e-learning/remote learning** and conduct a transparent and collaborative consultation and engagement with education stakeholders including school board trustees, educators, board staff, parents, and students to ensure a data informed understanding of the pandemic's impacts on student learning, mental health and well-being, so that a vision/proposal for e-learning/remote learning would be equitably supported by provincial funding and appropriately delivered.
2. That the Ministry of Education **convene a working table** which includes school board consortia, school board representatives, parents/guardians and online learning experts, along with TVO staff, to co-create a vision that is mutually beneficial and does not undermine school board and consortium leadership or eliminate the positive online learning approaches that have been effective for student engagement and success.
3. That the terminology being used to describe various **delivery models of virtual learning be clearly defined** (e.g. online learning, e-Learning, remote learning, digital learning, independent

learning) to allow for an informed discussion and lead to a distinction between the roles and responsibilities of school boards and that of TVO/TFO.

We look forward to a dialogue and will continue to be here to advocate in the best interest of all our children through the active participation of parents in supporting improved student achievement and well-being at the school level and at the board level in each of our respective school boards.

Sincerely,

The undersigned Parent Involvement Committee (PIC) Chairs/Co-Chairs

Alain Bellefeuille  
UCDSB PIC

Hirosh Abeywardane  
YRDSB PEAC

Lee-Anne Kerr  
HPEDSB PIC

Alison Marshall  
RCDSB PIC

Holly Sabara  
WCDSB CPIC

Linda Gregorio  
WCDSB CPIC

Amanda Fehrman  
HWDSB PIC

Ingrid Lambie  
YRDSB PEAC

Lindsay Stewart  
PSSBP PIC

Brian Conley  
DSBONE PIC

Jennifer Ball  
PVNCCDSB PIC

Lisa Mooney  
DSBN PIC

Christalla Kouroushis  
NDCSB PIC

Jennifer Cox  
Avon Maitland DSB PIC

Mandi Bond  
WRDSB PIC

Crystal Bevens-Leblanc  
Limestone DSB PIC

Joe Fiorante  
TCDSB PIC

Melissa Bevan  
DCDSB CPIC

D. Williams  
TDSB PIAC

Julie Marshall  
CDSBEO PIC

Mellisa Gallagher  
RRDSB PIC

Darryl P. Nohara  
NCDSB PIC

Kathleen Holmstrom  
KCDSB CPIC

Melissa Robertson  
WCDSB PIC

Danielle Magvas  
KPRDSB PIC

Kelly Schultz  
HPCDSB CPIC

Monique Dufresne  
RRDSB PIC

Erin James  
KPDSB PIC

Kelly Verdecchia  
HSDSB PIC

Mostafizur Khan  
OCDSB PIC

Felicia Seto-Lau  
TDSB PIAC

Krista Tomini  
SMCDSB PIC

Nancy Kreiner  
SMCDSB CPIC

Gerry Bergin  
HCDSB CPIC

Kristen Siapas  
GECDSB PIC

Romana Siddiqui  
PDSB PIC

Heather McAuley  
WECDSD PIC

Laurie Murray  
NPSCDSB PIC

Shayla Bradley  
Limestone DSB PIC

Sarah Nichol  
GEDSB PIC

Shazia Hassan  
PDSB PIC

Valerie Estridge  
DDSB PIC

Sarah Thomson  
TVDSB PIC

Tiffany Sherwood  
DDSB PIC

Zena Al-Mudaris  
HDSB PIC

Scott Bell  
HPCDSB CPIC

Tracey Machan  
LKDSB PIC

Shaun Peirce  
Lakehead DSB PIC

Tressa Brown  
SCCDSB PIC

cc: Nancy Naylor - Deputy Minister  
Chris Rastrick - Chief of Staff, Minister Lecce's Office  
Marit Stiles - MPP Davenport | Critic, Education | Member, Standing Committee on Government Agencies



Toronto CPIC - Treasurer's Financial Report - Monday June 14th, 2021

<b>CPIC Grant &amp; Expenditure Summary</b>	
<b>As at May 31, 2021</b>	
	<b>CPIC 2020-21</b>
APPROVED FUNDING	<b>19,771.00</b>
CARRYOVER FROM PREVIOUS YEAR	<b>52,001.36</b>
TOTAL FUNDING	<b>71,772.36</b>
<b>EXPENSES:</b>	
Childcare & Supplies	
Election-Parent Recruitment Expenses	
Media Advertising	
Transcriptions	
Mileage	
Parent Resources	
Printing & Supplies	270.56
Promotional Materials	10,817.21
Refreshments - Events	
Refreshments - Meeting	
Speaker & Recognition Expenses	(3,500.00)
Telecommunication	1,065.75
Translation Services	
TTC Tokens - Buses	
<b>TOTAL EXPENDITURES</b>	<b>8,653.52</b>
<b>TOTAL FUNDS AVAILABLE</b>	<b>63,118.84</b>



## Parent Reaching Out (PRO) Grant Funding Update (As of June 9, 2021)

Applications Received	84	
Approved Submissions	78	
Initial Funding Allocation	\$39,000	
Number of schools that have begun or completed reporting and reimbursement process	41	\$20,500
Number of schools that communicated they will not hold an event	4	
Number of remaining schools to hold events	33	\$16,500
Total amount of funds received		\$50,326.89
Updated allocation		\$37,000
Current unused funds		\$13,326.89

### Notes:

- Total amount of funds received for Engaging Parents and Communities \$50,326.89
- CPIC allocated \$40,000 for schools to hold Local Parent Engagement events



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### 2021-22 GRANTS FOR STUDENT NEEDS ANNOUNCEMENT

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

Created, Draft	First Tabling	Review
May 5, 2021	May 13, 2021	<a href="#">Click here to enter a date.</a>
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		
<b>INFORMATION REPORT</b>		

**Vision:**

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

**Mission:**

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

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



Brendan Browne, PhD  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## A. EXECUTIVE SUMMARY

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

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

## B. PURPOSE

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



## **C. BACKGROUND**

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

## **D. EVIDENCE/RESEARCH/ANALYSIS**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **E. CONCLUDING STATEMENT**

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

## Communication on the Report on EPAN Schools

Thank you, Superintendent Derek Chen, for providing the Board with this report. While this report begins to explain how this funding program works, it also leads to more questions. Please indulge me as I try to elaborate from what I have been able to learn belonging to an EPAN school for many years and asking questions of this program whenever the opportunities arose.

In the 2015/2016 school year, block budgets were reduced by approximately 30%. This reduction was an indirect effect of a Board deficit, and it impacted our classrooms. With smaller block budgets, schools had to do more with less; some schools were able to increase their fundraising efforts to fill the gaps but not all schools are that fortunate. EPAN funding program began the following year in the 2016/2017 school year.

There is no mention of how much funding is available or when the schools receive it. Funding for this program is determined at the end of the Board's fiscal year from the previous school year. Usually, the Board does not finalize their financials for the previous school year until November or December of the current school year. Therefore, EPAN schools do not receive funding at the beginning of the school year, but usually in March, a little bit more than halfway through the current school year. Imagine how difficult it is for the administration to plan the entire school year unknowing to them if, when, and how much more funding they will receive. In essence, EPAN schools wait to see what money is left over from the previous year and then, halfway through the current school year, will receive additional funding. In most cases, this is an amount that was deducted from their block budget in 2015/2016. **Please remember these are our schools in most need.**

How do we know they are in most need? By the acronym EPAN – which stands for Equity **Poverty** Action Network; it's in the name. I understand that social economic factors (along with N-tile scores) play a part in the designation of a school as EPAN, however, when I am speaking to parents or a CSPC and explaining what an EPAN school is, people are taken aback that poverty is in the acronym, and no one wants to be reminded about being less in society. **Now would be a good time to find a different name.**

In closing, the implementation of the funding program greatly fails on our students. If these schools are in need, can we continue to address that they need the additional funds at the beginning of the school year? Only in this fashion can the funds be used properly and make an impact so that every student in our Board has an equal opportunity to thrive and succeed.

Thank you,

Joe Fiorante

St. Jane Frances CSPC Chair

Ward 3 CPIC Rep

CPIC Chair