

OUR MISSION

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

OUR VISION

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



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

Michael Del Grande, Chair

Nancy Crawford, Vice-Chair

Thursday, June 11, 2015

7:00 P.M.

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8. Delegations	
8.b Mary LaFramboise regarding Revision of Fully Alive in relation to HPE curriculum	1 - 2
8.c Jane Seymour representing OAPCE regarding the New Health and Physical Education Curriculum	3
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14. Matters Recommended by Special/Ad Hoc or Sub-Committees	
14.b Report of the Governance and Policy Committee on Opening & Closing Exercises S.S. 02 Policy	11 - 25
14.c Report of the Governance and Policy Committee on Alcohol and other drugs S.S. 03 Policy	26 - 39

14.d	<i>Report of the Governance and Policy Committee on governance Policy T. 20</i>	<i>40 - 55</i>
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TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING
RECORDED

For Board Use
Only

Delegation No. _____

☐ Public Session

☐ Private
Session

☐ Five (5)
Minutes

Name	Mary Laframboise
Committee	Regular / Special Board
Date of Presentation	12/31/9999
Topic of Presentation	Revision of Fully Alive in relation to HPE curriculum
Topic or Issue	A topic so essential to the well-being of children, and their future. HPE revision does not respect the developmental stage of children, or the role of parents as primary educators. Our Catholic schools must share wisdom with the wider community about life and love. Our parents must be properly consulted and involved, and proper time must be taken to achieve this critical goal.
Details	We need a delay to properly inform parents and invest in the proper materials to help them guide their own children. This needs to be done in partnership with diocese, parish and home.
Action Requested	Delay the implementation of the new curriculum for one school year.

I am here as a delegation to speak only on my own behalf	Yes
I am an official representative of the Catholic School Advisory Committee (CSAC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	

Submittal Date	6/9/2015
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Session

☐ Five (5)
Minutes

Name	Jana K Seymour- Vice President OAPCE Toronto	
Committee	Regular / Special Board	
Date of Presentation	6/11/2015	
Topic of Presentation	OAPCE Delegation Regarding the New Health and Physical Education Curriculum	
Topic or Issue	OAPCE Toronto would like to encourage the Board to follow the direction provided by the Institute for Catholic Education on the New Health and Physical Education Curriculum	
Details	The Institute for Catholic Education is developing tools to support educators to enable them to provide the critical information in the new health and physical education curriculum through the Catholic lens.	
Action Requested	That the Board work as a partner in supporting the action taken by the Institute for Catholic Education to deliver the new health and physical education curriculum through the Catholic lens.	
I am here as a delegation to speak only on my own behalf		
I am an official representative of the Catholic School Advisory Committee (CSAC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization	Yes OAPCE Toronto	
Submittal Date	6/9/2015	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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Delegation No.

- ☐ Public Session
☐ Private Session
☐ Five (5) Minutes

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED

Name: Cheryl Bristol-Matte

☒ Copy Provided

Standing or Other Committee:

- | | | |
|---|--|--|
| <input type="checkbox"/> Corporate Affairs, Strategic Planning and Property | <input type="checkbox"/> SEAC | <input type="checkbox"/> Student Achievement & Well-Being, Catholic Education, Human Resources |
| <input type="checkbox"/> Governance Framework | <input type="checkbox"/> Special Board | <input checked="" type="checkbox"/> Other |

Date of Presentation: June 11, 2015

Topic or Issue: TCDSB to Parent Communication

Details: CPIC suggests the collection of parent/guardian email addresses

Action Requested: _____

Check One Box

- ☐ I am here as a delegation to speak only on my own behalf.
- ☐ I am an official representative of the Catholic School Advisory Committee.
School _____ Position _____
- ☐ I am an official representative of student government.
School _____ Position _____
- ☒ I am here as a spokesperson for another group or organization.
Name of group Catholic Parent Involvement Committee aka CPIC

Date: May 29, 2015

Address: 80 Sheppard Avenue East

Postal Code: _____

Signature: 

Telephone: _____

e-mail cebristolmatte.cpicw5r02@gmail.com

Please remember to save your completed form to your computer before submitting.

Please fax to Recording Secretary at 416 229 5353 or by email lalita.fernandes@tcdsb.org



Toronto Catholic Parent Involvement Committee

TCDSB to Parent Communication

WHEREAS parent communication methods varies from school to school with the majority using costly printed material as the preferred media selected by and/or supported by the School Principal or the Administrative Staff,

AND WHEREAS parent communications from the TCDSB Central Department(s) seems to always be unnecessarily passed through the School Principal before being forwarded to the Parent,

AND WHEREAS following the spirit of 21st Century Education skills development initiatives ("Creativity, Collaboration, Communication, and Critical-Thinking") and the TCDSB could be more creative, collaborative when communicating with parents and guardians,

AND WHEREAS the TCDSB needs to reduce their operating cost and minimizing printed material would be a good cost-saving mechanism,

AND WHEREAS using electronic means of communication could be tailored to the preferred language of the Parent,

AND WHEREAS this initiative can be considered a step towards our TCDSB next 3-year pastoral plan "Together With One Voice – Harmonizing Faith in our Families, Parishes and Schools"

AND WHEREAS the TCDSB has stated in the Multi Year Plan under Strengthening Public Confidence - Strategic Actions that 'the Catholic Parent Involvement Committee will be provided with support to improve parent engagement and communications strategies' and this motion is considered an important step to achieving this vision

It is MOVED THAT Toronto CPIC suggests to the Trustees and the Director of Education that commencing in September 2015 and in every academic year thereafter that a notice similar to that attached be sent out to all parents and guardians requesting an email address that could be used by the TCDSB be supplied in order to be able to communicate with them electronically. The privacy of the email address will of course be respected by the TCDSB, and it will only be used for sending out electronic versions of their child's school newsletter and other general school communications, TCDSB sanctioned newsletters and other general TCDSB sanctioned communications. As the collection of email progresses it is hoped that the email will be sent in the language selected by the parent or guardian. All specific one-on-one communications regarding the child will continue to be sent as individually agreed upon between School Staff and the Parent.

Moved By: Cheryl Bristol Matte - W5 parent Representative

Seconded By: A J Hepburn - W2 Parent Representative

Motion # 15/05-04

Carried

Sample Letter

School logo and address:

Starting in September, **MM/DD/YY**, **-NAME OF SCHOOL** will be issuing the newsletter to parents and guardians by email only. A paper copy will be available by request.

All email addresses provided will remain confidential to the TCDSB

Please complete the information below and return this form to your youngest child's teacher.

We thank you for your cooperation.

School Principal or School Secretary's Name

☐ We currently receive the school newsletter and other school communication by email.

☐ We do not receive any email communication or we are not sure if we receive all email.

Please add my email address below to the parent list.

email address(es) _____

Teacher: _____

Youngest Child Name: _____

Sibling(s): _____

Parent/Guardian Names _____



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Delegation No.

- ☐ Public Session
☐ Private Session
☐ Five (5) Minutes

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED

Name: Christine Manrique

☐ Copy Provided

Standing or Other Committee:

- ☐ Corporate Affairs, Strategic Planning and Property
 ☐ SEAC
 ☐ Student Achievement & Well-Being, Catholic Education, Human Resources
☐ Governance Framework
 ☐ Special Board
☒ Other ✓

Date of Presentation: June 11, 2015

Topic or Issue: Sex Ed Curriculum Update by the Institute of Catholic Education

Details: _____

Action Requested: _____

Check One Box

- ☒ I am here as a delegation to speak only on my own behalf.
☐ I am an official representative of the Catholic School Advisory Committee.
 School _____ Position _____
☐ I am an official representative of student government.
 School _____ Position _____
☐ I am here as a spokesperson for another group or organization.
 Name of group _____

Date: June 10, 2015

Signature:

Address: _____

Postal Code: _____

Please remember to save your completed form to your computer before submitting.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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Delegation No. _____

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Name	Ann Alphonso
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	6/11/2015
Topic of Presentation	H&PE Curriculum, Sex-Ed Section
Topic or Issue	Age-inappropriateness of this section that is also contrary to Catholicism
Details	The contents that will be taught to elementary school children is very graphic and of secular-based ideologies that are unacceptable to parents who do not believe in or accept them as being contradictory to their personal faith beliefs - for us as Catholics
Action Requested	Every parent should have a voice and an opportunity to express what they feel about this curriculum being taught to their children. Every parent must be consulted as it pertains to their particular child/c ildren. They decide what is best for their children - NOT the government!

I am here as a delegation to speak only on my own behalf	Yes
I am an official representative of the Catholic School Advisory Committee (CSAC)	No St Bede Member
I am an official representative of student government	
I am here as a spokesperson for another group or organization	

Submittal Date	6/10/2015
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2014-2015 Student Trustee Year in Review

August

- Attended inaugural board meeting and officially signed on as student trustees
- August 23rd – September 1st : Catholic Student Leadership Week at Camp Olympia + CSLIT Weekend and first General Assembly

September

- Resumed Student/Parent Bill of Rights consultation meetings
- Held September CSLIT GA with guest Bishop from Mission Canada Bishops

October

- Attended OSTA-AECO's Fall General Meeting held at the Marriott hotel
- First E-CSLIT Meeting held Oct. 9th at Cardinal Carter
- October CSLIT GA held featuring a Halloween costume contest and constitutional amendments

November

- Attended Cardinal's Dinner at the Metro Convention Centre
- Ontario Student Leadership Conference
- Development and Peace Student Development Day at St. Bonaventure's
- November GA, featuring a rotating group of presenters and discussions with student feedback on issues within CSLIT

December

- CSLIT Christmas Social, over \$200 raised for the Angel Foundation for Learning
- Inclusion and Belonging Retreat at the Japanese Cultural Centre, over 175 students in attendance to participate in workshops and listen to keynote speakers.

January

- January CSLIT General Assembly held on the 13th
- Little activity due to exams

February

- Bill of Rights drafting Committee
- Student Trustee applications handed out at February CSLIT General Assembly
- Emceed Pan-Am Games rally held at Downsview Hangar,
- Attended the Board Council Conferences of OSTA-AECO in Ottawa from the 26th to March 1st

March

- Voices that Challenge conference held at St. Michael's College, over 400 students in attendance for keynote speakers and workshops

- Visited Queens Park for dinner celebrating Catholic Education in Ontario
- March CSLIT General Assembly, wherein the Student Trustee Candidates (10 in total) were introduced and questioned by the GA.

April

- Dodging for Justice Dodgeball tournament held at St. Joseph's College Wellesley location, proceeds went towards helping Development and Peace's "Sow much Love" campaign
- Student Trustee Elections held on April 21st, Karyna Dubrovskaya, Grade 10 from Bishop Allen and Allison Gacad, Grade 11 from St. Pope John Paul II elected to serve for the 2015-2016 term
- Camp Olympia Student Leadership Weekends begin at the end of April, with Jean Vanier, Marshall McLuhan, and Blessed Mother Theresa serving as host schools

May

- Ontario Youth Day, Province Wide Mass held at the CEC. Peace walk followed downtown
- Attended OSTA-AECO'S Annual General Meeting at the Sheraton Centre in Toronto
- Over three weeks, just over a thousand students from the TCDSB participated in leadership training at Camp Olympia. There were three weekends hosted by Marshall McLuhan, Jean Vanier, and Blessed Mother Teresa. Plus elementary schools Camp Olympia during the week
- CSLIT Gala, on May 22nd about 200 hundred students gathered to celebrate student leadership and raise funds for the Angel Foundation for Learning
- President's council Annual General Meeting was held where different initiatives and best practices

June

- Next year's CSLIT Executive was chosen via process of interview over several days
 - Director of Administrative Affairs – Rica Cruz (Notre Dame)
 - Director of Faith – Anthony Yacab (Brebeuf)
 - Director of Elementary Affairs – Meghan Iyz (Vanier) and Priscilla Daniel (Notre Dame)
 - Director of Social Affairs - Lizzie Seredinina (Bishop Allen)
 - Director of Angel Foundation For Learning- Jess Sorbara (Michael Power)
 - Director of Equity – Alek Lumina-Garbin (Chaminade College)
 - Director of Social Justice – Jordan Nigro (Cardinal Carter)
 - Director of Public Relations - David Benzon (St. Pope John Paul II), Josette Joseph (St. Pope John Paul II), Patrick Amante (St. Patrick)
- End of the year CSLIT barbecue held at Cardinal Carter to celebrate this year's achievements with CSLIT



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON OPENING & CLOSING EXERCISES S.S. 02 POLICY

*Here is what I have seen to be good and fitting: to eat, to drink and enjoy oneself in all one's labour.
Ecclesiastes 5:18*

Created, Draft	First Tabling	Review
May 11, 2015	May 19, 2015	June 11, 2015
Ann Andrachuk, Chair, Governance and Policy Committee Loretta Notten, Superintendent Governance and Policy		
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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.



Members of the Committee:

Ann Andrachuk, Chair
Angela Kennedy, Vice Chair
Maria Rizzo, Trustee Ward 5
Mike Del Grande, Trustee Ward 7
Gary Tanuan, Trustee Ward 8
Jo-Ann Davis, Trustee Ward 9
Nancy Crawford, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board approve the revised S.S.02 Opening and Closing Exercises policy with the following amendments:

1. Under Regulations, Paragraph 1, the word “will” be replaced with “shall”.
2. Under Regulation 9, the word “social” be removed.

B. ORIGIN

Board policies must be aligned with changes in Ministry policy and all changes in legislation, and congruent with TCDSB Board approved motions. As part of a review of the TCDSB Policy register, our policy for Opening and Closing Exercises has been revised to reflect recent Ministry policy and legislative requirements and the goals of our Multi-Year Strategic Plan.

C. EXECUTIVE SUMMARY

The process of commencing each school day in prayer and with the national anthem speaks to our proud Catholic faith tradition and our desire to cultivate strong national pride. The policy for Opening and Closing Exercises was last revised in 2002. In order to be consistent with Board motions regarding the singing of O Canada, Ministry of Education Policy Memorandums in relation to religious accommodation and the development of the TCDSB Multi-Year Strategic Plan, it was necessary to revise our current policy.

Conversation at Governance revolved around our Denominational Rights and those students who may elect to absent themselves from either the anthem or the prayer. A pastoral approach that considers each individual and their circumstances is how the system best responds, realizing that our denominational rights are “more of a shield than a sword”. This is also consistent with other related (cross-referenced) policy documents. The revised policy passed unanimously.

D. APPENDICES

1. Appendix A: Revised Opening Exercises Policy S.S. 02 – Side by Side Presentation
2. Appendix B: Report to Governance on revised Food and Beverage Policy.

E. MOTIONS

That the board approve the revised S.S. 02 Opening and Closing Exercises policy.

Motion as amended carried.

CURRENT**TCDSB Policy Register****Safe Schools:****OPENING OR CLOSING EXERCISES POLICY S.S.02**

Date **Dates of Amendment:**

Approved:

November 14, 2002 - Board September 6, 2001

Cross Reference:

1. Ontario Safe Schools Code of Conduct
2. Safe Schools legislation Bill 81, S. 304
3. Ministry Regulations 298 (Operation of Schools General - as amended by Reg. 436) and Regulation:435 (Opening or Closing Exercises)
4. Prayers in Schools TCDSB Policy S.23
5. Ministry Memorandum August 30, 2000 from Deputy Minister re: new regulations

PROPOSED

Date Approved:	Date of Review: 2018	Dates of Amendment: Sept. 6, 2001; November 14, 2002
Cross Reference: Ministry of Ontario Regulation 298 Operation of Schools Ministry of Ontario Regulation 435/00 Opening or Closing Exercises TCDSB Policy S. 23 Prayer in Schools TCDSB Policy S. 22 Religious Accommodation TCDSB Policy H. M. 24 Catholic Equity and Inclusive Education Policy Ontario Ministry of Education PPM 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario		
Attachments: Appendix A: Exemption Request Form: Parent Appendix B: Exemption Request Form: Student		

Purpose:

This Policy provides direction on opening and closing exercises in schools in the Toronto Catholic District School Board which are reflective of the board's commitment to Living Our Values and developing school communities formed by Catholic beliefs and traditions.

Policy

In keeping with the Board's commitment to develop school communities formed by Catholic beliefs and traditions, opening or closing exercises in each of the schools shall be conducted according to the following:

- (a) Each Principal shall ensure that opening or closing exercises are included within the daily schedule.
- (b) These exercises shall include public prayer and the

Scope and Responsibility:

The policy governs all schools within the TCDSB. The Director of Education is responsible for this policy.

Alignment with MYSP:

Living Our Values
Fostering Student Achievement and Well Being
Strengthening Public Confidence

Financial Impact:

Generally, there is no significant financial impact.

Legal Impact:

Generally, there is no legal impact. In the event that a student petitioned for religious accommodation, there would be the potential for a legal challenge if the board did not follow appropriate due diligence in application of the Religious Accommodation policy and Catholic Equity and Education Policy.

Policy

The Toronto Catholic District School Board is committed to living the values of our Catholic faith and to supporting the development of school communities formed by Catholic beliefs and traditions, while also fostering national pride. Each principal of a school within the Toronto Catholic District School Board will ensure that daily opening and

singing of “O Canada” and may include the Pledge of Citizenship, the singing of “God Save the Queen”, scriptural/spiritual readings and public announcements.

Regulations:

1. The principal will, in annual consultation with the school council, establish procedures for daily opening or closing exercises. These procedures will be reviewed for the beginning of each school year.
2. These exercises will include a vocal version of “O Canada”.
3. In keeping with the Board’s Mission Statement and statement of Catholic Graduate School Outcomes, prayers and/or scripture readings will form an integral part of each opening or closing exercise as per Board Policy S. 23: Prayers in School.
4. The principal may decide, after consultation with the school council, to include the Pledge of Citizenship *in the opening or closing exercise*. The version recited will be the one set out in regulation as follows:
“I affirm that I will be faithful and bear true allegiance to her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian Citizen.”
5. Following the consultation with the school council, the principal shall inform students 18 years of age or older and

closing exercises include public prayer and the singing of O Canada.

Regulations:

1. The principal shall, in annual consultation with the Catholic School Parent Council, establish procedures for opening and closing exercises. These procedures will be reviewed at the beginning of each school year.
2. In respect of the national anthem, students will sing O Canada *a cappella*.
3. Consistent with the Board’s *Multi Year Strategic Plan* and the *Ontario Catholic School Graduate Expectations*, and Board policy S. 23, *Prayer in Schools*, prayers and/or scriptural readings will form an integral part of each opening or closing exercise.
4. The principal may decide, after consultation with the school council, to include the Pledge of Citizenship *in the opening or closing exercise*. The version recited will be the one set out in regulation as follows:
“I affirm that I will be faithful and bear true allegiance to her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian Citizen.”

the parents/guardians of students under 18 years of age in writing of their right to request an exemption from the singing of O'Canada and/or the recitation of the Pledge of Citizenship and of the process whereby they may do so.

6. The principal will exempt students from the singing of "O Canada" and the recitation of the Pledge of Citizenship upon annual application, if:

(a) The parent/guardian of a student under 18 years of age applies in writing to the principal for an exemption; (see Appendix A)

(b) A student, who is at least 18 years of age, applies in writing to the Principal to be exempted. (see Appendix B)

7. Exempted students will follow locally established school procedures for respecting the singing of "O Canada" and recitation of the Pledge of Citizenship; for example: stop, stand respectfully, remove hat, etc.

5. A pupil is not required to sing *O Canada* or recite the pledge of citizenship in the following circumstances:

a. In the case of a pupil who is less than 18 year old, if the pupil's parent or guardian applies in writing to the principal to be exempted from doing so. (Appendix A)

b. In the case of a pupil who is at least 18 years old, if the pupil applies in writing to the principal to be exempted from doing so. (Appendix B)

6. Any pupil exempted under regulation 5, will follow locally established school procedures for respecting the a capella singing of "O Canada" and/or the recitation of the Pledge of Citizenship; for example: stop, stand respectfully, remove hat, etcetera.

7. Consistent with S. 22, Prayer in Schools, TCDSB will, at all times, seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.

8. It is understood that all students registered in TCDSB schools acknowledge that the school community

8. Prior to the commencement of classes in September, the principal shall communicate to all classroom teachers in writing the local expectations congruent with the Policy regarding the scheduling of Opening Exercises.

9. The policy applies to all elementary and secondary schools under the jurisdiction of the TCDSB.

10. Provision needs to be made for Opening or Closing Exercises for those classes that are not present at the time of the scheduled morning opening or closing exercises. E.g.: p.m. JK/SK classes.

proclaims, celebrates and cherishes its Catholic identity and traditions and that staff will teach the curriculum from a Catholic perspective. At the same time, the school is enriched and is committed to providing an environment that is inclusive, safe and free of barriers based on religion.

9. In respect of religious accommodation, TCDSB acknowledges that all students, in accordance with what the Catholic Church offers in its teachings and reflective practice, are entitled to their rights and responsibilities under the Ontario Human Rights Code.

10. Prior to the commencement of classes in September, the principal shall communicate to all classroom teachers in writing the local expectations congruent with the Policy regarding the scheduling of Opening Exercises.

Definitions:

Accommodation:

An adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit

from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds.

Religious Accommodation:

An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.

Ontario Human Rights Code, Section 19

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the constitution Act, 1867 and the Education Act.

Evaluation and Metrics:

1. Implementation of the Opening and Closing Exercises policy is the responsibility of the school principal, in consultation with the Area Superintendent.
2. The consistent application of religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.

APPENDIX A: EXEMPTION REQUEST FORM: PARENT

The principal will exempt students from the singing of “O Canada” and the recitation of the Pledge of Citizenship upon annual application, if the parent/guardian of a student under 18 years of age applies in writing to the principal for an exemption; or a student who is at least 18 years of age, applies in writing to the Principal to be exempted.

Please be advised I am requesting that my child, a student less than 18 years of age:

Name: _____

Date of Birth: _____

Be exempt from:

- ☐ The singing of O Canada
- ☐ The Recitation of the Pledge of Citizenship

For the current school year.

Parent signature

Month: _____ Day: _____ Year: _____

APPENDIX A: EXEMPTION REQUEST FORM: PARENT

The principal will exempt students from the singing of “O Canada” and the recitation of the Pledge of Citizenship upon annual application, if the parent/guardian of a student under 18 years of age applies in writing to the principal for an exemption; or a student who is at least 18 years of age, applies in writing to the Principal to be exempted.

Please be advised I am requesting that my child, a student less than 18 years of age:

Name: _____

Date of Birth: _____

Be exempt from:

- ☐ The singing of O Canada
- ☐ The Recitation of the Pledge of Citizenship

For the current school year.

Parent signature

Month: _____ Day: _____ Year: _____

APPENDIX B: EXEMPTION REQUEST FORM: STUDENT

The principal will exempt students from the singing of “O Canada” and the recitation of the Pledge of Citizenship upon annual application, if the parent/guardian of a student under 18 years of age applies in writing to the principal for an exemption; or a student who is at least 18 years of age, applies in writing to the Principal to be exempted.

Please be advised I am student at least 18 years of age.

Name: _____

Date of Birth: _____

I am requesting that I be exempt from:

- ☐ The singing of O Canada
 - ☐ The Recitation of the Pledge of Citizenship
- For the current school year.

Signature

Month: _____ Day: _____ Year: _____

APPENDIX B: EXEMPTION REQUEST FORM: STUDENT

The principal will exempt students from the singing of “O Canada” and the recitation of the Pledge of Citizenship upon annual application, if the parent/guardian of a student under 18 years of age applies in writing to the principal for an exemption; or a student who is at least 18 years of age, applies in writing to the Principal to be exempted.

Please be advised I am student at least 18 years of age.

Name: _____

Date of Birth: _____

I am requesting that I be exempt from:

- ☐ The singing of O Canada
 - ☐ The Recitation of the Pledge of Citizenship
- For the current school year.

Signature

Month: _____ Day: _____ Year: _____



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

APPENDIX B S.S. 02 OPENING AND CLOSING EXERCISES POLICY REPORT.DOCX

*Let us come into his presence with thanksgiving; let us make a joyful noise to him with songs of praise.
Psalm 95:2*

Created, Draft	First Tabling	Review
May 11, 2015	May 19, 2015	Click here to enter a date.

Loretta Notten, Superintendent of Governance and Policy

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



G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and
Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

The process of commencing each school day in prayer and with the national anthem speaks to our proud Catholic faith tradition and our desire to cultivate strong national pride. The policy for Opening and Closing Exercises was last revised in 2002. In order to be consistent with Board motions regarding the singing of O Canada, Ministry of Education Policy Memorandums in relation to religious accommodation and the development of the TCDSB Multi-Year Strategic Plan, it was necessary to revise our current policy.

B. PURPOSE

1. Board policies must be aligned with changes in Ministry policy and all changes in legislation, and congruent with TCDSB Board approved motions. As part of a review of the TCDSB Policy register, our policy for Opening and Closing Exercises has been revised to reflect recent Ministry policy and legislative requirements and the goals of our Multi-Year Strategic Plan.

C. BACKGROUND

1. Each of the schools of the TCDSB promotes and celebrates our Catholic faith by ensuring that prayer, scripture reading or religious reflection is integral to the Opening and/or Closing Exercises of the school day. Similarly, all schools cultivate a strong sense of national pride and identity by including the national anthem in their Opening Exercises.
2. On April 4th, 2012 the Board of Trustees passed a motion regarding the singing of O Canada, requesting that the policy and practice be changed to require students to sing O Canada a cappella. Practice in schools has largely changed to reflect the motion but policy had not be adequately updated.
3. While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the constitution Act, 1867 and the Education Act.

4. School Boards have an obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.
5. Students over the age of 18 or the parent/guardian of a student under the age of 18 has the right to request an exemption from the requirement to sing O Canada or recite the pledge of citizenship (where used as part of Opening or closing exercises), per Regulation 298. 4 (4) and 435/00 of *The Education Act*.

D. VISION

VISION	PRINCIPLES	GOALS
Provide a policy to govern TCDSB Opening and Closing Exercises that is respectful of our legal obligations under the Ontario Human Rights Code and PPM 119, as well as the Safe and Accepting Schools Act.	Aligns with the MYSP goals of Living Our Values, Fostering Student Achievement and Well-Being and Strengthening Public Confidence.	Newly revised policy consistent with the MYSP Policy Template. Clearly understood obligations articulated in TCDSB policy reflective of Ministry policy and the Ontario Human Rights Code. Clearly understood policy respectful of Board motion regarding the singing of O Canada.

E. ACTION PLAN

1. The policy has been revised to provide a policy which is aligned with other TCDSB Policies in relation to prayer and religious accommodation, and to our obligations under Ministry Policy Memorandum, and the Ontario Human Rights code.

2. Students will have an authentic experience of prayer and their faith in each school day.
3. Students will commence each day singing O Canada a cappella respectful of the Board motion stating the same.
4. Policy revision reflects the goals of our TCDSB Multi-year Strategic Plan and the principles of our Catholic Graduate Expectations, in order to build and sustain a positive, faith-filled, inclusive school climate.
5. TCDSB will, at all times, seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.
6. Religious accommodation will be provided per the individual rights and responsibilities provided under the Ontario Human Rights Code.

F. METRICS AND ACCOUNTABILITY

1. Implementation of the Opening and Closing Exercises policy is the responsibility of the school principal, in consultation with the Area Superintendent.
2. The consistent application of religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Policy updates will be provided to all school administrators and published to the TCDSB Policy Register.

H. STAFF RECOMMENDATION

That the board approve the revised S.S. 02 Opening and Closing Exercises Policy, per Appendix A.



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON ALCOHOL AND OTHER DRUGS S.S. 03 POLICY

And be not drunk with wine, wherein is excess; but be filled with the Spirit. Ephesians 5:18

Created, Draft	First Tabling	Review
May 11, 2015	May 19, 2015	June 11, 2015

Ann Andrachuk, Chair, Governance and Policy Committee
Loretta Notten, Superintendent Governance and Policy

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



Members of the Committee:

Ann Andrachuk, Chair
Angela Kennedy, Vice Chair
Maria Rizzo, Trustee Ward 5
Mike Del Grande, Trustee Ward 7
Gary Tanuan, Trustee Ward 8
Jo-Ann Davis, Trustee Ward 9
Nancy Crawford, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board approve the revised S.S.03 Alcohol and Other Drugs policy as found in Appendix A.

B. ORIGIN

1. Board policies must be aligned with all changes in legislation. As part of our review of the TCDSB Policy register, our policies for Safe Schools, and for Alcohol and Other Drugs in particular, have been revised to reflect the recent legislative requirements and the goals of our Multi-year Strategic Plan. Student statistics reflect some prevalence of offences related to alcohol and drugs in youth culture and thus it is important to consider both proactive education and appropriate disciplinary responses when such matters arise. Proactive curriculum delivery, supported by a cross-disciplinary team approach, has been successful in helping to reduce the number of related offences.

C. EXECUTIVE SUMMARY

The conduct of students, supported by family, school and parish, is expected to be modelled upon Christ. It is the job of the school to provide both proactive education and an appropriate disciplinary response when conduct falls below the above standard. The prevalence of alcohol and drugs in youth culture invites our Catholic School communities to shine a particular focus on these issues. Our current TCDSB policy related to Alcohol and Other Drugs requires revision to be consistent with both our Multi-Year Strategic Plan and with updates in current Safe Schools' legislation and TCDSB policies. There was no discussion on this policy at Governance and it was passed unanimously.

D. APPENDICES

1. Appendix A: Revised Alcohol and Other Drugs Policy S.S. 03
2. Appendix B: Report to Governance on revised Alcohol and Other Drugs Policy S.S. 03.

E. MOTIONS

That the board approve the revised S.S. 03 Alcohol and Other Drugs policy.

Motion carried.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Alcohol and Other Drugs

POLICY NO: S.S. 03

Date Approved:	Date of Next Review:	Dates of Amendments:
Cross References S.S. 01 Consolidated Suspension and Expulsion Policy S.S. 01 Operation Procedures Appendix A Protocol to Suspension S.S. 01 Operation Procedures Appendix C Protocol to Expulsion S.S. 01 Operational Procedures Appendix F Statutory Powers Procedure Act S.S. 09 Code of Conduct S.S. 10 Progressive Discipline Police/School Board Protocol Smoke Free Ontario Act, (2007) Municipal Code, Chapter 709, Smoking		
Appendix A -		

Purpose

This policy affirms that, consistent with our Multi-Year Strategic Plan, Catholic Social Teachings and our Ontario Catholic School Graduate Expectations, the conduct of students and support of staff is expected to be modelled upon Christ. Conduct falling below that standard requires appropriate discipline. The perils and prevalence of alcohol and drugs within youth culture invite our Catholic school communities to shine particular focus upon this issue. Creating a positive and responsive school climate is a shared responsibility of all stakeholders.

“Act justly, love tenderly and walk humbly with your God.” (Micah: 8)

Scope and Responsibility

This policy has implications for all individuals of the TCDSB, in particular students, but as it applies to prevention, intervention and discipline, not only students, but also parents, teachers, school staff, administrators, parish priests, and



POLICY SECTION: Safe Schools
SUB-SECTION:
POLICY NAME: Alcohol and Other Drugs
POLICY NO: S.S. 03

community school partners. The Director of Education is responsible for this policy.

Alignment with MYSP

Fostering Student Achievement and Well-Being
Living Our Catholic Values
Strengthening Public Confidence

Financial Impact

Generally there is no significant financial impact on the TCDSB. There is the potential for legal liability to the Board that could carry a financial penalty if the guidelines and procedures included and related to this policy are not honoured.

Legal Impact

The Act requires principals to promote a school climate where all individuals feel safe. When serious incidents occur, the principal is required to conduct an investigation and to take appropriate steps to re-establish safety. The Act also provides parents/guardians/adult students with an opportunity and a process to review and appeal decisions made by the school board.

Policy

The Toronto Catholic District School Board recognizes its obligation to create a positive and responsive school climate. The Board does not tolerate during school, or Board-sponsored events, the use, possession, or trafficking by students of any substance which is unlawful under statute or regulation of Ontario, Canada or Board policy. Further recognizing that alcohol and drug abuse is a concern in youth culture and is potentially very harmful, and acknowledging the God-given dignity and value of each person and the need to understand the human journey in the context of relationship, the Toronto Catholic District School Board will address student alcohol and drug use, both proactively and with fair disciplinary action.



POLICY SECTION: **Safe Schools**

SUB-SECTION:

POLICY NAME: **Alcohol and Other Drugs**

POLICY NO: **S.S. 03**

Regulations

1. The Toronto Catholic District School Board recognizes the role of drug education in reducing alcohol and other drug related problems, and will therefore address student alcohol and drug use by implementing a comprehensive curriculum designed to prevent alcohol and drug-related problems.
2. TCDSB drug prevention curriculum will be given a high level of priority with regard to development and implementation, and will be linked to the developmental stages of the students and contain specific objectives for each grade from primary to secondary.
3. Alcohol and drug prevention curriculum will be incorporated into various subject areas, covering a wide range of topics, further supplemented by extra-curricular activities within the school community.
4. Alcohol and drug prevention curriculum is addressed within the Ministry of Education Physical and Health Education Curriculum, K-12. While primary implementation will take place within the HPE curriculum, the monitoring and extra-curricular supports will be supported by a cross-disciplinary team, which includes contributions from the Curriculum and Accountability department, the TCDSB Mental Health Lead, the Social Work and Psychology departments and the Safe Schools department.
5. The alcohol and drug prevention curriculum shall be evaluated regularly and revised as necessary.
6. Where proactive education and preventative efforts have been unsuccessful, an early intervention program will be employed, offering early assistance to students who are experiencing problems related to alcohol and other drugs.



POLICY SECTION: **Safe Schools**

SUB-SECTION:

POLICY NAME: **Alcohol and Other Drugs**

POLICY NO: **S.S. 03**

This can include supports from community partners with specialization in this area.

7. A process for identification of, and early intervention into, problems among students for whom preventive efforts have been unsuccessful shall include:
 - a) Ensuring all appropriate staff have been familiarized with the signs and symptoms of alcohol and other drug use/ or abuse by students.
 - b) Acquainting all staff with the procedures to follow and referrals skills required when dealing with alcohol and drug use/abuse by students.
 - c) Informing all students and their parents/guardians of the existence of early intervention programs and how to gain access.
8. Violations of the TCDSB Code of Conduct under the auspices of this policy can occur in seven ways:
 - a. Use of tobacco or tobacco products
 - b. Use or possession of alcohol
 - c. Use of inhalants for the purpose of intoxication
 - d. Use or possession of illicit drugs
 - e. Intoxication by alcohol or other drugs
 - f. Trafficking of illegal drugs
 - g. Giving alcohol to a minor
9. The Toronto Catholic District School Board prohibits the use of alcohol or drugs by students while on board property or at events sponsored by the Board and its constituent schools. The possession of these substances, with the exception of tobacco and tobacco products, is also prohibited. [Note: While students over sixteen years of age may legally possess tobacco, this provision recognizes that the Toronto Catholic District School Board prohibits its use on school property or at school-sponsored events, per regulation 10 below.] However, school sponsored events not held on Board property are governed by the standards established for that particular location.



POLICY SECTION: **Safe Schools**

SUB-SECTION:

POLICY NAME: **Alcohol and Other Drugs**

POLICY NO: **S.S. 03**

10. a) The Smoke Free Ontario Act governs all offences related to smoking on school property. Further the Municipal Code Chapter 709 further strengthens the obligations each school must fulfill to remain in compliance with legislation and municipal bylaws. All school administrators will ensure that staff, students, parents and members of the public are aware that smoking is not permitted on school property.
- b) Signage shall be posted at all entrances, exits, washrooms and other appropriate locations to ensure compliance.
- c) In secondary schools, the Health and Physical Education Department will work with Toronto Public Health and the tobacco enforcement officials to create a unified procedure in regards to protocol for enforcing the Smoke Free Ontario Act in the Toronto Catholic District School Board secondary schools.
11. Should a student be found in possession of a substance which is legally prohibited, whether for their own use or for distribution/trafficking, the substance will be confiscated, and the police must be notified. The police will confiscate all materials from the principal for appropriate disposal, according to the requirements of the Police/School Board Protocol.
12. a) Consistent with S.S. 01 Suspension and Expulsion Consolidated and S.S. 09 TCDSB Code of Conduct, all TCDSB employees must report to the principal as soon as reasonably possible—and no later than the end of the school day-- if they become aware of a student who may have engaged in a serious student incident, such as the possession, use, trafficking or distribution of prohibited substances. Staff who may be excluded from this provision are members of the College of Social Workers and Social Services Workers and Members of the College of Psychology, if they are involved in a confidential therapeutic role with the student and if the use of substance use does not present imminent harm to self or others.
- b) In accordance with the sections 306. and 310. of *The Education Act*, a



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Alcohol and Other Drugs

POLICY NO: S.S. 03

principal shall consider whether to suspend or expel a pupil if he or she believes that the pupil has engaged in any of the Activities identified in *Operational Procedures "Protocol to Suspension"* (S.S. 01 - Appendix A) or *Operational Procedures "Protocol to Expulsion"* (S.S. 01 - Appendix C) while at school, at a school related activity, or in other circumstances where engaging in the Activity will have a negative impact on school climate. Principals will consider a harm reduction model, which signifies that the purpose of suspensions should not be punitive but rather supportive to the student and school population.

Definitions

Alcohol:

Alcohol is underscored as the drug most often used by students and most responsible for drug-related problems.

Drug Use:

"Drug use" refers to drugs other than alcohol and includes tobacco, illicit drugs, inhalants, and prescription drugs used without the authority of a physician. It does not include drugs prescribed by a physician or over-the-counter medications used appropriately with the permission of a parent or legal guardian in the case of students under the age of 18.

Metrics

1. Local Safe and Accepting Schools Teams will review local data related to the number of incidents involving smoking, alcohol or illegal drugs (use, possession, trafficking) to inform their annual Safe Schools Plan and establish yearly local priorities.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

APPENDIX B ALCOHOL AND OTHER DRUGS POLICY S.S. 03 REPORT.DOCX

And be not drunk with wine, wherein is excess; but be filled with the Spirit. Ephesians 5:18

Created, Draft	First Tabling	Review
May 4, 2015	May 19, 2015	Click here to enter a date.
Loretta Notten, Superintendent of Governance and Policy Vincent Burzotta, Superintendent of Safe Schools		

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



G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and
Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

The conduct of students, supported by family, school and parish, is expected to be modelled upon Christ. It is the job of the school to provide both proactive education and an appropriate disciplinary response when conduct falls below the above standard. The prevalence of alcohol and drugs in youth culture invites our Catholic School communities to shine a particular focus on these issues. Our current TCDSB policy related to Alcohol and Other Drugs requires revision to be consistent with both our Multi-Year Strategic Plan and with updates in current Safe Schools' legislation and TCDSB policies.

B. PURPOSE

1. Board policies must be aligned with all changes in legislation. As part of our review of the TCDSB Policy register, our policies for Safe Schools, and for Alcohol and Other Drugs in particular, have been revised to reflect the recent legislative requirements and the goals of our Multi-year Strategic Plan. Student Statistics reflect some prevalence of offences related to alcohol and drugs in youth culture and thus it is important to consider both proactive education and appropriate disciplinary responses when such matters arise. Proactive curriculum delivery, supported by a cross-disciplinary team approach, has been successful in helping to reduce the number of related offences.

C. BACKGROUND

1. Per Ministry Guidelines, TCDSB alcohol and drug prevention curriculum is found at all levels and in various subjects of the curriculum, as well as in extra-curricular activities. That said, the revised Health and Physical Education Curriculum, within the "*Substance Abuse, Addictions and Related Behaviors*" strand is primary entry point for instruction related to alcohol and drug abuse.
2. The TCDSB program department, comprised of Curriculum and Accountability and Safe Schools, assists in the development and implementation of any related curriculum supports. Further cross-disciplinary support is received through the Social Work and Psychology

departments, as well as through the TCDSB's Mental Health Lead and public health nurses.

3. The Smoke Free Ontario Act governs all offences related to smoking on school property, while the Municipal Code Chapter 709, also reinforces that smoking is prohibited on all school grounds.
4. TCDSB Code of Conduct outlines the various violations related to alcohol and other drugs, which include possession, use, distribution and trafficking of prohibited substances.

The TCDSB Safe Schools' Consolidated Policy on Suspension and Expulsion outlines the offences for which suspension and expulsion can occur and the protocol and procedure to follow in such cases. In matters related to substance abuse, the TCDSB favours an approach to student discipline which is supportive rather than punitive to the student and the school population. The goal is returning the student to education as soon as feasible.

5. Per the Police/School Board Protocol, possession, use or trafficking of drugs requires school personnel to inform and involve the police in the response.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Safe Schools statistics reveal that Alcohol and Drug related offences are fairly stable, which is to say – they are neither strongly increasing nor declining. The statistics reveal that proactive, cross-disciplinary team approach to alcohol and drug education is impactful, as statistics are generally a relatively small percentage of the total number of incidents.

E. VISION

VISION	PRINCIPLES	GOALS
Provide a newly revised policy to govern both proactive and reactive responses to alcohol and	Aligns with the MYSP goals of Fostering Student Achievement and Well-	New revised policy consistent with the MYSP Policy Template.

VISION	PRINCIPLES	GOALS
other drugs in our Catholic schools.	Being and Living Our Catholic Values.	Clearly understood obligations regarding proactive education in relation to adverse effects of alcohol and other drugs. Clearly understood processes for responding to alcohol and drug related offences.

F. ACTION PLAN

1. The policy has been revised to provide a policy that is clear and aligned with recent developments in legislation, in curriculum, and in board practices.
2. Students will receive proactive education about smoking, alcohol and drug use and abuse, and its potential impact. The Health and Physical Education Curriculum will be the primary point of entry for said instruction.
3. The departments that will play a pivotal role in the curricular and co-curricular instruction and response in relation to alcohol and drug use will be the Curriculum and Accountability department, the Safe Schools Department, the Social Work and Psychology department and the mental health lead. The board will also access outside agencies who are willing to aid in the proactive education and early intervention of students involved in substance abuse.
4. Discipline related to substance abuse will be governed by Safe Schools policies related to suspension and expulsion and the Police-School Board protocol. Further, administrators will endeavour to be guided by a supportive rather than punitive approach to students who are involved in substance offences, keeping in mind its obligations to the full student population.
5. Policy revision reflects the goals of the Multi-Year Strategic Plan and the principles of our Catholic Social Teachings, in order to build and sustain a

positive, safe, and inclusive school climate in all TCDSB learning environments.

G. METRICS AND ACCOUNTABILITY

1. Local Safe and Accepting Schools Teams will review local data related to the number of incidents involving smoking, alcohol or illegal drugs (use, possession, trafficking) to inform their annual Safe Schools Plan and establish yearly local priorities.

H. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The TCDSB Curriculum Department, and the Physical Health and Education Department in particular, are providing communication to date regarding the revised Health and Physical Education curriculum and currently ensure that any new and relevant messaging is forwarded to schools.
2. On a go forward basis, communication will be supported through not only the Superintendent of Curriculum and Accountability, but also supported by the following departments: Social Work, Psychology, Mental Health Lead and Safe Schools.

I. STAFF RECOMMENDATION

That the board approve the revised S.S. 03 Alcohol and Other Drugs policy.



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON GOVERNANCE POLICY T. 20

Let every soul be subject to the higher powers. For there is no power but of God: the powers that be are ordained of God. Romans 13: 1-7

Created, Draft	First Tabling	Review
May 11, 2015	May 19, 2015	June 11, 2015
Ann Andrachuk, Chair, Governance and Policy Committee Loretta Notten, Superintendent Governance and Policy		

RECOMMENDATION REPORT

Vision:

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Mission:

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



Members of the Committee:

Ann Andrachuk, Chair
Angela Kennedy, Vice Chair
Maria Rizzo, Trustee Ward 5
Mike Del Grande, Trustee Ward 7
Gary Tanuan, Trustee Ward 8
Jo-Ann Davis, Trustee Ward 9
Nancy Crawford, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board approve the new policy T. 20 Governance, as found in Appendix A, with the following amendments:

- a) Under “Policy” include the statement: In their role as governors of the TCDSB, Trustees will abide faithfully by the teachings of the magisterium and uphold the teachings of the Catholic Church in our schools.
- b) In Regulation 16, revise to include all Terms of Reference from the Governance Committee
- c) Include a new regulation between Regulations 7 and 8 (thus a new #8) that takes the language of Regulation 218.1 (e) out of (now) Regulation 9 and leaves it as a stand-alone regulation.
- d) Under “Legal Impact” – add the words “*denominational rights and*” the duties of “*Catholic*” school boards.

B. ORIGIN

Arising from January 29th, 2015 report to Board on the TCDSB Considerations and Proposed Plan for Effective Governance Plan, the following motion was approved:

Development and implementation of a TCDSB Governance Policy to be referred to the Governance and Policy committee.

C. EXECUTIVE SUMMARY

On January 29th, 2015 the Board of Trustees considered a proposed plan for effective Governance and resolved that the TCDSB should develop and implement a Governance Policy. Governance provides a framework and a process for the allocation of decision-making powers. At the core, when a board practices good governance, then the larger vision and mission of the system will be served. The governance policy ensures that the structure of the board provides trustees the ability to take ownership of the planning, policy and decisions legislated to them through the *Education Act*. Similarly, it also ensures that the Director of Education, and by extension his or her staff, have responsibility for the implementation of all policy and planning.

Conversation at Governance included commentary about the role of trustees as upholders of the faith and Catholic Church in our schools. It was also felt that the full Terms of Reference from the Governance Committee should be included in the policy as opposed to a synopsis of the functions of the committee. There was also some discussion about the role of the Chair and how trustees must support the will of the full Board. The policy was passed unanimously.

D. APPENDICES

1. Appendix A: New Governance Policy T. 20
2. Appendix B: Report to Governance on New Governance Policy T. 20.

E. MOTIONS

That the board approve the New T. 20 Governance Policy.

Motion carried as amended.



POLICY SECTION: Trustees

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T. 20

APPENDIX A

Date Approved:	Date of Next Review:	Dates of Amendments:
Cross References: T. 04 Trustees Code of Conduct M. 01 Meta-Policy Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities, (O.E.S.C. 2014)		

Purpose

In order for the Toronto Catholic District School Board to achieve its stated mission to be an inclusive learning community rooted in the love of Christ, educating students to grow in grace and knowledge so as to lead lives of faith, hope and charity, it is necessary for the Board to have policies and practices which are faithful to that mission and which represent good governance. Governance provides a framework and a process for the allocation of decision making powers.

Scope and Responsibility

This policy extends specifically to Trustees and the Director of Education, but has implications for how all decisions of the TCDSB are made. The Director of Education is responsible for this policy.

Alignment with MYSP

Achieving Excellence in Governance
Strengthening Public Confidence
Living Our Values



POLICY SECTION: Trustees
SUB-SECTION:
POLICY NAME: Governance
POLICY NO: T. 20

APPENDIX A

Financial Impact

One of the more crucial tasks that the Board of Trustees undertake is the process of budget development. The decisions made must reflect the available funds and reflect the Board's vision. The most significant requirement set out in the Education Act is that the Board must submit a balanced budget.

Legal Impact

The Education Act sets out denominational rights the duties and powers of Catholic school boards. There is potential liability if the Board intentionally or inadvertently acts beyond the scope of its legal authority. To reduce the risk of liability, school boards need clear and accessible policies. It is also notable that the Director of Education has a statutory obligation to bring attention to the Board of Trustees any act or omission by the Board of Trustees that may result in or has resulted in a contravention of the Education Act, regulation, guideline or Board policy.

Policy

The school board is a distinct corporate entity. The TCDSB Board of Trustees will act upon powers provided to them through the *Education Act*. Specifically, the Board of Trustees is responsible for the governance of the Board, while the Director of Education carries out the operational function. The Board of Trustees may only exercise its authority as a group at a formal meeting, as legislation gives no authority to individual trustees. In sum, the Board of trustees is responsible for the development of policy and the Director of Education is responsible for the implementation of policy. In their role as governors of the TCDSB, Trustees will abide faithfully by the teachings of the magisterium and uphold the teachings of the Catholic Church in our schools.



POLICY SECTION: Trustees
SUB-SECTION:
POLICY NAME: Governance
POLICY NO: T. 20

APPENDIX A

Regulations

1. The Toronto Catholic District School Board has a corporate responsibility to set policy. Therefore, the Board of Trustees will develop, revise, approve and implement policies guided by the mission, vision and values of the TCDSB.

The Board of Trustees responsibilities and authority is prescribed in the *Education Act*.

2. The Board Policies, Procedures and Supporting Documents should support the strategic priorities of the Multi-Year Strategic Plan by ensuring that all Board policies are aligned with Board priorities.
3. All Board policies and procedures shall be accessible to all members of the community.
4. The Board of Trustees may recommend policies for review to the appropriate committee.
5. The Board of Trustees has a clearly stated mission that includes high expectations for student achievement.
6. The Board of Trustees shall allocate its resources in support of the goals it has set, by establishing a budget consistent with the priorities set out in the vision and policies.
7. The Board of Trustees shall monitor its own performance and take action to continually improve its governance processes.



POLICY SECTION: Trustees

APPENDIX A

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T. 20

8. Consistent with Section 218.1 (e) of *The Act*, duties of board members, a member shall uphold the implementation of any board resolution after it is passed by the board.
9. Consistent with Section 207 (3) TCDSB policy on Trustee Code of Conduct, T. 04, the Chair may expel or exclude from any meeting any person who has been guilty of improper conduct at a meeting, by refusing to comply with the rules of the Board, using offensive language, disobeying the decisions of the Chair of the Board on points of order, or by making any disorderly noise or disturbance.
10. The Board of Trustees may engage with constituents when developing policy, as ultimately policy work is complex, and it requires a broad perspective, with a recognition that policies shall apply to the whole board.
11. The Board of Trustees has Statutory Responsibilities as outlined in *The Act* (Section 169.1):
 - a. Promote student achievement and well-being;
 - b. Ensure effective stewardship of the board's resources;
 - c. Deliver effective and appropriate educational programs to its pupils;
 - d. Develop and maintain policies and organization structures that, promote the goals referred to above and encourage pupils to pursue their education goals;
 - e. Monitor and evaluate the effectiveness of policies developed by the board in achieving the boards' goals and the efficiency of the implementation of those policies;
 - f. Develop a multi-year plan aimed at achieving the goals of the board;
 - g. Annually review the plan with the board's Director of Education
 - h. Monitor and evaluate the performance of the board's Director of Education in meeting the director's duties under the education Act, policy guideline or regulations made under the *Education Act*;
 - i. Other duties assigned by the board that reside within the realm of policy;



POLICY SECTION: Trustees

APPENDIX A

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T. 20

- j. Creation of a multi-year plan. This plan includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations.
12. The Chair of the Board has the following additional duties, as outlined in *The Act (Section 218.4)*:
- a. Preside over meetings of the Board;
 - b. Conduct meetings in accordance with the boards' procedures and practices for the conduct of board meetings;
 - c. Establish agendas for board meetings with the board's director of education or the supervisory officer who is acting on behalf of the director;
 - d. Ensure members of the board have the information they need for an informed discussion;
 - e. Act as a spokesperson to the public on behalf of the board;
 - f. Convey the decisions of the board to the board's director of education or supervisory officer acting on behalf of the director.
13. The Director of Education is responsible for implementing and operationalizing all Board policies. The senior team and designated staff, along with trustees, are jointly responsible for the content and implementation of Board policies and procedures. The Director of Education also has a statutory obligation to bring to the attention of the Board of Trustees any act or omission by the board of Trustees that may result in or has resulted in a contravention of the Education Act, regulation, guideline or board policy.
14. The Director of Education is the Chief Education Officer and the Chief Executive Officer and Secretary of the Board by which he or she is employed. At the first meeting in December of each year, the Director shall submit to the Board a report on the action undertaken during the preceding 12 months, and a copy of the Director's Report must be submitted to the Minister on or before the 31st of January.



POLICY SECTION: Trustees

APPENDIX A

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T. 20

15. The Director of Education is responsible for the implementation of policy and is accorded the latitude within the policies and budget, as established, to select the personnel and the means required to fulfill that legal responsibility and accountability.

16. In addition to his/her duties under the Act, the Director of Education is required to:

- a. Annually review with the board the multi-year plan developed under section 169.1;
- b. Ensure that the multi-year plan developed establishes the board's priorities and identifies specific measures and resources that will be applied in achieving priorities, particularly as it applies to student achievement;
- c. Implement and monitor the implementation of the multi-year plan;
- d. Report periodically to the Board on the implementation of the multi-year plan.

17. The Governance and Policy Committee or designated standing committee is responsible for:

- a. Ensuring that governance structures, policies, protocols, processes and performance metrics:
 - i. Advance the vision of the TCDSB, rooted in Catholic values and teachings
 - ii. Support the achievement of our Multi-Year Plan
 - iii. Conform to best practices
 - iv. Provide strategic cohesion and consistency
 - v. Comply with the Education Act and other pertinent legislation.
- b. Providing a meta-policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.
- c. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.



POLICY SECTION: Trustees

APPENDIX A

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T. 20

- d. Identifying the supports (e.g., capacity training) needed to implement the governance framework.
- e. Ensuring ongoing governance reviews of the Board.
- f. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.

Definitions:

Governance:

Provides a framework and a process for the allocation of decision making powers

Policy:

Board policies are belief statements of the Toronto Catholic District School Board that support student learning, achievement and well-being. A policy is primarily a principle or rule that guides decisions that will achieve the organizations goals.

Procedure:

Board procedures are operational documents for Board staff implementation. Procedures and protocols spell out how policies will be implemented. Procedures outline specific actions that must be taken by staff at various levels of the organization. Procedures may also include specific responsibilities of stakeholders such as trustees, staff, students and parents.

Supporting documents:

Supporting documents are aligned with board policies and/or procedures and provide additional information about the implementation of policies and/or procedures. Supporting documents include, but are not limited to: external resource documents, forms, guidelines, presentations, protocols, samples, and system communications.

Metrics



POLICY SECTION: Trustees

APPENDIX A

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T. 20

1. The Director of Education has a statutory obligation to bring to the attention of the Board of Trustees any act or direction that would have the effect of contravening the Education Act, regulation, guideline or board policy. If the matter is not satisfactorily resolved, the Director of Education has a further statutory obligation to advise the Deputy Minister of Education.
2. The Board of Trustees shall monitor its own performance and take action to continually improve its governance processes.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

APPENDIX B GOVERNANCE POLICY T. 20 REPORT.DOCX

*Let every soul be subject to the higher powers. For there is no power but of God:
the powers that be are ordained of God. Romans 13: 1-7*

Created, Draft	First Tabling	Review
March 30, 2015	April 13, 2015	Click here to enter a date.
Loretta Notten, Superintendent Governance, Policy and Strategic Planning		
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 rooted in the love of
Christ. We educate students to grow in grace and
knowledge and to lead lives of faith, hope and
charity.*



G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and
Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

On January 29th, 2015 the Board of Trustees considered a proposed plan for effective Governance and resolved that the TCDSB should develop and implement a Governance Policy. Governance provides a framework and a process for the allocation of decision-making powers. At the core, when a board practices good governance, then the larger vision and mission of the system will be served. The governance policy ensures that the structure of the board provides trustees the ability to take ownership of the planning, policy and decisions legislated to them through the *Education Act*. Similarly, it also ensures that the Director of Education, and by extension his or her staff, have responsibility for the implementation of all policy and planning.

B. PURPOSE

Arising from January 29th, 2015 report to Board on the TCDSB Considerations and Proposed Plan for Effective Governance Plan, the following motion was approved:

Development and implementation of a TCDSB Governance Policy to be referred to the Governance and Policy committee.

C. BACKGROUND/ EVIDENCE/RESEARCH/ANALYSIS

1. Consistent with our Multi-Year Strategic Plan Strategic Priority of *Excellence in Governance*, the Board of Trustees approved a motion, to develop a Governance Policy, which to this point in time has been absent from our TCDSB Policy register.
2. One of the unique mandates of Catholic School Board Trustees is ensuring that they preserve and promote the distinctive Catholic values, beliefs and practices which are integral to the very fabric of our schools.
3. The Ontario Catholic School Trustees Association (OCSTA) promotes the need for good governance, and supports this belief through Trustee Modules on Good Governance for School Boards.

4. Structure has the ability to influence behaviour, and it is important for the TCDSB to operate within a structure that allows for action and decision-making that is reflective, creative and effective, thereby serving the needs of the system.
5. It is the nature of a large system that there can be competing values and interests at play. Clear policy facilitates consistent application of decisions when varying and sometimes opposing interests are involved.
6. Senior staff play a key role in providing expertise and recommendations which inform Board of Trustee decisions.
7. The TCDSB has an established practice of consulting with constituents on significant policy decisions, and it is not limited to those where there is a legislated obligation to do so. In this manner, TCDSB stakeholders are meaningfully engaged and there is accountability back to constituents.
8. The Ministry of Education, through the *Education Act*, provides the legislation and statutory obligations by which school boards must operate. The legislation gives no authority to individual trustees, and thus the Board of Trustees must exercise its authority as a group.
9. It is also notable that the Director of Education has a statutory obligation to bring to the attention of the Board of Trustees any act or omission by the Board of Trustees that may result in or has resulted in a contravention of the Education Act, regulation, guideline or board policy. If the matter is not satisfactorily resolved, the Director of Education has a further statutory obligation to advise the Deputy Minister of Education.

D. VISION

VISION	PRINCIPLES	GOALS
TCDSB wishes to lead and model best practices in Board governance.	The Governance Policy aligns with the following Strategic Directions from the Multi-Year Strategic Plan: - Excellence in	The TCDSB will have a clear process and framework for the allocation of decision making powers.

VISION	PRINCIPLES	GOALS
	Governance - Living Our Values - Strengthening Pubic Confidence	Trustees will develop policy and staff will implement policy. Trustees and the Director will fulfil their respective legislated duties and not exceed their legislated powers.

E. ACTION PLAN

1. Per the background and analysis material above, trustees are vested with the responsibility of developing, revising, and approving policies consistent with the mission, vision and goals articulated within the Multi-Year Strategic Plan (MYSP).
2. Trustees must fulfil their obligations under the *Education Act* and all those outlined as Statutory Responsibilities per Section 169.1 of *The Act*.
3. All policies must be referred to the Governance and Policy committee for review before going forward to the full Board of Trustees for approval.
4. The Board of trustees has the ability to consult with stakeholders and to make decisions informed by that feedback.
5. The Director of Education is responsible for implementing all policies and plans. Further the director must ensure the implementation and monitoring of the Multi-Year Strategic Plan and present an annual report to board on the same.

F. METRICS AND ACCOUNTABILITY

1. The Director of Education and the Board of Trustees have an obligation to respective governance which can be measured by comparison to their corresponding roles as outlined in the *Education Act*.

2. The Board of Trustees shall monitor its own performance and take action to continually improve its governance processes.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Once the new consolidate Governance Policy is passed, there will be communication to all TCDSB stakeholders.
2. Communication will be supported through the use of the TCDSB website, twitter, e-News and email.

H. STAFF RECOMMENDATION

That the Board approve the new policy T. 20 Governance, per Appendix A.

APPENDIX B



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON ELEMENTARY FRENCH PROGRAMMING T. 20

And how is it that we hear, each of us in our own native language. Acts 2:8

Created, Draft	First Tabling	Review
May 11, 2015	May 19, 2015	June 11, 2015
Ann Andrachuk, Chair, Governance and Policy Committee Loretta Notten, Superintendent Governance and Policy		
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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.



Members of the Committee:

Ann Andrachuk, Chair
Angela Kennedy, Vice Chair
Maria Rizzo, Trustee Ward 5
Mike Del Grande, Trustee Ward 7
Gary Tanuan, Trustee Ward 8
Jo-Ann Davis, Trustee Ward 9
Nancy Crawford, Ex-Officio

A. COMMITTEE RECOMMENDATIONS

That the Board approve the revised and consolidated policy S. P. 02 Elementary French Programming, as found in Appendix A, with the following amendments and considerations:

- a) That the delivery of elementary French programming will ensure that equity and fair distribution is provided to every ward in the city based on need.
- b) That priority school communities with declining enrolment/closed school areas be a first consideration for further implementation.
- c) That staff report on targets and costs on phasing this in.
- d) That staff re-examine strategically if extended French instruction should begin at grade 1.
- e) That staff prepare a report on extended French immersion program to include statistics of enrolment in grade 5 and the attrition rates and grade 8 graduation rates. The report should include numbers over the last 10 years.
- f) That changes made to Policy S.P. 02, section 21, include the addition, “at the present time no transportation for French immersion.”

B. ORIGIN

The Multi-Year Strategic Plan identified the work of policy revision and the streamlining of the policy register as a priority. Revisions to program delivery and updates to process for the identification of Extended French and French Immersion Program Centres, as well revisions to the Elementary Admissions Policy and School Accommodation Review policies necessitate a revision of TCDSB Elementary French Program policies.

C. EXECUTIVE SUMMARY

The TCDSB elementary French program policies were written in 1986 and have not been significantly revised since then, with minor revision in 2006. Recent revisions to the Elementary School Admission and Placement Policy, as well as the School Accommodation Review Policy invite a review of the policies related to French programming. Further changes to program delivery, and the process required to establish or review an Extended French or French Immersion program site all left the current policies related to French programming out of date. Finally, in keeping with the Multi-Year Strategic Plan and the TCDSB goal to consolidate the register and bring all

policies in line with the Meta-Policy template, this report recommends the adoption of a new policy to govern Elementary French Programming in the TCDSB and the merging of four policies into one new consolidated policy, entitled *Elementary French Programming S.P. 02*.

Conversation at the Governance Committee centered primarily on the strategic plan for Elementary French Programming. Questions revolved on the placement of programs and ways to grow the number of programs and/or the number of students. Suggestions included situating the programs in areas with declining enrolment and starting the Extended French program in grade 1. A report will be prepared for the Board to review statistics of enrolment in grade 5 Extended French programs and grade 8 graduation rates over the past 10 years. The motion to refer the policy to Board – with an amendment indicating that we do not provide transportation at this time – passed unanimously.

D. APPENDICES

1. Appendix A: Elementary French Programming Policy S.P. 02
2. Appendix B: Map of Extended French Regional Boundaries
3. Appendix C: Map of French Immersion Boundaries
4. Appendix D: Elementary French Programming Policy S.P. 02

E. MOTIONS

That the board approve the revised and consolidated S.P. 02 Elementary French Programming Policy, as amended.

Motion carried as amended.



POLICY SECTION: **SCHOOLS**

SUB-SECTION: **PROGRAM**

POLICY NAME: **ELEMENTARY FRENCH
PROGRAMMING**

POLICY NO: **S.P. 02**

Date Approved:	Date of Next Review:	Dates of Amendments: October 1986; April 2006
<p>Cross References Elementary School Admissions S.A. 01 S.T. 01 Transportation S.T. 05 Program Transportation School Accommodation Review S. 09</p> <p>To be Consolidated: French As A Second Language (FSL) S.P. 02 Establishment of an elementary Extended French Centre (FSL) S.P. 03 Review of Elementary Extended French Centre (FSL) S.P. 04 Elementary French Immersion S.P. 10</p>		
Appendix A -		

Purpose

This Policy provides the conditions by which all Elementary French programming in the Toronto Catholic District School Board shall be governed. The policy considers how children shall be admitted to Toronto Catholic District School Board for placement in an Elementary French Immersion or Extended French program.

Scope and Responsibility

This policy extends to all elementary schools of the board offering French as a Second Language programming, and more specifically also to those schools designated as French Immersion or Extended French program learning centres. The Director of Education is responsible for this policy.



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH PROGRAMMING
POLICY NO: S.P. 02

Alignment with MYSP

Student Achievement and Well-Being
Living Our Catholic Values
Strengthening Public Confidence

Financial Impact

May have financial impact based on enrolment. Further there are noteworthy costs associated with expanding the number of French Immersion or Extended French program learning sites. The board receives funding for Core French instruction beginning in grade 4.

Legal Impact

The board has a legal obligation to provide Core French instruction commencing in grade 4. There are no obligations under the Education Act for the provision of Extended French and French Immersion programs.

Policy

This policy provides the conditions that govern French language and French culture instruction in all elementary schools of the Toronto Catholic District School Board. This policy further provides the conditions by which children shall be admitted and placed into the Elementary Extended French and French Immersion Centres of the Toronto Catholic District School Board. It further establishes the criteria for the review of Elementary Extended French and French Immersion programs.



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH PROGRAMMING
POLICY NO: S.P. 02

Regulations

1. The Core French program shall be taught in all TCDSB English language schools, per the collective agreement requirements for grades 1 to 4 and grades 5 to 8.
2. All students from grades 1 to 8 shall be required to participate in the Core French program.
3. All student-teacher pupil ratios within a French as a Second Language program will be consistent with contractual obligations under the current collective agreement with the Toronto Elementary Catholic Teacher (TECT) federation.
4. a) Notwithstanding regulation 2, the temporary exemption of certain elementary students from Core French instruction may be approved by the local supervisory officer, in conjunction with the Superintendent of Special Services, where it is established that the student is not profiting from the French program and would be better served by differentiated special education programming. Such an exemption should be determined through the Identification and Program Review Committee (IPRC). This does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.

b) The principal shall arrange and be responsible for a profitable learning experience on the part of the student being exempted from the French Core program, during the French period.
5. All French language based instruction in Core French classes, in Extended French classes and in French Immersion classes will be consistent with the Ministry of Education *A Framework for French as a Second Language in Ontario Schools K-12*, (2013).



POLICY SECTION: SCHOOLS

SUB-SECTION: PROGRAM

**POLICY NAME: ELEMENTARY FRENCH
PROGRAMMING**

POLICY NO: S.P. 02

6. All Elementary Extended French As a Second Language Centers for students attending English language schools shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of Education. Factors that shall be considered in their development are:
 - a) Potential to populate the program based on students desiring to attend a bilingual program.
 - b) Financial implications of implementing the program
 - c) Availability of classroom space in the proposed host school.
7. The Elementary Extended French as a Second Language program shall begin in grade 5, and each site shall serve a regional boundary area, as identified in Appendix B.
8. The minimum number of students recommended to commence an Elementary Extended French as a Second Language program the first year in grade 5 will be consistent with the Ministry of Education Pupil-Teacher Ratio (PTR) average for the junior-intermediate division, per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.
9. Students attending the Elementary Extended French As a Second Language program may be drawn from the host school in which the program will be located and/or from within the regional boundary area (per Appendix B). Admission shall be administered by the following considerations:
 - a) All students of the TCDSB will fall into a boundary for one of the identified Elementary Extended French as a Second Language Centres. The TCDSB Community School Locator will identify the



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH
PROGRAMMING
POLICY NO: S.P. 02

appropriate Elementary Extended French Centre based on residential address of the pupil. (Per Appendix B)

- b) All students in grade 4 have the opportunity to declare an interest in attending an Elementary Extended French as a Second Language Centre.
- c) It is recommended that as parents make their determination regarding programming for their child, that consultation take place with the grade 4 FSL and classroom teacher, to assess the likelihood that any pupil applying to an Elementary Extended French as a Second Language Program will experience success studying within an Extended French as a Second Language program. Parents shall be informed of teacher recommendation. Per regulation 4a) this does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.
- d) Pupils who will be admitted into the Extended French as a Second Language Program will be placed in accordance with normal registration protocol from those endorsed as candidates per the protocol identified in regulation 9c). The order of applications will be determined by date and time of completion of initial application for registration. Pupils applying to the Extended French Program within the first month of registration, who have an older sibling returning to the Extended French Program the following year, will be given first priority regardless of date and time stamp.
- e) Resident pupils who live within the regional boundary for a particular Extended French as a Second Language Program who are applying to the English stream of the Extended French Centre, and who have a sibling enrolled in the regional program, will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.



POLICY SECTION: SCHOOLS

SUB-SECTION: PROGRAM

POLICY NAME: ELEMENTARY FRENCH PROGRAMMING

POLICY NO: S.P. 02

- f) Subject to availability of space, non-resident pupils will be considered subsequent to the placement of all resident pupils who have expressed interest in admission to the Extended French as a Second Language program, per Regulations a) through e) above.
- 10. If a pupil is admitted to a regional Extended French as a Second Language Program and the host school for the program is not their English language home school, and the pupil does not remain in the Extended French program, he/she may be asked to return to their “home school” if there is not space available in the English stream of the host school.
- 11. Provision of transportation for pupils attending this program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute a commitment of the Board to provide transportation.
- 12. The viability of an Elementary Extended French Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school review committee will be established in November of the school year upon the recommendation of the Director of Education if:
 - a) enrolment of the Extended French Centre has declined to fewer than 80 students (grades 5-8) on the 30th of September;
 - b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process.
- 13. A review committee for an Elementary Extended French Centre per Regulation 12 would consist of the following individuals:
 - a) The area Superintendent (Chair)
 - b) The Principal of the Extended French Centre
 - c) Two parents of a students enrolled in the center; one from the English track and one from the Extended French track.



POLICY SECTION: SCHOOLS

SUB-SECTION: PROGRAM

POLICY NAME: ELEMENTARY FRENCH PROGRAMMING

POLICY NO: S.P. 02

- d) A representative from the Catholic School Parent Advisory Council
 - e) A student in the program (non-voting member)
 - f) A trustee in whose ward the school is located.
14. The advisory review committee will make a recommendation based upon the following considerations:
- a) The projected enrolment of the school/regional family of schools;
 - b) The ability of the Centre to provide an effective, viable Extended French program;
 - c) The effect that the Extended French program has on the overall school;
 - d) The effect the phasing out of the program will have on the school/family of schools.
 - e) The budget and fiscal considerations as a result of the program.
15. Where the school review committee concludes that the Extended French Centre should be phased out, a recommendation will be made to the Board of Trustees through the Director.
16. Elementary French Immersion programs in schools of the Toronto Catholic District School Board shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of Education. Factors that shall be considered in establishing French Immersion Centres are:
- a) Potential to populate the program based on students desiring to attend a French Immersion program.
 - b) Financial implications of implementing the program
 - c) Availability of classroom space in the proposed host school.
 - d) Availability of staff to deliver the program.



POLICY SECTION: SCHOOLS

SUB-SECTION: PROGRAM

POLICY NAME: ELEMENTARY FRENCH PROGRAMMING

POLICY NO: S.P. 02

- e) Consultation with the school community and community-at-large to assess desire for the program, consistent with the Community Engagement policy.
17. a) Where a French Immersion program is established it will be introduced at the Junior Kindergarten level.
- b) When a French Immersion program is established in a school currently operating as an Extended French Centre, the Extended French program will be phased out as the French Immersion program is phased in throughout all grades.
18. Where a decision is made to proceed with offering a French Immersion program, the following enrolment criteria will be met by June 1st, for the following September:
- The recommended minimum number of students to commence an Elementary Immersion program in the pre-primary in the first year will be consistent with the Board pupil-teacher ratio average loading for the Early Learning Program, per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.
19. Location of French Immersion Programs are regional and should serve families of schools and act as Centres for a larger geographic area. Students attending the Elementary French Immersion program may be drawn from the regular school boundary in which the program will be located and/or from a larger family of schools. TCDSB supports a dual track vision for the delivery of French Immersion. Admission caps for each of the two tracks will be set on an annual basis in conjunction with the Planning department, the Superintendent of the school and the local staff, with a goal of maintaining a healthy, viable programs in both tracks. Admission shall be administered by the following considerations:



POLICY SECTION: SCHOOLS

SUB-SECTION: PROGRAM

**POLICY NAME: ELEMENTARY FRENCH
PROGRAMMING**

POLICY NO: S.P. 02

- a) Priority 1: Resident pupils who are applying to the French Immersion Program who have a sibling enrolled in the same French Immersion School who will be returning the next year.
- b) Priority 2: Pupils who live within the regular school boundary of the French Immersion School.
- c) Priority 3: All pupils who live within the larger regional family of schools may apply for admission, but placement in the French Immersion Program will only occur if space permits, and based on a date, time stamp process (per regulation 19e).
- d) Any pupil may be a candidate for admission to an Elementary French Immersion program when entering at a pre- primary grade level.
- e) Pupils who will be admitted into the French Immersion Program will be placed in accordance with normal registration protocol. The order of applications will be determined by date and time of completion of initial application for registration.
- f) Resident pupils who live within the regional boundary and who request the English stream in the dual track French Immersion school, who have a sibling enrolled in the regional program will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.
- g) If application has been made to a French Immersion Program that has exceeded capacity, redirection will be offered to both the closest French Immersion Program site with space and/or to the home school or closest proximate school to the pupil's residential address, with space in English track programming.



POLICY SECTION: SCHOOLS
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POLICY NO: S.P. 02

- h) All single track French Immersion schools established before the adoption of this policy will be grandfathered.
21. Provision of transportation for pupils attending the French Immersion programs will be in accordance with the transportation policy. At the present time TCDSB provides no transportation for French immersion.
22. The viability of an Elementary French Immersion Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school accommodation review committee will be established in November of the school year upon the recommendation of the Director of Education if:
- a) the minimum number of junior and/or senior kindergarten registrants falls below twenty students in a given year;
 - and/or
 - b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process.

The School Accommodation Review Committee will be guided by Policy S. 09 School Accommodation Review.

Definitions

Core French:

Students learn French as a subject. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8.

Note: At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12.



POLICY SECTION: **SCHOOLS**
SUB-SECTION: **PROGRAM**
POLICY NAME: **ELEMENTARY FRENCH
PROGRAMMING**
POLICY NO: **S.P. 02**

Dual Track:

Schools which offer core programming in two languages, French and English.

Extended French:

Students learn French as a subject and French serves as the language of instruction in at least one other subject. At the elementary level, a minimum of 25 per cent of all instruction is provided in French. In TCDSB Extended French as a Second Language Centres begin in grade 5.

Note: *At the secondary level, academic courses are offered for Grades 9 and 10; university preparation courses are offered for Grades 11 and 12. In the Extended French program, students accumulate seven credits in French: four are FSL language courses and three are other subjects in which French is the language of instruction.*

French Immersion:

Students learn French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, *at least* 50 per cent of all instruction is provided in French. In TCDSB French Immersion programs begin at Junior Kindergarten.

Note: *At the secondary level, academic and applied courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are FSL language courses and six are other subjects in which French is the language of instruction.*

Single Track:

School which offer core programming in only one language: English or French.

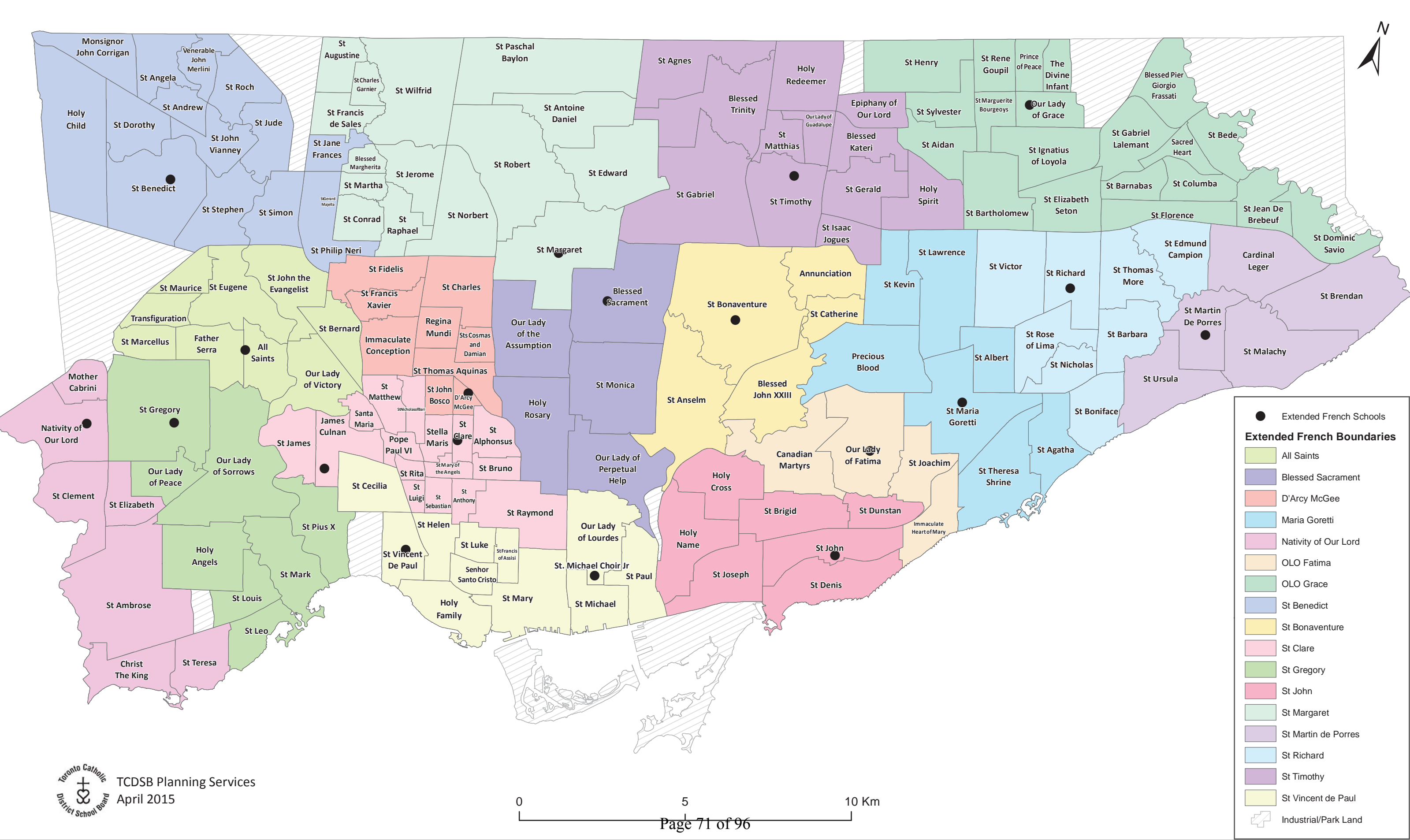


POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH PROGRAMMING
POLICY NO: S.P. 02

Metrics

1. A review of all French programming will occur within the cycle of curriculum review and will be consistent with all Ministry of Education curriculum Guideline revisions.
2. The viability and cost-effectiveness of all Extended French and French Immersion program sites will be reviewed and considered with the context of the board's Long Term Program Plan.

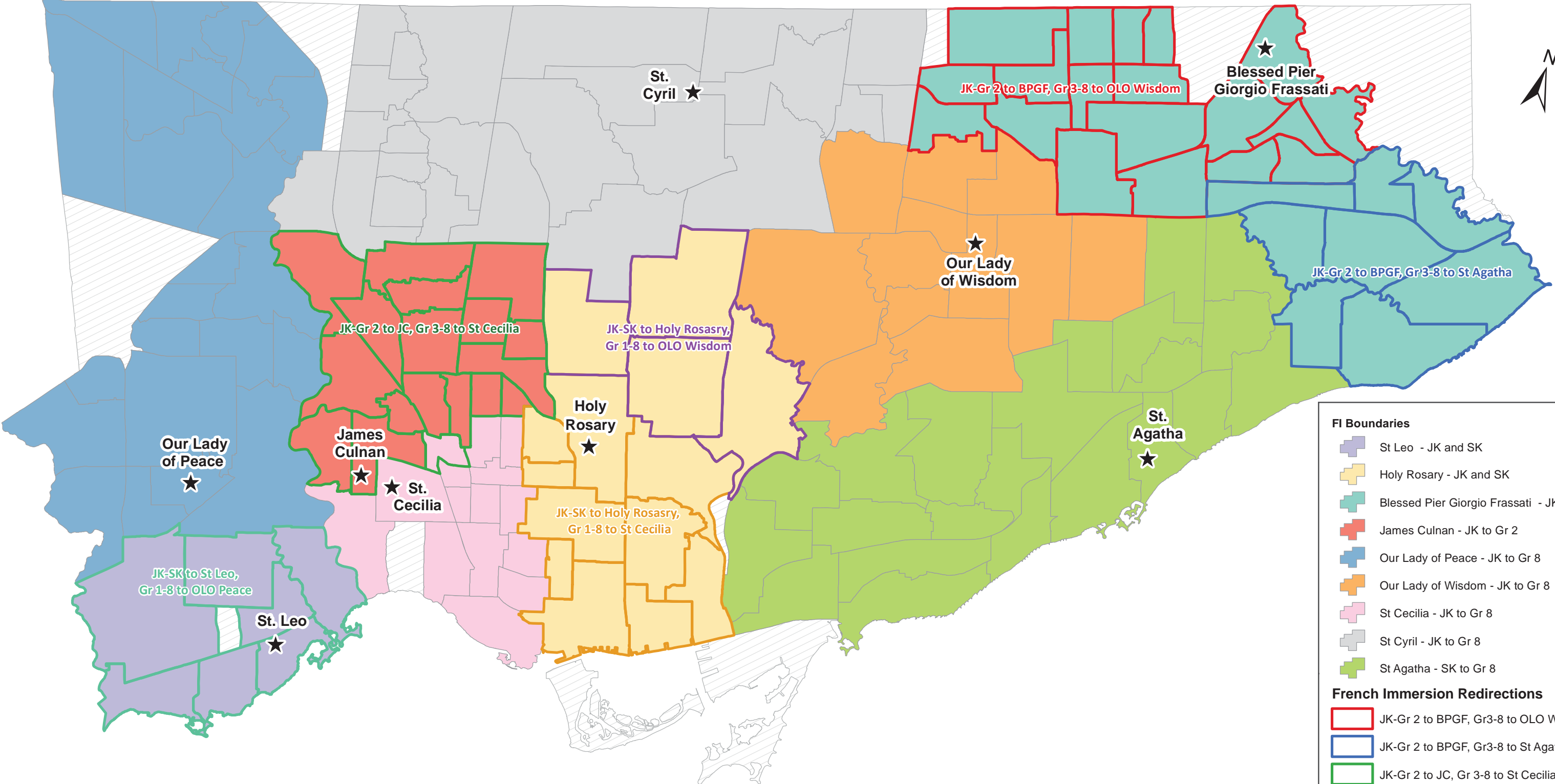
Elementary Extended French Regional Catchment Areas



TCDSB Planning Services
April 2015

0 5 10 Km

TCDSB School Locator: Elementary French Immersion Boundaries



FI Boundaries

St Leo - JK and SK

Holy Rosary - JK and SK

Blessed Pier Giorgio Frassati - JK to Gr 2

James Culnan - JK to Gr 2

Our Lady of Peace - JK to Gr 8

Our Lady of Wisdom - JK to Gr 8

St Cecilia - JK to Gr 8

St Cyril - JK to Gr 8

St Agatha - SK to Gr 8

French Immersion RedirectionsJK-Gr 2 to BPGF, Gr3-8 to OLO WisdomJK-Gr 2 to BPGF, Gr3-8 to St AgathaJK-Gr 2 to JC, Gr 3-8 to St CeciliaJK-SK to Holy Rosary, Gr 1-8 to CeciliaJK-SK to Holy Rosary, Gr 1-8 to OLOWJK-SK to St Leo, Gr1-8 to OLO PeaceIndustrial/Park LandElementary French Immersion



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

APPENDIX D ELEMENTARY FRENCH
PROGRAMMING POLICY S.P. 02 REPORT.DOCX

And how is it that we hear, each of us in our own native language. Acts 2:8

Created, Draft	First Tabling	Review
March 2, 2015	April 13, 2015	Click here to enter a date.
Loretta Notten, Superintendent of Governance, Policy and Strategic Planning Dan Koenig, Superintendent of Curriculum and Accountability Sylvie Talarico, Program Coordinator of French as a Second Language		

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



G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and
Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

The TCDSB elementary French program policies were written in 1986 and have not been significantly revised since then, with minor revision in 2006. Recent revisions to the Elementary School Admission and Placement Policy, as well as the School Accommodation Review Policy invite a review of the policies related to French programming. Further changes to program delivery, and the process required to establish or review an Extended French or French Immersion program site all left the current policies related to French programming out of date. Finally, in keeping with the Multi-Year Strategic Plan and the TCDSB goal to consolidate the register and bring all policies in line with the Meta-Policy template, this report recommends the adoption of a new policy to govern Elementary French Programming in the TCDSB and the merging of four policies into one new consolidated policy, entitled *Elementary French Programming S.P. 02*.

B. PURPOSE

1. The Multi-Year Strategic Plan identified the work of policy revision and the streamlining of the policy register as a priority. Revisions to program delivery and updates to process for the identification of Extended French and French Immersion Program Centres, as well revisions to the Elementary Admissions Policy and School Accommodation Review policies necessitate a revision of TCDSB Elementary French Program policies.

C. BACKGROUND/ANALYSIS

1. The TCDSB currently has four policies which govern Elementary French Programming: French as a Second Language (FSL) S.P. 02, Establishment of an Elementary Extended French Centre (FSL) S. P. 03, Review of Elementary Extended French Centre (FSL) S.P. 04 and Elementary French Immersion S.P. 10.
2. On October 23rd, 2014, the Board of Trustees approved a new Elementary Admissions Policy S.A. 01, which governs core admission for our English language elementary schools. The policy references regional and specialty programs, as well as the fact that students attending Early French Immersion or Extended French programs are exempt from the admissions policy.

3. The Elementary Admissions Policy does provide for school boundaries for all elementary schools of the TCDSB. Therefore, when considering admission to Elementary French as a Second Language program centre, consideration must be given as to how to equitably govern admissions to Extended French centres which operate as regional centres within the TCDSB.
4. On September 11th, 2014, the Board of Trustees approved a new School Accommodation Review policy, which governs the process to consider closing or altering programming at a given school location to maximize Board resources and programming opportunities for all students. There were further amendments on January 15, 2014 and February 19, 2015 approved by Board.
5. The TCDSB has nineteen Extended French as a Second Language Program Centres across the city. As a result, virtually all areas of the city have one regional Extended French program which can be reasonably argued as “their own”.
6. The TCDSB has seven French Immersion Schools in the current 2014-15 school year, with two more approved to open in September 2015 at St Leo and Holy Rosary, and a tenth site approved to open in September 2016 at St. Conrad.
7. The TCDSB program department assists in the development and implementation of the board’s Long Term Accommodation and Program Plan. It is through this process that current decisions regarding Extended French and French Immersion sites are governed. Amongst the key criteria assessed in making recommendations regarding programming are:
 - a. Ensuring a Catholic school presence in all neighbourhoods of the TCDSB;
 - b. Provision of up-to-date enrolment trends and planning projections for student enrolment;
 - c. Equity and availability of similar programs across the schools of the system;
 - d. Availability of facility space within identified schools;
 - e. Availability of qualified staffing resources and collective agreement obligations;
 - f. Budget restrictions and fiscal responsibility.

8. It should be noted that where Extended French Programs are exclusively known as regional programs intended to serve a family of schools, French Immersion programs first are intended to serve the community within the local school boundary and then can be accessed as a regional program if space permits.
9. In situations where a school is currently an Extended French Centre and it is identified as a new site for French Immersion, the Extended French program will be phased out as the French Immersion Program is implemented throughout the grades. In this way the school is dual track (English and French Immersion), but not “triple track” (English, French Immersion and Extended French).
10. A survey of principals at the various Extended French program sites revealed that there were some mixed practices regarding admissions, as there was some confusion regarding the number of allocations and how “host school” students were prioritized versus those from other regional schools.
11. The TCDSB Transportation Policy does not make provision for transportation to regional specialty programs, including French Immersion and Extended French. However, historically TTC tickets have been made available to Extended French Students. As of March 2015, per new city of Toronto practices, the board will no longer have to provide TTC tickets to elementary students under 12, as they will be allowed to ride the TTC at no cost.

D. VISION

VISION	PRINCIPLES	GOALS
Provide one new consolidated policy to govern all elementary French programming.	Aligns with the MYSP goals of Excellence in Governance through policy renewal and revision, as well as Improved Student Achievement and Well Being and Effective Stewardship of	<ol style="list-style-type: none"> 1. New consolidated policy consistent with the MYSP Policy Template. 2. Clearly understood admission processes for elementary admission to Extended French and

VISION	PRINCIPLES	GOALS
	Resources.	French Immersion program sites. 3. Clearly understood processes for the identification and for the review of Extended French and French Immersion sites.

E. ACTION PLAN

1. Consolidating related policies will ease understanding for TCDSB stakeholders and to assist in navigating the TCDSB Policy register. Four policies which are tightly linked and would benefit from merging are: French as a Second Language (FSL) S.P. 02, Establishment of an Elementary Extended French Centre (FSL) S. P. 03, Review of Elementary Extended French Centre (FSL) S.P. 04, and Elementary French Immersion S.P. 10.
2. Given the importance of admissions and the value that stakeholders ascribe to programs they desire, it is important to ensure that practices are transparent and aligned. This goal will be achieved by updating and revising policy to reflect current realities within the TCDSB.
3. Given the updates that have occurred in other relevant TCDSB policies, as outlined above in the evidence and analysis, it is necessary to ensure related policies, such as those related to Elementary French Programming, are also thoughtfully aligned to ensure equity of access and maximum benefit for all TCDSB stakeholders.

F. METRICS AND ACCOUNTABILITY

1. A review of all French programming will occur within the cycle of curriculum review and will be consistent with all Ministry of Education curriculum guideline revisions.
2. The viability and cost-effectiveness of all Extended French and French Immersion program sites will be reviewed and considered within the context of the Board's Long Term Program Plan.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Once the new consolidated Elementary French Program Policy is passed, there will be broad based communication to all TCDSB stakeholders and the following individuals in particular:
 - a. All elementary school principals
 - b. All parents of grade 4-7 students (on an annual basis) and as well prospective new parents (eg., parents of students coming into Junior and Senior Kindergarten).
2. Communication will be supported through the use of the TCDSB website, twitter, e-News, It Starts in the Schools, and email, as well as information shared with parents/guardians, as appropriate.

H. STAFF RECOMMENDATION

That the Board approve the new consolidated Elementary French Programming Policy S.P. 02 per appendix A.



REPORT TO

REGULAR BOARD

FINANCIAL UPDATE REPORT AS AT APRIL 30, 2015

1 Peter 3:14

But even if you should suffer for what is right, you are blessed. "Do not fear what they fear; do not be frightened."

Created, Draft	First Tabling	Review
June 9, 2015	June 11, 2015	
D. Bilenduke, Senior Coordinator, Finance P. De Cock, Comptroller for Business Services & Finance		
INFORMATION REPORT		

Vision:

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

Mission:

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



G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This Budget Status Report as at April 30th, 2015 provides a year-to-date look at both revenues and expenditures which are trending within the required margins of the 2014-15 revised estimates (Appendix B1 & B2). As reported in previous financial status updates, the identified cost pressures concerning Short Term Disability Leave and Short Term Disability Leave as it relates to Maternity Leaves will continue to be monitored. April is also the first month after the Board wide enrolment census is performed in order to determine our final funding for the 2014/15 fiscal year.

B. PURPOSE

The Budget Status report reviews expenditures, revenues, enrolment and staffing. The report tracks expenditures and revenues by category and compares YTD results to current budget and prior year actuals. Inconsistencies are investigated and analysed to detect, correct and report any unfavourable trends and events.

C. BACKGROUND

1. As part of the regular reporting cycle and consistent with best practices as outlined by both the Ministry of Education and District School Board Reporting Workgroup, a monthly Financial Report is prepared detailing any in-year expenditure variances and savings identified by analysing the 2014-2015 year-to-date actual expenditures compared to the Revised Budget Estimates.
2. All April YTD revenues and expenses have been adjusted for known MOE Public Sector Accounting Board (PSAB) requirements.
3. Attached as Appendix B1 and B2 is the April YTD Revenue and Expenditure forecast which has been established as our method of reporting interim financial results.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Business Services closely monitors the 2014-2015 budget performance to identify areas of potential savings as well as any areas of potential cost

pressures to the Board. There were variances across most expenditure categories based on the 8 months performance at April 30th, 2015 as outlined in Appendix B1 & B2 (attached). Most classroom expenditures are incurred over a 10 month period while administrative and facilities expenditures are more likely to follow a 12 month model. There are many other factors that determine monthly expenditures but as a rule and as a simple starting point, you would expect the classroom expenditures to be 80% spent (8/10) and the administration and facilities to be 66.7% spent (8/12).

2. Enrolment remains the key driver for generating Grants for Student Needs (GSNs). The GSNs are calculated using a weighted average of enrolment projections for two count dates, actual enrolment on October 31st 2014 and projected enrolment for March 31st 2015. The Revised Estimates' enrolment retention for the period of October 2014 through March 2015 for elementary has been projected at 100% retention and secondary has been projected at 97.76% based on historical trends. The resulting Average Daily Enrolment is the key variable generating the grant revenues.

The Board has an estimated overall decrease in enrolment of 481 ADE in the Revised Estimates compared to the original 2014-2015 Budget Estimates. Enrolment in the elementary panel is currently projected to decline by 263 and secondary enrolment is projected to decline by 218 ADE. Any decline in overall enrolment places pressure on the TCDSB's operating and capital budgets. These enrolment declines have been included in the revised estimates used in this report.

The Board has almost concluded the process of compiling the actual enrolment numbers for March 31st, 2015. This process is time consuming and requires a regimen of audits, checking and verifying before a solid number is determined. Although some reporting is still outstanding it is reasonable to conclude that enrolment will finish the year approximately .06% under budget. This would translate into a \$550,000 decline in revenue for the year.

The following chart illustrates the enrolment projections for the three key reporting thresholds during the fiscal year.

	ADE	ADE	ADE
Average Daily Enrolment (ADE) Pupils of the Board	2014-15 Budget Estimates	2014-15 Revised Estimates	2014-15 Actual Forecast @ March 31, 2015
ELEMENTARY	60,550	60,287	60,216
SECONDARY	30,089	29,871	29,888
TOTAL	90,639	90,158	90,104

3. As calculated on page six of Appendix B2 the projected Board operating deficit of \$9.425 million is within an acceptable range of the estimated deficit of \$9.461 million. This is the two thirds point in the year and many unforeseen events could also happen between now and the end of the year.

E. METRICS AND ACCOUNTABILITY

The following are trends and issues that have been identified:

1. Enrolment

Enrolment is the pressure point on the Board's revenue for this year. It has been projected to decline this year as well as the next few years. On March 31st, the actual count has for the most part, been completed and all indications point to enrolment declining at a faster pace than predicted. To mitigate enrolment declines, management has been proactive with managing extended student absences past the March break. Tuition fees were reduced during April mostly due to refunds and commission payments. No significant variances are expected for other revenue types.

2. Benefits

Benefit expenses are trending lower in all categories against the expected 80% and 66.7% trends. This trend was investigated in February and the following conclusions were made:

- I. Most employees have maxed out CPP and EI deductions prior to the first four months of the fiscal period. The expense starts again in

January so these expenditures should be accelerated from now through June.

- II. The teacher holdbacks for equalization pay are not taxed for statutory deductions until they are paid out in June.

Upon further analysis in March and April it appears that the actual benefit expense is lagging behind the planned increase in this year's benefit budget as well as trends established at this period in the previous fiscal year. The forecast beginning in April has been adjusted to reflect some of these favourable observations and will be monitored closely over the coming months.

3. Salaries

Classroom salaries have a mix of 10 and 12 month employees but is more heavily skewed to the 10 month side. It is expected that the percentage spent to be in the 70 to 80% range. At this point the overall salary expense is 74.2% of the current budget while this same indicator in April 2014 was 73.6%. The forecast beginning in April has been adjusted to reflect some of these unfavourable observations. If this trend were to continue the final salary expense would be over budget. Again, these accounts will be monitored closely over the remaining months.

Administrative and Facilities salaries are trending on budget, if not slightly under budget. The one risk for this salary type is the possibility of an unusually high vacation accrual at the end of the year. Human Resources is tracking vacations to ensure that employees are taking vacation in the year they are earned and are not being carried forward.

4. Short Term Disability Leave (STD L) and Maternity Top-Up

STD continues to be a risk that can create an incremental cost pressure variance. In 2013-2014, STD L cost the Board \$11.67 million, in 2014-2015 the budget was increased by \$900,000 to \$12.57 million. Maternity top-up is also beginning to trend higher. These expenses appear to have spiked and subsequently stabilized. Due to this volatility, close attention will be paid to these expenses going forward. Both STD L and Maternity Top Up are new expenditures created from the Memorandums of Understandings (MOUs) currently in effect. Without historical trends to rely on, budgeting for such

variables will remain a challenge and at present it is too early to quantify and establish a trend.

5. Grievances and Labour Relations Issues

Business Services consults monthly with the Labour Relations department on outstanding grievances and legal actions against the Board. If the Board suspects that it will have a liability at the end of the fiscal year due to one of these actions it must record the expense in the current year. It has been determined that current issues at this time, have the potential to add a significant expense at year end. These are contingent liabilities and an actual expense is not realized until it is paid.

6. Expenses – Other

Other expenses are budget checked and an expenditures cannot be incurred in excess of approved budget allocations. School Block budgets that are not spent in the current year are carried forward to the next fiscal year. The forecast beginning in April has been adjusted to reflect some efficiencies realized in the Administrative envelope due to Professional Development restrictions. The forecast has also been adjusted in Facilities & Operations to reflect pressures from increased electricity rates and repair demands.

The financial results for the Toronto Catholic District School Board at this time are within the required margins of 2014-15 Revised Budget Estimates after significant adjustments to forecasted Revenues and Expenditures. Areas of concern reported in previous financial status reports such as Enrolment, Short Term Disability Leave and Short Term Disability Leaves as it relates to Maternity Leaves will be further reviewed and reported to the Board in the next financial status report to Board.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

For the Month Ending April 30, 2015

(\$ thousands)

				Revenue Budget Assessment			
				2014-15			
2013-14							
Budget (Rev. Estimates)	Financial Statement (August 2014)	Variance		Revised Estimates	Forecast	Change	
						\$ Increase (Decrease)	% Increase (Decrease)
Grant Revenues (Section 1)							
Pupil Foundation	438,717	438,827	0.0%	475,099	474,549	(550)	-0.12%
School Foundation	61,052	61,114	0.1%	63,256	63,256	-	0.00%
Special Education	117,998	117,765	0.0%	124,623	124,623	-	0.00%
Language	34,259	34,142	0.0%	34,424	34,424	-	0.00%
Outlying, Remote and Rural	-	-	0.0%	-	-	-	0.00%
Learning Opportunities	45,873	45,902	0.0%	46,330	46,330	-	0.00%
Continuing and Adult Education	16,164	16,205	0.0%	15,614	15,614	-	0.00%
Teacher Q&E	59,519	59,141	-0.6%	70,281	70,281	-	0.00%
New Teacher Induction program	763	837	9.8%	1,041	1,041	-	0.00%
Restraint Savings	(402)	(402)	0.0%	(402)	(402)	-	0.00%
Transportation	23,091	23,366	1.2%	23,904	23,904	-	0.00%
Admin and Governance	21,625	21,553	-0.3%	22,484	22,484	-	0.00%
School Operations	85,074	85,292	0.3%	88,499	88,499	-	0.00%
Community Use of Schools Grant	1,226	1,226	0.0%	1,225	1,225	-	0.00%
Declining Enrolment	2,489	3,296	32.4%	3,377	3,377	-	0.00%
First Nation, Metis and Inuit	2,466	2,499	1.4%	2,882	2,882	-	0.00%
Safe Schools Supplement	2,589	2,583	-0.2%	2,661	2,661	-	0.00%
Permanent Financing - NPF	3,765	3,765	0.0%	3,765	3,765	-	0.00%
Adjustment to Entitlement - Minor Capital	(175)	(1,459)	733.9%	(1,559)	(1,559)	-	0.00%
Other	-	769	0.0%	-	-	-	0.00%
	916,093	916,420	0.0%	977,502	976,952	(550)	(0.1%)
Grants for Capital Purposes							
Capital - non-Land	58,754	29,108	-50.5%	38,321	38,321	-	0.00%
Capital - Land	-	-	0.0%	-	-	-	0.00%
Minor Tangible Capital Assets	175	1,459	733.9%	1,559	1,559	-	0.00%
School Renewal	15,422	15,452	0.2%	15,747	15,747	-	0.00%
School Condition Improvement	6,209	6,209	0.0%	10,563	10,563	-	0.00%
Temporary Accommodations	2,634	2,634	0.0%	2,249	2,249	-	0.00%
Retrofitting	1,323	1,323	0.0%	-	-	-	0.00%
Short-term Interest	1,187	579	-51.2%	1,490	1,490	-	0.00%
Debt Funding for Capital	16,002	15,562	-2.7%	16,159	16,159	-	0.00%
	101,706	72,328	-28.9%	86,088	86,088	-	0.0%
TOTAL ALLOCATIONS (Section 1)	1,017,799	988,748	-2.9%	1,063,589	1,063,039	(550)	(0.1%)

				Revenue Budget Assessment			
2013-14				2014-15			
Budget (Rev. Estimates)	Financial Statement (August 2014)	Variance		Revised Estimates	Forecast	Change	
						\$ Increase (Decrease)	% Increase (Decrease)
Adjustments: (Sec 1A)							
Amounts flowed to DCC	(58,754)	(29,108)	-50.5%	(38,321)	(38,321)	-	0.00%
Amounts flowed to Deferred Revenue	(183,382)	(182,491)	-0.5%	(195,427)	(195,427)	-	0.00%
Tax Revenues	(407,389)	(405,721)	-0.4%	(393,290)	(393,290)	-	0.00%
TOTAL LEGISLATIVE GRANTS	368,274	371,427	0.9%	436,551	436,001	(550)	-0.13%
Other Revenues							
School Generated Funds	27,609	27,355	-0.9%	27,355	27,355	-	0.00%
Rentals	2,585	2,870	11.0%	2,870	2,870	-	0.00%
Continuing Education Fees	300	66	-78.0%	66	66	-	0.00%
Other Grants	56,685	52,842	-6.8%	15,919	15,919	-	0.00%
Staff on Loan	3,096	3,294	6.4%	3,294	3,294	-	0.00%
Tuition Fees	10,098	9,655	-4.4%	15,497	15,497	-	0.00%
Miscellaneous Revenues	67,395	38,518	-42.8%	11,311	11,311	-	0.00%
Non Grant Revenue	167,768	134,600	-19.8%	76,313	76,313	-	0.00%
Total Taxation	407,389	405,721	-0.4%	393,290	393,290	(0)	0.00%
Deferred Revenues							
Deferred Revenues - Legislative Grants	166,825	165,195	-1.0%	171,233	171,233	-	0.00%
Amortization of DCC	40,077	38,999	-2.7%	43,381	43,381	-	0.00%
DCC on disposal of assets	-	1,294	0.0%	-	-	-	0.00%
Net Deferred Revenue / Capital Contributions	206,902	205,487	-0.7%	214,615	214,615	-	0.00%
TOTAL REVENUES (Schedule 9)	1,150,334	1,117,236	-2.9%	1,120,768	1,120,218	(550)	-0.13%

for the Month Ending April 30, 2015

(\$ thousands)

		Revenue Risk Assessment				
		e		f		g = e - f
Actual Revenue 2014-15	Actual to April 30/15	Actual Revenue 2013-14	Actual to April 30/14	Year-to year Increase (Decrease)		
to April 30/15	% of Revised Estimates	to April 30/14	% of Actual Received			
Grant Revenues (Section 1)						
Pupil Foundation	333,808	70.26%	305,991	69.73%	0.5%	
School Foundation	44,317	70.06%	42,582	69.68%	0.4%	
Special Education	87,522	70.23%	82,300	69.88%	0.3%	
Language	24,337	70.70%	23,895	69.99%	0.7%	
Outlying, Remote and Rural	-	0.00%	-	0.00%	0.0%	
Learning Opportunities	32,392	69.92%	31,995	69.70%	0.2%	
Continuing and Adult Education	10,835	69.39%	11,274	69.57%	(0.2%)	
Teacher Q&E	46,521	66.19%	41,513	70.19%	(4.0%)	
New Teacher Induction program	691	66.44%	532	63.52%	2.9%	
Restraint Savings	(281)	69.80%	(281)	69.75%	0.0%	
Transportation	16,400	68.61%	16,105	68.92%	(0.3%)	
Admin and Governance	15,786	70.21%	15,083	69.98%	0.2%	
School Operations	61,871	69.91%	59,337	69.57%	0.3%	
Community Use of Schools Grant	855	69.80%	855	69.75%	0.0%	
Declining Enrolment	1,545	45.76%	1,736	52.67%	(6.9%)	
First Nation, Metis and Inuit	1,909	66.24%	1,720	68.81%	(2.6%)	
Safe Schools Supplement	1,865	70.10%	1,806	69.90%	0.2%	
Permanent Financing - NPF	2,628	69.80%	2,626	69.75%	0.0%	
Adjustment to Entitlement - Minor Capital	(316)	20.28%	(122)	8.36%	11.9%	
Other	-	0.00%	-	0.00%	0.0%	
	682,684	69.84%	638,946	69.72%	0.1%	
Grants for Capital Purposes						
Capital - non-Land	6,885	17.97%	577	1.98%	16.0%	
Capital - Land	-	0.00%	-	0.00%	0.0%	
Minor Tangible Capital Assets	316	20.28%	122	8.36%	11.9%	
School Renewal	11,004	69.88%	10,756	69.61%	0.3%	
School Condition Improvement	7,373	69.80%	4,331	69.75%	0.0%	
Temporary Accommodations	1,457	64.79%	1,837	69.75%	(5.0%)	
Retrofitting	-	0.00%	923	69.75%	(69.7%)	
Short-term Interest	828	55.57%	828	142.98%	(87.4%)	
Debt Funding for Capital	22,742	140.74%	15,488	99.52%	41.2%	
	50,605	58.78%	34,862	48.20%	10.6%	
TOTAL ALLOCATIONS (Section 1)						
	733,290	68.94%	673,808	68.15%	0.8%	

Revenue Risk Assessment				
e		f		g = e - f
Actual Revenue 2014-15	Actual to April 30/15	Actual Revenue 2013-14	Actual to April 30/14	Year-to year Increase (Decrease)
to April 30/15	% of Revised Estimates	to April 30/14	% of Actual Received	
Adjustments: (Sec 1A)				
Amounts flowed to DCC	(21,806) 56.90%	(40,979) 140.78%		(83.9%)
Amounts flowed to Deferred Revenue	(151,923) 77.74%	(112,442) 61.62%		16.1%
Tax Revenues	(262,193) 66.67%	(271,593) 66.94%		(0.3%)
TOTAL LEGISLATIVE GRANTS	297,368 68.12%	248,795 66.98%		1.1%
Other Revenues				
School Generated Funds	- 0.00%	- 0.00%		0.0%
Rentals	1,850 64.46%	1,627 56.70%		7.8%
Continuing Education Fees	146 221.91%	25 37.40%		184.5%
Other Grants	8,056 50.60%	41,814 79.13%		(28.5%)
Staff on Loan	1,872 56.81%	1,503 45.62%		11.2%
Tuition Fees	12,544 80.94%	6,059 62.75%		18.2%
Miscellaneous Revenues	23,511 207.85%	36,424 94.56%		113.3%
Non Grant Revenue	47,978 62.87%	87,452 64.97%		(2.1%)
Total Taxation	262,193 66.67%	271,593 66.94%		(0.3%)
Deferred Revenues				
Deferred Revenues - Legislative Grants	134,451 78.52%	116,355 70.44%		8.1%
Amortization of DCC	28,621 65.98%	25,999 66.67%		(0.7%)
DCC on disposal of assets	- 0.00%	- 0.00%		0.0%
Net Deferred Revenue / Capital Contributions	163,072 75.98%	142,354 69.28%		6.7%
TOTAL REVENUES (Schedule 9)	770,611 68.79%	750,193 67.15%		1.6%

Toronto Catholic DSB
Interim Financial Report
For the Month Ending April 30, 2015
(\$ thousands)

Appendix B2

				Budget Assessment	
2013-14				2014-15	
	Budget (Rev Estimates)	Financial Statements (August 2014)	Variance	Revised Estimates	Forecast
OPERATING					
Classroom Instruction					
Teachers					
Salary	469,939	479,999	2.1%	497,537	502,543
Benefits	56,831	60,408	6.3%	69,500	66,025
Other	540	615	13.9%	610	610
Occasional Teachers					
Salary	18,131	16,765	(7.5%)	18,295	18,295
Benefits	2,260	1,489	(34.1%)	3,330	2,130
Other	-	-		-	-
Educational Assistants and ECEs					
Salary	40,486	39,829	(1.6%)	59,678	59,678
Benefits	11,987	12,291	2.5%	17,648	17,119
Other	-	-	0.0%	-	-
Classroom Computers	6,622	2,741	(58.6%)	6,152	6,152
Textbooks and Supplies	19,106	20,899	9.4%	22,537	22,537
Professionals and Paraprofessionals					
Salary	34,548	34,091	(1.3%)	35,040	35,390
Benefits	6,827	8,246	20.8%	8,754	8,754
Other	7,859	4,199	(46.6%)	7,294	7,294
Library and Guidance					
Salary	18,166	18,897	4.0%	17,350	18,565
Benefits	2,047	2,664	30.2%	2,412	2,412
Other	-	2	0.0%	-	-
Staff Development					
Salary	1,705	1,728	1.3%	1,197	1,197
Benefits	407	341	(16.4%)	218	218
Other	953	486	(49.1%)	953	953
Department Heads					
Salary	1,275	1,334	4.6%	2,433	1,533
Benefits	-	6	0.0%	-	-
Other	-	-	0.0%	-	-

Toronto Catholic DSB
Interim Financial Report
For the Month Ending April 30, 2015
(\$ thousands)

Appendix B2

				Budget Assessment	
	2013-14			2014-15	
	Budget (Rev Estimates)	Financial Statements (August 2014)	Variance	Revised Estimates	Forecast
Principal and Vice-Principals					
Salary	36,906	37,005	0.3%	37,364	37,364
Benefits	4,365	4,014	(8.0%)	4,970	4,722
Other	139	24	(83.1%)	141	141
School Office					
Salary	17,837	16,642	(6.7%)	18,017	17,476
Benefits	4,769	4,382	(8.1%)	5,063	4,658
Other	1,762	1,443	(18.1%)	1,748	1,748
Co-ordinators and Consultants					
Salary	6,485	7,050	8.7%	7,127	7,127
Benefits	757	888	17.2%	1,148	1,033
Other	124	14	(88.5%)	165	95
Continuing Education					
Salary	19,132	19,135	0.0%	19,126	19,126
Benefits	2,313	3,068	32.6%	3,092	2,944
Other	1,869	2,533	35.5%	1,908	1,908
Amortization and Write-downs	3,031	4,727	56.0%	4,428	4,428
Total Instruction	799,179	807,952	1.1%	875,235	874,175
Administration					
Trustees					
Salary	238	241	1.5%	250	250
Benefits	-	9	0.0%	11	11
Other	608	399	(34.4%)	596	596
Director/Supervisory Officers					
Salary	3,359	3,244	(3.4%)	3,048	3,048
Benefits	704	412	(41.5%)	899	899
Other	70	57	(18.4%)	53	53
Board Administration					
Salary	11,891	11,067	(6.9%)	11,945	11,945
Benefits	2,487	2,726	9.6%	3,364	3,297
Other	4,462	2,740	(38.6%)	2,741	2,522
Amortization and Write-downs	957	1,493	56.0%	1,476	1,476
Total Administration	24,775	22,388	-9.6%	24,383	24,097

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Appendix B2

			Budget Assessment		
	2013-14			2014-15	
	Budget (Rev Estimates)	Financial Statements (August 2014)	Variance	Revised Estimates	Forecast
Transportation					
Salary	893	901	1.0%	911	911
Benefits	253	242	(4.6%)	251	241
Other	26,963	25,358	(6.0%)	26,995	27,265
Total Transportation	28,109	26,501	-5.7%	28,157	28,417
Pupil Accommodation					
School Operations and Maintenance					
Salary	45,213	42,577	(5.8%)	45,005	45,005
Benefits	12,390	12,084	(2.5%)	13,679	13,679
Other	31,677	29,775	(6.0%)	30,214	30,714
School Renewal	3,869	5,256	35.9%	3,966	3,966
Other Pupil Accommodation	18,044	19,729	9.3%	19,343	19,343
Amortization and Write-downs	40,246	36,894	(8.3%)	41,279	41,279
Total Pupil Accommodation	151,439	146,316	-3.4%	153,486	153,986
Other					
School Generated Funds -Expenditures	27,608	26,807	-2.9%	27,355	27,355
Salary	29,280	43,769	49.5%	8,591	8,591
Benefits	4,615	6,072	31.6%	1,188	1,188
Other	23,910	11,460	(52.1%)	11,819	11,819
Amortizations	-	-	-		
Loss on disposal of assets	-	-	0.0%	15	15
Other	-		0.0%	-	-
Total Other Expenditures	85,413	88,108	3.2%	48,968	48,968
TOTAL EXPENDITURES	1,088,915	1,091,264	0	1,130,229	1,129,643
Total Revenue per Appendix B1				1,120,768	1,120,218
In Year Surplus/(Deficit)				(9,461)	(9,425)
Total Salaries	755,483,069	774,274,385		782,914,408	
Total Benefits	113,013,040	119,341,094		135,526,645	
Total Other	100,935,514	79,103,082		85,236,883	
Total Salaries, Benefits and Other	969,431,623	972,718,561		1,003,677,935	

Toronto Catholic DSB
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Appendix B2

8/10	80.00%
8/12	66.67%

Risk Assessment							
	e	f	g	h	i = e - g	j = i / g	k = f - h
	Actual Spending 2014-15	Actual to April 30/15	Actual Spending 2013-14	Actual to April 30/14	Year-to year Increase (Decrease) \$	Year-to year Increase (Decrease) %	Year-to year Change %
	to April 30/15	% of Revised Estimates	to April 30/14	% of Actual Spent			
OPERATING							
Classroom Instruction							
Teachers							
Salary	376,274	75.60%	357,322	74.40%	18,952	5.30%	1.2%
Benefits	44,043	63.40%	42,304	70.00%	1,738	4.10%	(6.6%)
Other	361	59.10%	403	65.50%	(42)	-10.40%	(6.4%)
Occasional Teachers							
Salary	13,958	76.30%	12,773	76.20%	1,185	9.30%	0.1%
Benefits	1,278	38.40%	1,066	71.60%	212	19.90%	(33.2%)
Other	-		-		-		0.0%
Educational Assistants and ECEs							
Salary	45,351	76.00%	33,691	84.60%	11,659	34.60%	(8.6%)
Benefits	12,290	69.60%	9,686	78.80%	2,604	26.90%	(9.2%)
Other	-		-		-		0.0%
Classroom Computers	2,975	48.40%	1,809	66.00%	1,166	64.40%	(17.6%)
Textbooks and Supplies	17,410	77.30%	15,566	74.50%	1,844	11.80%	2.8%
Professionals and Paraprofessionals							
Salary	26,912	76.80%	25,343	74.30%	1,569	6.20%	2.5%
Benefits	6,142	70.20%	6,049	73.40%	94	1.50%	(3.2%)
Other	3,229	44.30%	3,352	79.80%	(123)	-3.70%	(35.5%)
Library and Guidance							
Salary	14,399	83.00%	14,057	74.40%	341	2.40%	8.6%
Benefits	1,611	66.80%	1,763	66.20%	(152)	-8.60%	0.6%
Other	1		1	58.10%	(0)	-3.70%	(58.1%)
Staff Development							
Salary	610	50.90%	2,020	116.90%	(1,410)	-69.80%	(66.0%)
Benefits	125	57.60%	290	85.00%	(164)	-56.70%	(27.4%)
Other	300	31.50%	265	54.70%	35	13.10%	(23.2%)
Department Heads							
Salary	874	35.90%	870	65.20%	4	0.50%	(29.3%)
Benefits	0		3	60.30%	(3)	-95.40%	(60.3%)
Other	-		0		0	-100.00%	0.0%

8/10	80.00%
8/12	66.67%

Risk Assessment							
	e	f	g	h	i = e - g	j = i / g	k = f - h
	Actual Spending 2014-15	Actual to April 30/15	Actual Spending 2013-14	Actual to April 30/14	Year-to year Increase (Decrease) \$	Year-to year Increase (Decrease) %	Year-to year Change %
	to April 30/15	% of Revised Estimates	to April 30/14	% of Actual Spent			
Principal and Vice-Principals							
Salary	27,248	72.90%	27,934	75.50%	(685)	-2.50%	(2.6%)
Benefits	3,146	63.30%	3,271	81.50%	(125)	-3.80%	(18.2%)
Other	5	3.30%	11	47.30%	(6)	-57.90%	(44.0%)
School Office							
Salary	12,217	67.80%	12,000	72.10%	217	1.80%	(4.3%)
Benefits	3,405	67.20%	3,592	82.00%	(188)	-5.20%	(14.8%)
Other	871	49.80%	777	53.90%	94	12.10%	(4.1%)
Co-ordinators and Consultants							
Salary	5,608	78.70%	5,694	80.80%	(85)	-1.50%	(2.1%)
Benefits	759	66.10%	773	87.10%	(14)	-1.80%	(21.0%)
Other	7	4.50%	8	55.30%	(0)	-6.00%	(50.8%)
Continuing Education							
Salary	9,981	52.20%	10,630	55.60%	(650)	-6.10%	(3.4%)
Benefits	1,913	61.90%	2,098	68.40%	(185)	-8.80%	(6.5%)
Other	1,448	75.90%	1,715	67.70%	(268)	-15.60%	8.2%
Amortization and Write-downs	-	0.00%	-	0.00%	-		0.0%
Total Instruction	634,750	72.50%	597,139	73.90%	37,611	6.30%	(1.4%)
Administration							
Trustees							
Salary	160	64.10%	160	66.40%	0	0.00%	(2.3%)
Benefits	6	53.30%	6	66.30%	(0)	-0.30%	(13.0%)
Other	293	49.20%	292	73.20%	1	0.50%	(24.0%)
Director/Supervisory Officers							
Salary	2,097	68.80%	2,152	66.40%	(55)	-2.60%	2.4%
Benefits	561	62.40%	561	136.00%	(0)	0.00%	(73.6%)
Other	29	54.40%	31	55.10%	(3)	-8.10%	(0.7%)
Board Administration							
Salary	7,992	66.90%	8,437	76.20%	(445)	-5.30%	(9.3%)
Benefits	2,127	63.20%	2,385	87.50%	(258)	-10.80%	(24.3%)
Other	1,522	55.50%	1,970	71.90%	(448)	-22.70%	(16.4%)
Amortization and Write-downs	-	0.00%	-	0.00%	-		0.0%
Total Administration	14,787	60.60%	15,994	71.40%	(1,207)	-7.50%	(10.8%)

Toronto Catholic DSB
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(\$ thousands)

Appendix B2

8/10	80.00%
8/12	66.67%

(\$ thousands)	Risk Assessment						
	e	f	g	h	i = e - g	j = i / g	k = f - h
	Actual Spending 2014-15	Actual to April 30/15	Actual Spending 2013-14	Actual to April 30/14	Year-to year Increase (Decrease) \$	Year-to year Increase (Decrease) %	Year-to year Change %
	to April 30/15	% of Revised Estimates	to April 30/14	% of Actual Spent			
Transportation							
Salary	594	65.20%	588	65.30%	6	0.90%	(0.1%)
Benefits	142	56.80%	158	65.40%	(16)	-10.00%	(8.6%)
Other	18,437	68.30%	16,940	66.80%	1,497	8.80%	1.5%
Total Transportation	19,173	68.10%	17,687	66.70%	1,486	8.40%	1.4%
Pupil Accommodation							
School Operations and Maintenance							
Salary	30,381	67.50%	30,217	71.00%	163	0.50%	(3.5%)
Benefits	8,699	63.60%	9,066	75.00%	(367)	-4.00%	(11.4%)
Other	19,752	65.40%	21,732	73.00%	(1,979)	-9.10%	(7.6%)
School Renewal	3,683	92.90%	1,761	33.50%	1,921	109.10%	59.4%
Other Pupil Accommodation	10,330	53.40%	7,159	36.30%	3,171	44.30%	17.1%
Amortization and Write-downs	30,248	73.30%	27,436	74.40%	2,813	10.30%	(1.1%)
Total Pupil Accommodation	103,094	67.20%	97,371	66.50%	5,723	5.90%	0.7%
Other							
School Generated Funds -Expenditures		0.00%			-		0.0%
Salary	6,489	75.50%	26,262	60.00%	(19,773)	-75.30%	15.5%
Benefits	529	44.50%	4,280	70.50%	(3,751)	-87.60%	(26.0%)
Other	3,941	33.30%	4,812	42.00%	(871)	-18.10%	(8.7%)
Amortizations					-		0.0%
Loss on disposal of assets		0.00%			-		0.0%
Other					-		0.0%
Total Other Expenditures	10,958	22.40%	35,354	40.10%	(24,396)	-69.00%	(17.7%)
TOTAL EXPENDITURES	782,762	69.30%	763,546	70.00%	19,217	2.50%	(0.7%)
Total Revenue per Appendix B1	770,611						
In Year Surplus/(Deficit)	(12,151)						
Total Salaries	581,143,713	74.20%	570,152,055	73.60%			
Total Benefits	86,776,351	64.00%	87,352,363	73.20%			
Total Other	50,195,103	58.90%	52,309,446	66.10%			
Total Salaries, Benefits and Other	718,115,167	71.50%	709,813,864	73.00%			

June 10, 2015

Chair and Members of the Board
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, Ontario
M2N 6E8

Re: *Amendment to the Education Development Charges by-law*

The Building Industry and Land Development Association (BILD) is in receipt of the agenda for the June 11th Toronto Catholic District School Board meeting, and we offer you the following commentary in response to items 9 a) and 12 a) regarding the board's Education Development Charges By-law.

Firstly, we would like to take this opportunity to sincerely thank the board for its May 21st decision to defer this matter to allow for consultation with BILD representatives. We strongly believe that consultation is a critical element to fostering transparency and accountability with our partners.

Over the past few weeks, BILD's consultant team, which includes Lyn Townsend of WeirFoulds LLP and Daryl Keleher of Altus Group, expedited a thorough and comprehensive review of the proposed amendment to the by-law. The group met with TCDSB staff on June 5th and traded correspondence on the matter. As a result of this review, we understand that staff will continue to seek adoption for the removal of the transition provisions, we also understand that the residential rates are proposed to change to \$1,493 per unit and the non-residential rate is proposed to change to \$1.07/ft².

As a point of clarification, we understand that the board asked staff and their consultant to calculate the total funds that would be collected, if the current phase-in rates were rescinded and the board moved directly to the 2013 calculated charge. This difference was expressed as approximately \$34 million in the previous staff report. This is a misrepresentation to the board trustees of the potential lost revenue due to the phase-in provisions that were negotiated during the 2013 by-law review. The lost revenue calculation should have accounted for the adopted phase-in increases in each proceeding year. Taking this into account the estimated lost revenue would be approximately \$9.5 million.

Notwithstanding the aforementioned, we can now say with certainty that subject to the minor refinements that are proposed, we do not have any major technical issues with the proposed amendment. However, BILD does remain in opposition of the removal of the transition provisions that were negotiated during the 2013 by-law review and the manner by which it was first presented to you – in the absence of industry consultation.

We would like to ensure an open dialogue for any future reviews that may be of interest to our members. The Board and BILD have always had productive consultation meetings and we would like to ensure this attention in the future.

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Thank you for the opportunity to submit these comments. Please feel free to contact the undersigned if you have any questions.

Best regards,



Danielle Chin, MCIP, RPP
Senior Manager, Policy and Government Relations

Cc: *Angelo Sangiorgio, Toronto Catholic District School Board*
Steve O'Melia, Miller Thompson LLP
Cynthia Clarke, Ameresco
Lyn Townsend, WeirFoulds LLP
Daryl Keleher, Altus Group
Paula Tenuta, BILD
BILD Toronto Chapter Members