

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING

Public SESSION AGENDA JANUARY 26, 2017

Angela Kennedy, Chair
Trustee Ward 11

Frank D'Amico, Vice Chair
Trustee Ward 6

Ann Andrachuk
Trustee Ward 2

Patricia Bottoni
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Jo-Ann Davis
Trustee Ward 9

Rhea Carlisle
Student Trustee

Michael Del Grande
Trustee Ward 7

Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Karina Dubrovskaya
Student Trustee



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.

VISION

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

Recording Secretary: Sophia Harris 416-222-8282 Extension 2293
Asst. Recording Secretary: 416-222-8282 Extension 2298

Angela Gauthier
Director of Education

Angela Kennedy
Chair of the Board



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.*



REGULAR MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

Angela Kennedy, Chair

Frank D'Amico, Vice-Chair

Thursday, January 26, 2017

7:00 P.M.

Pages

1. Call to Order
2. Memorials and Opening Prayer - Cardinal Thomas Collins
3. Singing of O Canada A Capella
4. Roll Call & Apologies
5. Approval of the Agenda
6. Reports from Private Session
7. Notices of Motions
8. Declarations of Interest
9. Approval and Signing of Minutes of the Previous Meetings
 - 9.a Special Board (Student Achievement) - November 3, 2016
 - 9.b Special Board (Corporate Services) - November 9, 2016
 - 9.c Regular Board - November 24, 2016
 - 9.d Caucus/Inaugural Meeting - November 28, 2016

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9.e Special Board (Student Achievement) - December 1, 2016

9.f Special Board (Corporate Services) - December 8, 2016

10. Presentations

10.a Parish Family Day Proclamation Event (To be Distributed)

10.b Monthly Report from the Chair of the Board 57

10.c Monthly Report from the Director of Education 58 - 59

10.d Monthly Report from the Student Trustee(s) - (To be Distributed)

10.e From Geoff Feldman regarding CPIC Motions (To Be Distributed)

11. Delegations

12. Consideration of Motions for which previous notice has been given

13. Unfinished Business from Previous Meetings

14. Matters recommended by Statutory Committees of the Board

14.a Draft Minutes of the Special Education Advisory Committee Meeting held on January 11, 2017 60 - 69

SEAC recommends to the Board to expand the Gifted Programme as an additional programme enhancement across the School Board.

14.b Approved Minutes of the Catholic Parent Involvement Committee of December 19, 2016 70 - 78

The Toronto Catholic Parent Involvement Committee hereby recommends to TCDSB Trustees and the Director of Education that:

1) Serious consideration be given to delaying the LTAPP and LTPP interim proposal so that staff can prepare a one-page summary to be distributed to all parents explaining the real effect by Ward of the LTAPP and LTPP on parents in terms which the average parent can comprehend; and,

- 2) Extra time be allowed for parents to properly respond to the one-page summary on the real effect of these changes.
- 3) That in the interests of parent involvement and engagement that:
 - a) When any level of parent consultation is required by the TCDSB that the consultation strategies be discussed with the Toronto Catholic PIC in advance, and that the Toronto Catholic PIC be allowed to recommend to the TCDSB Trustees the parent consultation strategy appropriate to the intended objectives; and,
 - b) Prior to the start of the consultation process, OAPCE Toronto be consulted on the appropriate method of deploying the selected consultation strategy.
 - c) That when parent or stakeholder consultation is required by the TCDSB, that the information on the meeting dates, the rules and how to make a delegation to the Trustees be widely disseminated to parents.
- 4) That as the Grade 3 and Grade 6 EQAO tests were cancelled due to labour issues, the TCDSB proposal on how retesting will be handled be communicated clearly to parents, and that any impact in their child's future education is also clearly communicated.

15. Matters referred/deferred from Committees/Board

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

- | | | |
|------|--|-----------|
| 16.a | Report regarding Metrics for the Toronto Catholic District School Board Multi-Year Strategic Plan (MYSP) | 79 - 107 |
| 16.b | Financial Report - November 30, 2016 | 108 - 122 |
| 16.c | Verbal Report regarding OCSTA Trustee Seminar, January 14 - 16, 2016/2017 | |

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

- | | | |
|------|---|-----------|
| 17.a | Approval of Motions adopted at the January 12, 2017 Meeting of the Student Achievement, Well-Being, Catholic Education and Human Resources Committee - URGENT | 123 - 125 |
|------|---|-----------|

17.b	Interim Report regarding Pupil Accommodation Review: Holy Redeemer, Our Lady of Guadalupe and St. Matthias (Wards 7, 11) - URGENT	126 - 165
17.c	Report regarding Elementary School Attendance Boundary Review: St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows – (Wards 1, 2) - URGENT	166 - 188
17.d	Interim Report regarding Pupil Accommodation Review: St. Michael, St. Paul and Our Lady of Lourdes (Ward 9) - URGENT	189 - 222
17.e	Multi-Year Strategic Plan (MYSP) New Graphic 2016-2021	223 - 226
17.f	SEAC Request for Communications to the Ministry of Education (Revised)	227 - 232
17.g	Report of the Governance and Policy Committee on Update to Opening and Closing Exercises Policy (S.S.02)	233 - 242
17.h	Report of the Governance and Policy Committee on Update to Real Property Policies (R.01, R.04, R.05, R.07, R.08, R.09, R.10)	243 - 270
18.	Listing of Communications	
18.a	Letter from the Chair of the Toronto District School Board regarding Addressing Systemic Racism	271 - 273
19.	Inquiries and Miscellaneous	
20.	Updating of Pending Items List	274 - 283
21.	Closing Prayer	
22.	Adjournment	

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

HELD THURSDAY, NOVEMBER 3, 2016

STUDENT ACHIEVEMENT

PRESENT:

A. Kennedy, Chair
F. D'Amico
A. Andrachuk
P. Bottoni
N. Crawford
J.A. Davis
J. Del Grande
A. Kennedy
G. Tanuan
B. Poplawski

A. Gauthier
A. Sangiorgio
R. McGuckin
D. Koenig
P. Matthews
M. Silva
J. Yan

L. Fernandes, Recording Secretary
S. Harris, Assistant Recording Secretary

The items dealt with at the Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting in PUBLIC SESSION were deemed presented.

MOVED by Trustee Davis, seconded by Trustee Del Grande, that the matters dealt with in PUBLIC SESSION be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Davis
Del Grande
Tanuan
Bottoni
Kennedy
D'Amico
Poplawski

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the following Regular Meeting held October 6, 2016 for Public Session – approved.

Requests for Religious Accommodation – received.

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Unity Charity Partnership

1. That the Partnership Development staff continue to collaborate with Unity Charity to determine if a formalized Board partnership is feasible.
2. That staff distribute the contact information and promotional materials to secondary principals so that local decisions can be made about using the services of Unity Charity.

Communication from OCSTA regarding 2017 AGM and Conference Resolutions – received.

Report regarding Accessing Funds for TCDSB 21C Learning Programs through Partnerships – received.

K-12 Professional Development Plan for Student Achievement – received.

Board Learning Improvement Plan (BLIP) – received.

Staff Support of CSLIT Recommendations – received.

Verbal Update on Capital Priorities Funding – received.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the items dealt with in PRIVATE SESSION regarding Capital Priorities Funding and Transportation be approved.

CARRIED

**(Private Session Minutes distributed
Under Separate Cover)**

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that the meeting adjourn.

CARRIED

S E C R E T A R Y

C H A I R

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

HELD WEDNESDAY, NOVEMBER 9, 2016

Corporate Services

PRESENT:

F. D'Amico, Acting Chair

A. Andrachuk

P. Bottoni

N. Crawford

M. Del Grande

J. Martino

S. Piccininni

G. Tanuan

B. Poplawski

A. Gauthier

A. Sangiorgio

R. McGuckin

C. Jackson

P. Matthews

D. Koenig

D. Yack

M. Puccetti

P. DeCock

M. Silva

J. Yan

L. Fernandes, Recording Secretary

S. Harris, Assistant Recording Secretary

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

MOVED by Trustee Bottoni, seconded by Trustee Martino, that the item dealt with in PRIVATE SESSION regarding St. Norbert Catholic Elementary School Site Expansion Update be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
D'Amico
Del Grande
Martino
Poplawski
Tanuan
Crawford
Bottoni

Trustee Piccininni

The Motion was declared

CARRIED

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

CARRIED

MOVED by Trustee Bottoni, seconded by Trustee Crawford, that all items dealt with in PUBLIC SESSION be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk

D'Amico
Del Grande
Martino
Piccininni
Poplawski
Tanuan
Crawford
Bottoni

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting held October 13, 2016 - approved.

Elementary Boundary Review for The Holy Trinity, St. Ambrose and St. Leo that a boundary review for the Holy Trinity, St. Ambrose and St. Leo school communities be approved for initiation and implementation in accordance with the *Elementary School Attendance Review Policy (S.A.03)*.

Construction Contract Legal Claims since 2009 (All Wards) – received.

Liquor Request from Trustee Del Grande for Brebeuf College School that the permit policy be waived and that permission be granted to serve alcohol at Brebeuf Fundraiser Event for the TCDSB Service Trip to Ghana, West Africa, on February 11, 2017 from 7:00 a.m. to approximately 12:00 a.m.

Liquor Request from Trustee Kennedy for Senator O'Connor Staff Social that the permit policy be waived and that permission be granted to serve alcohol at Senator O'Connor Staff Social on Thursday, December 1, 2016 at Senator O'Connor School from 6:00 p.m. to 10:30 p.m.

Communication from Toronto and York Region Labour Council that the Communication be received and referred to staff for a short report to come back to the January 2017 meeting of the Committee.

MOVED by Trustee Poplawski, seconded by Trustee Piccininni, that the meeting resolve into PRIVATE SESSION.

CARRIED

The meeting continued in FULL BOARD with Trustee D'Amico in the Chair.

MOVED by Trustee Bottoni, seconded by Trustee Crawford, that the items dealt with in PRIVATE SESSION regarding Update from Trustee Andrachuk on TDSB Properties be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
D'Amico
Del Grande
Martino
Piccininni
Poplawski
Tanuan
Crawford
Bottoni

The Motion was declared

CARRIED

**(Private Session minutes
Distributed Under separate cover)**

MOVED by Trustee Piccininni, seconded by Trustee Martino, that the meeting adjourn.

CARRIED

S E C R E T A R Y

C H A I R

MINUTES OF THE REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
HELD NOVEMBER 24, 2016

PUBLIC SESSION

PRESENT:

Trustees A. Kennedy, Chair
F. D'Amico, Vice Chair
A. Andrachuk
P. Bottoni
N. Crawford
M. Del Grande
J. Martino
S. Piccininni
B. Poplawski
M. Rizzo – by teleconference
G. Tanuan
R. Carlisle, Student Trustee
K. Dubrovskaya, Student Trustee

A. Gauthier
A. Sangiorgio
C. Jackson
R. McGuckin
P. De Cock
D. Koenig
C. Fernandes
K. Malcolm
M. Puccetti
M. Silva
D. Yack
A. Della Mora
M. Caccamo
N. D'Avella
J. Shanahan
V. Burzotta

Lori DiMarco
S. Campbell
J. Yan

L. Fernandes, Recording Secretary
S. Harris, Assistant Recording Secretary

An Apology was received from Trustee Davis who was unable to attend the meeting.

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the agenda, as amended, be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Poplawski
Tanuan
Del Grande
Kennedy
D'Amico
Rizzo
Bottoni
Piccininni
Andrachuk
Martino

The agenda, as amended, was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that the items dealt with in PRIVATE SESSION regarding Transportation and the Executive Search be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo
 Bottoni
 Piccininni
 Andrachuk
 Martino

The Motion was declared

CARRIED

MOVED by Trustee Piccininni, seconded by Trustee Tanuan, that the Minutes of the following Meetings be approved with an amendment to the Regular Board Minutes of October 20, 2016:

- 9a) Special Board (Student Achievement) – October 6,, 2016
- 9b) Special Board (Corporate Services) – October 13, 2016
- 9c) Regular Board – October 20, 2016

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford

Poplawski
Tanuan
Del Grande
Kennedy
D'Amico
Rizzo
Bottoni
Piccininni
Andrachuk
Martino

The Motion was declared

CARRIED

MOVED by Trustee Bottoni, seconded by Trustee D'Amico, that item 10a) be adopted as follows:

10a) Monthly Report from the Chair of the Board – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Poplawski
Tanuan
Del Grande
Kennedy
D'Amico
Rizzo
Bottoni
Piccininni
Andrachuk
Martino

The Motion was declared

CARRIED

MOVED by Trustee Piccininni, seconded by Trustee Poplawski, that item 10b) be adopted as follows:

10b) Monthly Report from the Director of Education – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Poplawski
Tanuan
Del Grande
Kennedy
D’Amico
Rizzo
Bottoni
Piccininni
Andrachuk
Martino

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee D’Amico, that item 10c) be adopted as follows:

10c) Monthly Report from the Student Trustee(s) – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo
 Bottoni
 Piccininni
 Andrachuk
 Martino

The Motion was declared

CARRIED

Geoff Feldman, representing CPIC, made a presentation to the Board regarding Toronto CPIC 2015-16 Annual Report.

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that the presentation by Geoff Feldman, representing CPIC, regarding Toronto CPIC 2015-16 Annual Report be received and referred to staff of the Annual Report and the recommendations including the prior 2014 and 2015 recommendations and that staff work with the CPIC Committee before the report is prepared.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Crawford, that Trustees receive a copy of the survey and report back on the number of surveys received.

On the vote being taken, on the Amendment, as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo
 Bottoni
 Piccininni
 Andrachuk
 Martino

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended, as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo
 Bottoni
 Piccininni
 Andrachuk
 Martino

The Motion, as Amended, was declared

CARRIED

David Gadallah – parent, addressed the Board regarding Transportation – Door Stop for 146 Fenelon Drive.

MOVED by Trustee Piccininni, seconded by Trustee Del Grande, that the presentation by David Gadallah – parent, regarding Transportation – Door Stop for 146 Fenelon Drive be received and referred to staff for a report to the December 8th Corporate Services Committee meeting on whether they can put a stop at 146 Fenelon Drive.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Poplawski
Tanuan
Del Grande
Kennedy
D'Amico
Rizzo
Bottoni
Piccininni
Andrachuk
Martino

Trustees Martino
Andrachuk

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that item 12a) be adopted as follows:

12a) Motion from Trustee Del Grande regarding the Parent/Student Bill of Rights

Whereas: A Parent/Student Charter Committee was struck by the Board in 2013 with approved terms of reference

Whereas: The committee made up of Trustees, staff, parents and students met several times throughout 2014

Whereas: The final output and recommendation of the committee did not report back to the Board of Trustees Be It Resolved

That the Director bring forward to the Board the final committee submission as vetted by the Board's legal counsel to the Board of Trustees and that the documents be sent out for public feedback before coming back to the Board.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Poplawski
Tanuan
Del Grande
Kennedy
D'Amico
Rizzo
Piccininni
Andrachuk
Martino

The Motion was declared

CARRIED

The Chair reviewed the Order Paper Items.

The following items were questioned:

Item 14b)	Trustee Andrachuk
Item 16a)	Trustee Crawford
Item 16b)	Trustee Del Grande
Item 16c)	Trustee Del Grande
Item 17a)	Trustee Andrachuk
Item 17b)	Trustee Crawford
Item 17c)	Trustee Crawford
Item 17d)	Trustee Rizzo
Item 17h)	Trustee Crawford

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that the items not questioned be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo
 Bottoni
 Piccininni
 Andrachuk
 Martino

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting of the Special Education Advisory Committee for October 19, 2016 – received.

September 2016 Approved Minutes of CPIC – received.

Report on Update to Resource Materials Acquisition in Schools Policy (S.M.06) that the Selection of Learning Materials Policy (S.M.06) as amended and proposed in Appendix A be approved.

Report on Non-Union Policies & Non-Union Employee Handbook Policy (H.M.02)

1. that the Board approve rescinding the following policies from the policy register:
 - a. Job Evaluation: Non-Union Administrative/Clerical Jobs H.C.01
 - b. Job Change: Non-Union Administrative/Clerical Jobs H.C.02
 - c. Job Evaluation Appeal: Non-Union Administrative/Clerical Jobs H.C.03
 - d. Department Reorganization: Non-Union Administrative/Clerical Jobs H.C.04
 - e. Probationary Period (Non-Union) H.C.05
 - f. Compassionate Leave (Non-Union) H.M.03
 - g. Sick Leave Plan (Non-Union) H.M.06
 - h. Vacation for Non-Union Administrative/Clerical Employees H.M.22
 - i. Benefits for Non-Union Administrative/Clerical Employees H.M. 29
 - j. Overtime for Non-Union Administrative/Clerical Employees H.S.07
 - k. Group Life Insurance I.02

2. Approve the Non-Union Employee Handbook policy (H.M.02) as proposed in APPENDIX B.

Report on Update to Playground Equipment Policy (B.G.01) that the Board approve the Outdoor Play Environment policy (B.G.01) as amended and proposed in Appendix A.

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that item 14b) be adopted as follows:

14b) Draft Minutes of the Regular Meeting of the Special Education Advisory Committee for November 16, 2016

1. That the Board approve the appointment of Tyler Munro, representative of Integration Action for Inclusion, to SEAC
2. That the Board seek a representation of indigenous persons from various organizations at SEAC

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Poplawski
Tanuan
Del Grande
Kennedy
D'Amico
Rizzo
Bottoni
Piccininni
Andrachuk
Martino

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Piccininni, that item 16a) be adopted as follows:

16a) Annual Report from the Director of Education – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo
 Bottoni
 Piccininni
 Andrachuk
 Martino

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that item 16b) be adopted as follows:

16b) Report regarding status of Wait Lists for Over Subscribed Elementary Schools (All Wards) – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo

Bottoni
Piccininni
Andrachuk
Martino

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that item 16c) be adopted as follows:

16c) Verbal Update regarding transportation driver shortage – received.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Rizzo,

1. That staff contact schools where instructional time has been lost and provide additional resources in those schools to account for the loss.
2. That all schools be notified of the taxi chits that are available for chronic and continual busing issues.

MOVED by Trustee Piccininni, seconded by Trustee D'Amico, that the question be called.

CARRIED

Trustee Crawford requested that the question be divided on the Amendment.

On the vote being taken, on Part 1 of the Amendment as follows:

In favour**Opposed**

Trustees Poplawski
 Tanuan
 Del Grande
 Kennedy
 Rizzo

Trustees Martino
 Andrachuk
 Piccininni
 D'Amico
 Crawford

Part 1 of the Amendment was declared

LOST

On the vote being taken, on Part 2 of the Amendment as follows:

In favour**Opposed**

Trustees Crawford
 Tanuan
 Del Grande
 Rizzo
 Poplawski
 Kennedy

Trustees D'Amico
 Martino
 Andrachuk
 Piccininni

Part 2 of the Amendment was declared

CARRIED

Trustee Piccininni requested that the Minutes indicate that the funding source was not identified.

MOVED by Trustee Crawford, seconded by Trustee Martino, that item 17a) be adopted as follows:

- 17a) Report regarding 2017 Annual Calendar of Meetings** that the Board approve the 2017 Annual Calendar of Meetings

2017 as per Appendix “A” in order to best meet the needs of the Board.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Piccininni, that

1. the reference to Ad Hoc By-laws Committee be deleted
2. the reference to Special Board be deleted
3. the reference to Nurturing Our Catholic Community be deleted as it is a staff Committee
4. Add Awards Night
5. Add OAPCE Meeting dates

MOVED in AMENDMENT to the AMENDMENT by Trustee Poplawski, seconded by Trustee D’Amico, that the Student Achievement date be changed from Thursday June 1, 2017 to Wednesday May 31, 2017
June 1st to Wednesday May 31, 2017

On the vote being taken, on the Amendment to the Amendment as follows:

In favour

Opposed

Trustees Crawford
Poplawski
Tanuan
Del Grande
Kennedy
D’Amico
Rizzo
Piccininni
Andrachuk
Martino

The Amendment to the Amendment was declared

CARRIED

On the vote being taken, on the Amendment as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo
 Piccininni
 Andrachuk
 Martino

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended, as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo
 Piccininni
 Andrachuk
 Martino

The Motion, as Amended, was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that item 17b) be adopted as follows:

17b) Proclamation of Parish Family Day

1. That the Board proclaims a Parish Family Day in recognition of this the Year of the Parish with Cardinal Collins or a representative of the Archdiocese present.
2. That the Board proclaims Friday, May 5, 2017 during Catholic Education Week, as Parish Family Day.
3. That encouragement be offered to schools to consider annual events including events on Sundays

On the vote being taken, on the Motion, as follows:

In favour

Opposed

Trustees Crawford
 Poplawski
 Tanuan
 Del Grande
 Kennedy
 D'Amico
 Rizzo
 Piccininni
 Andrachuk
 Martino

The Motion was declared

CARRIED

MOVED by Trustee Crawford , seconded by Trustee Andrachuk , that item 17c) be adopted as follows:

- 17c) Report regarding St. Raymond Funding Announcement and Amendment to PAR involving Holy Rosary and St. Alphonsus (Ward 9)** that the Board of Trustees revise the initiation date for the proposed PAR involving Holy Rosary and St. Alphonsus from 2025 to 2022.

On the vote being taken, on the Motion, as follows:

In favour

Opposed

Trustees Crawford
Poplawski
Tanuan
Del Grande
Kennedy
D'Amico
Piccininni
Andrachuk
Martino

Trustee Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Martino, seconded by Trustee Andrachuk, that item 17d) be adopted as follows:

- 17d) Report regarding Pupil Accommodation Review, Don Bosco Catholic Secondary School Ward 1 – received.**

On the vote being taken, on the Motion, as follows:

In favour

Opposed

Trustees Crawford
Poplawski
Tanuan
Del Grande
Kennedy
D'Amico
Piccininni
Andrachuk
Martino

Trustee Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Piccininni, seconded by Trustee D'Amico, that item 17h) be adopted as follows:

- 17h) Request from the Chair of the Board to obtain outside legal opinion regarding Trustee Expenses** that the Chair be given authorization to obtain an outside legal opinion regarding Trustees expenses on the appropriate use of any left over expenses and general comments on the expenses and the Education Act.

On the vote being taken, on the Motion, as follows:

In favour

Opposed

Trustees Crawford
Tanuan
Del Grande

Kennedy
D'Amico
Piccininni
Andrachuk
Martino
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Piccininni, seconded by Trustee Martino, that the meeting adjourn.

CARRIED

S E C R E T A R Y

C H A I R

THE CAUCUS/INAUGURAL MEETING
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
HELD MONDAY, NOVEMBER 28, 2016

The meeting was called to order by the Secretary, Angela Gauthier.

The Secretary called the roll.

ROLL CALL OF MEMBERS

Trustees: A. Andrachuk
 P. Bottoni
 N. Crawford
 F. D’Amico
 J.A. Davis
 M. Del Grande
 A. Kennedy
 J. Martino
 B. Poplawski
 M. Rizzo
 G. Tanuan

A. Gauthier
 R. McGuckin
 A. Sangiorgio
 J. Yan

R. Keel, Solicitor
 A. Robertson, Parliamentarian
 L. Fernandes, Recording Secretary
 S. Harris, Assistant Recording Secretary

An apology was tendered on behalf of Trustee Piccininni.

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that the agenda be approved.

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Bottoni, that a recorded vote be used after the ballots are passed out to Trustees and that all the ballots are publicly announced.

On the vote being taken, as follows:

In favour

Trustees Bottoni
D'Amico
Davis
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

Opposed

Trustees Crawford
Andrachuk

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that the Associate Director of Academic Affairs Rory McGuckin and Solicitor Robert Keel be appointed as scrutineers.

CARRIED

The Secretary called for nominations for the position of Chair of the Board for 2016-2017.

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that the name of Trustee Crawford be placed in nomination.

CARRIED

Trustee Crawford accepted the nomination.

MOVED by Trustee Davis, seconded by Trustee D'Amico, that the name of Trustee Kennedy be placed in nomination.

CARRIED

Trustee Kennedy accepted the nomination.

MOVED by Trustee Poplawski, seconded by Trustee Bottoni, that nominations be closed.

CARRIED

On the vote being taken by paper ballot, as follows:

In favour of Trustee Crawford

Trustee Crawford
Del Grande
Tanuan
Andrachuk

In Favour of Trustee Kennedy

Trustee Kennedy
Bottoni
Davis
D'Amico
Poplawski
Rizzo

Trustee Kennedy was declared Chair of the Board for 2016-2017.

The meeting continued with Trustee Kennedy in the Chair.

The Chair called for nominations for Vice-Chair of the Board.

MOVED by Trustee Tanuan, seconded by Trustee Andrachuk, that the name of Trustee Crawford be placed in nomination.

CARRIED

Trustee Crawford accepted the nomination.

MOVED by Trustee Bottoni, seconded by Trustee Poplawski, that the name of Trustee D'Amico be placed in nomination.

Trustee D'Amico accepted the nomination.

MOVED by Trustee Rizzo, seconded by Trustee Poplawski, that nominations be closed.

CARRIED

On the vote being taken by paper ballot, as follows:

In favour of Trustee Crawford

Trustees Crawford
Del Grande
Tanuan
Andrachuk

In favour of Trustee D'Amico

Trustees D'Amico
Davis
Bottoni
Poplawski
Rizzo
Martino
Kennedy

Trustee D'Amico was declared Vice-Chair of the Board for 2016-2017.

The Chair called for nominations for the Catholic Parent Involvement Committee (CPIC) for 2016-2017.

MOVED by Trustee Davis, seconded by Trustee Rizzo, that the name of Trustee Tanuan be placed in nomination.

Trustee Tanuan accepted the nomination.

MOVED by Trustee Rizzo, seconded by Trustee Davis, that nominations be closed.

CARRIED

Trustee Tanuan volunteered to sit on the Catholic Parent Involvement Committee (CPIC) and Trustee Rizzo volunteered to be the alternate, for 2016-2017.

The Chair called for nominations for the Supervised Alternative Learning Committee (SAL) for 2016-2017.

Trustee Crawford volunteered to sit on the Supervised Alternative Learning Committee (SAL) for and Trustee Davis volunteered to be the alternate, for 2016-2017.

The Chair called for nominations for Chair of the Corporate Services, Strategic Planning and Property Committee for 2016-2017.

MOVED by Trustee Bottoni, seconded by Trustee Crawford, that the name of Trustee Tanuan be placed in nomination.

Trustee Tanuan accepted the nomination.

MOVED by Trustee Poplawski, seconded by Trustee Rizzo, that the name of Trustee Davis be placed in nomination.

Trustee Davis accepted the nomination

MOVED by Trustee Bottoni, seconded by Trustee Andrachuk, that nominations be closed.

CARRIED

On the vote being taken by paper ballot, as follows:

In favour of Trustee Tanuan

Trustees Tanuan
Crawford
Bottoni
Andrachuk

In favour of Trustee Davis

Trustees Davis
D'Amico
Kennedy
Poplawski
Rizzo
Martino

Trustee Davis was declared Chair of the Corporate Services, Strategic Planning and Property Committee for 2016-2017.

MOVED by Trustee Davis, seconded by Trustee Crawford, that the Agenda be reopened.

On the vote being taken, as follows:

In favour

Trustees Bottoni
D'Amico
Kennedy
Poplawski
Rizzo
Crawford
Davis
Tanuan

Opposed

Trustee Andrachuk

CARRIED

MOVED by Trustee Davis, seconded by Trustee Poplawski, that Item 8b) Governance and Policy Committee be placed as the first item under Item 11 - Internal Committees.

On the vote being taken, as follows:

In favour

Opposed

Trustees Poplawski
Davis
Tanuan
Kennedy
D'Amico
Bottoni
Crawford

Trustee Andrachuk
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Bottoni, seconded by Trustee Crawford, that the Agenda be approved, as amended.

The Agenda, as amended, was declared

CARRIED

The Chair called for nominations for the Chair of the Governance and Policy Committee for 2016-2017.

MOVED by Trustee Davis, seconded by Trustee Poplawski, that the name of Trustee Crawford be placed in nomination.

Trustee Crawford accepted the nomination.

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that nominations be closed.

CARRIED

As there were no further nominations, Trustee Crawford was declared Chair of the Governance and Policy Committee for 2016-2017.

The Chair called for nominations for the Chair of the Student Achievement and Well Being, Catholic Education and Human Resources Committee for 2016-2017.

MOVED by Trustee Poplawski, seconded by Trustee Rizzo, that the name of Trustee Bottoni be placed in nomination.

Trustee Bottoni accepted the nomination.

MOVED by Trustee Rizzo, seconded by Trustee Poplawski, that nominations be closed.

CARRIED

As there were no further nominations, Trustee Bottoni was declared Chair of the Student Achievement and Well Being, Catholic Education and Human Resources Committee 2016-2017.

The Chair called for nominations for Vice-Chair of Corporate Services, Strategic Planning and Property Committee 2016-2017.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the name of Trustee Rizzo be placed in nomination.

Trustee Rizzo accepted the nomination.

MOVED by Trustee D'Amico, seconded by Trustee Tanuan, that the name of Trustee Tanuan be placed in nomination.

Trustee Tanuan declined the nomination.

As there were no further nominations, Trustee Rizzo was declared Vice-Chair of the Corporate Services, Strategic Planning and Property Committee for 2016-2017.

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The Chair called for nominations for Vice-Chair of the Governance and Policy Committee for 2016-2017.

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that the name of Trustee Andrachuk be placed in nomination.

MOVED by Trustee Bottoni, seconded by Trustee D'Amico, that nominations be closed.

CARRIED

As there were no further nominations, Trustee Andrachuk was declared Vice-Chair of the Governance and Policy Committee for 2016-2017.

CARRIED

The Chair called for nominations for Vice-Chair of the Student Achievement and Well Being, Catholic Education and Human Resources Committee for 2016-2017.

MOVED by Trustee Poplawski, seconded by Trustee Rizzo, that the name of Trustee Poplawski be placed in nomination.

Trustee Poplawski accepted the nomination.

MOVED by Trustee Davis, seconded by Trustee Crawford, that nominations be closed.

CARRIED

As there were no further nominations, Trustee Poplawski was declared Vice-Chair of Student Achievement and Well Being, Catholic Education and Human Resources Committee for 2016-2017.

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that Items 10a) By-Laws Review Committee and 10b) Director's Performance Appraisal Committee be deleted from the agenda.

On the vote being taken, as follows:

In Favour

Opposed

Trustees Andrachuk

Rizzo

D'Amico

Bottoni

Tanuan

Davis

Kennedy

Poplawski

Crawford

The Motion was declared

CARRIED

EXTERNAL COMMITTEES

The Chair called for nominations to the Community/Police Liaison Committee (Etobicoke).

Trustees Bottoni volunteered to sit on the Community/Police Liaison Committee (Etobicoke).

MOVED by Trustee Crawford, seconded by Trustee Davis, that Item 11b) Ontario Catholic School Trustees Association be deleted from the agenda.

On the vote being taken, as follows:

In Favour

Opposed

Trustees Andrachuk

Rizzo

D'Amico

Bottoni

Tanuan

Davis
Kennedy
Poplawski
Crawford

The Motion was declared

CARRIED

The Chair called for nominations to the Angel Foundation for Learning

Trustees Bottoni and Poplawski volunteered to sit on the Angel Foundation for Learning Committee.

The Chair called for nominations to the TCDSB/TDSB Joint Asian Heritage Month Committee.

Trustees Tanuan volunteered to sit on the TCDSB/TDSB Joint Asian Heritage Month Committee.

The Chair called for nominations to the Toronto Student Transportation Group.

Trustees Davis volunteered to sit on the Toronto Student Transportation Group.

INTERNAL COMMITTEES

The Chair called for nominations for members of the Governance and Policy Committee for 2016-2017.

MOVED by Trustee Davis, seconded by Trustee Crawford, that the names of Trustee Davis and Rizzo be placed in nominations.

Trustees Davis and Rizzo accepted the nominations.

Moved by Trustee Kennedy, seconded by Trustee Poplawski that nominations be closed.

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Davis, that Items 11 f) Advisory Committee for the African Canadian Community, 11g) Advisory Committee on Filipino-Speaking Communities, 11h) Advisory Committee on Portuguese-Speaking Communities, and 11i) Advisory Committee on Spanish-Speaking Communities be deleted from the agenda and that the current representatives continue until a report is brought to Board in February 2017.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Davis, that Item f) Advisory Committee for the African Canadian Community be excluded from the motion.

On the vote on the Amendment, as follows:

In Favour

Opposed

Trustee Andrachuk
Tanuan
Poplawski
Davis
Rizzo
Bottoni
D'Amico
Kennedy

Trustee Crawford

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as amended, as follows:

In Favour

Opposed

Trustees Crawford
Davis
Tanuan
Kennedy
D'Amico
Rizzo
Bottoni
Andrachuk

The Motion, as amended, was declared

CARRIED

Trustee Rizzo tendered her resignation from the Advisory Committee on Spanish-Speaking Communities.

Moved by Trustee Andrachuk, seconded by Trustee Tanuan, that Trustee Rizzo's resignation be accepted.

On the vote being taken, as follows:

In Favour

Opposed

Trustees Crawford
Tanuan
Kennedy
D'Amico
Rizzo
Bottoni
Andrachuk

The Motion was declared

CARRIED

Trustee Tanuan tendered his resignation from the Advisory Committee on Portuguese-Speaking Communities.

Moved by Trustee Andrachuk, seconded by Trustee Rizzo, that Trustee Tanuan's resignation be accepted.

On the vote being taken, as follows:

In Favour

Opposed

Trustees Crawford
Tanuan
Kennedy
D'Amico
Rizzo
Bottoni
Andrachuk

The Motion was declared

CARRIED

Trustee Davis volunteered to sit on the Catholic Social Justice Community Advisory Committee.

Trustee Bottoni volunteered to sit on the Equity and Inclusive Education Advisory Committee.

Trustee Crawford volunteered to continue on the Mental Health Advisory Council with Trustee Davis as the alternate.

Trustees Crawford volunteered to sit on the Safe Schools Advisory Committee.

Trustees Kennedy and Rizzo volunteered to sit on the Sweatshop Free Committee.

Trustee Tanuan volunteered to sit on the Indigenous Advisory Committee.

MOVED by Trustee Davis, seconded by Trustee Poplawski, that the Chair liaise with the Director to determine the way forward and bring back the Terms of Reference for the Advisory Committee for the African Canadian Community.

On the vote being taken, as follows:

In Favour

Opposed

Trustees Crawford
 Tanuan
 Kennedy
 D'Amico
 Rizzo
 Bottoni
 Andrachuk
 Davis
 Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Bottoni, that the meeting adjourn.

CARRIED

S E C R E T A R Y

C H A I R

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

HELD THURSDAY, DECEMBER 1, 2016

STUDENT ACHIEVEMENT

PRESENT:

A. Kennedy, Chair
F. D'Amico
A. Andrachuk
P. Bottoni
N. Crawford
J.A. Davis – by teleconference
M. Del Grande
J. Martino
S. Piccininni
G. Tanuan
B. Poplawski
M. Rizzo

A. Gauthier
A. Sangiorgio
R. McGuckin
D. Koenig
M. Silva
J. Yan

L. Fernandes, Recording Secretary
S. Harris, Assistant Recording Secretary

The items dealt with at the Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting in PUBLIC SESSION were deemed presented.

MOVED by Trustee Bottoni, seconded by Trustee Rizzo, that the matters dealt with in PUBLIC SESSION be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Davis
Del Grande
Tanuan
Bottoni
Kennedy
D'Amico
Poplawski
Martino
Piccininni
Rizzo

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting held November 3, 2016 for Public Session – approved.

Draft Audited Financial Statements

1. that the Board of Trustees approve the 2015-2016 Audited Financial Statements as recommended by the Audit Committee.
2. that staff append the comments from Deloitte regarding staff's preparedness to the Financial Statements.

Report regarding a Business Case Model for Expanding the SAL Program

That the staffing and facility needs of the Supervised Alternative Learning program be assessed for expansion again in a year in time for the preparation of the 2017-2018 budget.

Teacher Absenteeism – received.

Report regarding Parent and Student Charter of Rights that the Parent and Student Charter of Rights be implemented by September 1, 2017.

Legal Opinion on Trustees Expenses – received.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the items dealt with in PRIVATE SESSION regarding Teacher Absenteeism, Update on Executive Search and Executive Compensation be approved.

CARRIED

**(Private Session Minutes distributed
Under Separate Cover)**

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that the meeting adjourn.

CARRIED

S E C R E T A R Y

C H A I R

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

HELD THURSDAY, DECEMBER 8, 2016

Corporate Services

PRESENT:

F. D'Amico, Acting Chair
A. Andrachuk
N. Crawford
M. Del Grande – by teleconference
A. Kennedy
G. Tanuan
M. Rizzo

A. Gauthier
A. Sangiorgio
R. McGuckin
C. Jackson
P. Matthews
D. Koenig
D. Yack
M. Puccetti
M. Silva
J. Yan

A. Robertson, Parliamentarian
L. Fernandes, Recording Secretary
S. Harris, Assistant Recording Secretary

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

MOVED by Trustee Bottoni, seconded by Trustee Martino, that the items dealt with in PRIVATE SESSION regarding a Joint Venture Opportunity for Downtown Secondary School, Update from the Executive Search Committee for a new Director and Update from a Trustee on OCSTA be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
D'Amico
Del Grande
Tanuan
Crawford
Davis
Rizzo
Kennedy

The Motion was declared

CARRIED

**(Private Session minutes
Distributed Under separate cover)**

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

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Davis, that all items dealt with in PUBLIC SESSION be approved.

On the vote being taken, as follows:

In favour**Opposed**

Trustees Andrachuk
 D'Amico
 Del Grande
 Tanuan
 Crawford
 Rizzo
 Del Grande
 Kennedy

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting held November 9, 2016 - approved.

Presentation by Michelle Nolden-Szarka, representing the Catholic School Parent Council, regarding Update on New School - received.

Railway Lands Elementary School (Block 31) Status Update (Ward 9) – received.

Custodial Overtime and Replacement Cost Reduction (All Wards) – received.

Community Hubs Capital Funding for Minor Retrofits and Accessibility – received.

Update regarding City of Toronto Water and Storm water Rates

1. That staff continue to work with the other school boards in the City to jointly pursue Ministry of Education support in seeking an exemption from the proposed City of Toronto water surcharge.

2. That the Chair of the Board send a letter to each Councillor, explaining why the Board is seeking an exemption from the proposed storm water surcharge and outlining the measures the Board is undertaking to reduce consumption.
- 3 That staff explore opportunities for the Board to have waste and recycling collection in conjunction with other school Boards to be provided by private contractors.
4. That staff come back with a report on what we are paying the City and ways in which we can reduce the costs.

2016-17 Revised Budget Estimates – received.

1. That staff prepare a report on staffing reductions and hiring freeze and what the impact would mean financially and overall risk to the Board.
2. That staff take a look at non-qualifying bus routes by Trustee area and report back to Board
3. That the Board approve the 2016-17 Revised Estimates with projected in-year Surplus of \$0.8M and projected accumulated deficit of \$(10.6M).

Verbal Communication from Trustee Andrachuk regarding Signage on Over-Subscribed Schools that staff come back to the December 15, 2016 meeting of the Board with a report stating if signage could be developed for over-subscribed schools outlining the Admission Policy for Elementary Schools.

MOVED by Trustee Rizzo, seconded by Trustee Davis, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR



Chair's Monthly Report

December 2016 – January 2017

Following are highlights for the period of December 13th, 2016 to January 27th, 2017

- Attended the Lowry's Holiday Assist for St. Paul's Catholic School Students
- Attended annual meeting with the Cardinal and other Directors and Chairs of the Archdiocese



Director's Monthly Report

December 2016 – January 2017

Following are highlights for the period of December 13th, 2016 to January 27th, 2017

Monday, December 12th

- Principal /Vice Principal Liaison Meeting

Wednesday, December 14th

- Held meeting with Union Presidents at the CEC

Thursday, December 15th

- Conference call with People for Education
- Attended a Boundary Review Meeting regarding St. Gregory

Wednesday, December 21st

- Attended the CEC Advent Mass
- Held meeting with Fr. Stan Ilo regarding Social Justice Issues
- Attended a Review of Secondary Admission Policy meeting with the Planning Team

Friday, December 23rd

- Full Day Kindergarten meeting regarding upcoming JK registration

Wednesday, January 11th

- Participated in OCSTA Conference call

Thursday, January 12th

- Attended a Ministry meeting regarding the sharing of Neighbourhood Level Indicators

Friday, January 13th

- Meeting with Villa Charities regarding possible combined program ventures

Wednesday, January 18th

- Annual meeting with the Cardinal and other Directors and Chairs of the Archdiocese

Thursday, January 19th

- Meeting with Boys and Girls Club regarding Before and After School programs

Friday, January 20th

- Review of Adult ESL funding

January 25th, 26th and 27th

- ECCODE – CEO Conference (English Catholic Council of Ontario Directors of Education)

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

HELD WEDNESDAY, JANUARY 11, 2017

PUBLIC SESSION

PRESENT:

Marilyn Taylor, Chair
Ashleigh Molloy
Rosanna Del Grosso
John MacKenzie
Sandra Mastronardi
Tyler Munro

Trustees A. Andrachuk – By Teleconference
G. Tanuan

R. McGuckin
C. Fernandes
A. Coke
M. Kokai
D. Reid
E. Szekeres Milne
J. Wilhelm

S. Harris, Recording Secretary

Apologies were tendered on behalf of Trustee Kennedy, Dario Imbrogno, Gizelle Paine, Mary Pugh, Giselle Romanino, Raul Vomisescu and Glenn Webster who were unable to attend the meeting.

MOVED by Ashleigh Molloy, seconded by Tyler Munro, that the Agenda, as amended, be approved.

On the vote being taken, the approval of the Agenda, as amended, was declared

CARRIED

MOVED by John MacKenzie, seconded by Ashleigh Molloy, that the Minutes of the Regular Meeting held December 7, 2016 be approved.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9a) be adopted as follows:

9a) **SEAC Monthly Calendar Review** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Rosanna Del Grosso, that the Agenda be reopened to include Item 9i) 12th Annual Dr. Mary Anne McCarty-Mayor Memorial Psychology Symposium, February 22, 2017.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Trustee Tanuan, that Item 9b) be adopted as follows:

9b) **Special Education Superintendent Update, January 2017** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by John MacKenzie, that Item 9c) be adopted as follows:

9c) **Long-Term Accommodation Program (LTAP) and Long-Term Program Plan (LTPP) Consultation Survey** – received.

MOVED by Rosanna Del Grosso, seconded by Sandra Mastronardi, that SEAC recommend to the Board to expand the Gifted Program as an additional program enhancement across the school board.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9d) be adopted as follows:

9d) **Consultation on Ministry's Well-Being Strategy** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Garry Tanuan, that Item 9e) be adopted as follows:

9e) **Preliminary Report on The Impact of Trustee-Approved Reductions, 2016-2017** – received.

MOVED by Rosanna Del Grosso, seconded by Ashleigh Molloy, that SEAC be provided with an Interim Budget within the same timeline as the Board of Trustees

so that they may provide recommendations to the Board on how best to serve special needs students.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Ashleigh Molloy, that Item 9f) be adopted as follows:

- 9f) **Preliminary Report regarding a Review of Education Assistant and Child and Youth Worker Efficiencies** – received.

On the vote being taken the Motion was declared

CARRIED

The Chair declared a ten-minute recess.

MOVED by Tyler Munro, seconded by Rosanna Del Grosso, that the meeting recess.

On the vote being taken, the Motion was declared

CARRIED

The meeting continued with Marilyn Taylor in the Chair.

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9g) be adopted as follows

- 9g) **Request for Presentation from Resource Teacher Mr. Pileggi regarding OAPCE Provincial Conference in May 2016 (Requested November 2016 – Pending List)** that rather than having Mr. Pileggi present at SEAC, he will present at the Spring Information Fair on April 1, 2017.

On the vote being taken the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Rosanna Del Grosso, that Item 9h) be adopted as follows:

- 9h) **Course Calendar Update to Special Education Pages** – received.

On the vote being taken the Motion was declared

CARRIED

MOVED by Garry Tanuan, seconded by Ashleigh Molloy, that Item 9i) be adopted as follows:

- 9i) **12th Annual Dr. Mary Anne McCarty-Mayor Memorial Psychology Symposium, February 22, 2017** – received.

On the vote being taken the Motion was declared

CARRIED

MOVED by Garry Tanuan, seconded by John MacKenzie, that Item 11a) be adopted as follows:

- 11a) **Transportation Working Committee (SEAC Appointment)** that SEAC appoint a member to the TSTG Working Group.

On the vote being taken the Motion was declared

CARRIED

Ashleigh Molloy volunteered his membership to the TSTG Working Group.

MOVED by Rosanna Del Grosso, seconded by Trustee Tanuan, that Ashleigh Molloy be appointed member of the TSTG Working Group.

On the vote being taken the Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Tyler Munro, that Item 12a) be adopted as follows:

12a) **MASCE Highlights – Sandra Mastronardi** – received.

On the vote being taken the Motion was declared

CARRIED

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

13a) **Inquiry from Sandra Mastronardi regarding the Excursion Handbook-** received.

MOVED by Sandra Mastronardi, seconded by Ashleigh Molloy, that staff come back with a report regarding how the TCDSB Excursion Handbook and all related policies and procedures reflect programs and services implementation for students with special needs.

On the vote being taken, the Motion, was declared

CARRIED

MOVED by John MacKenzie, seconded by Ashleigh Molloy, that Item 13b) be adopted as follows:

- 13b) **Inquiry from Sandra Mastronardi regarding Learning Outside the School Day – Programs to Support the Renewed Mathematics Strategy and Student Transitions - received.**

On the vote being taken, the Motion, was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Rosanna Del Grosso, that Item 13c) be adopted as follows:

- 13c) **Inquiry from Tyler Munro regarding Safe Schools – received.**

On the vote being taken, the Motion, was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by John MacKenzie, that the agenda be reopened to include Item 13d) Inquiry from Gizelle Paine regarding S.T.Y.L.E (Skills Training for Youth Learning and Education).

On the vote being taken, the Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Sandra Mastronardi, that Item 16) be adopted as follows:

16) Pending List – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Rosanna Del Grosso, seconded by Sandra Mastronardi, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR



7:00 P.M.

Guests and Public in Attendance:	Emmy Szekeres-Milne (TCDSB Communications); Alistair Robertson (TCDSB Staff Parliamentarian) <i>No other guests present</i>
Next Meeting:	Monday January 16, 2017 Location: CEC @ 7:00 PM

[illegible]

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TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday December 19, 2016

~ Catholic Education Centre ~

7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
	<p>proceedings. Mover: J. Del Grande W12 Seconded: D. Rodríguez W7 Carried</p>
4 Report from the Chair	<p>Treasurer presided over the Meeting. G. Feldman reported: Meetings Attended:</p> <ul style="list-style-type: none"> • TCDSB Board Meeting Oct 24, 2016 • OAPCE-Toronto Meeting Nov 5, 2016 <p>Events Attended on behalf of Toronto Catholic PIC:</p> <ul style="list-style-type: none"> • Ward 4 PRO-Grant Event Oct 23, 2016 <p>Prepared and Reviewed Documents & Financial Reports Chair presided over the Meeting.</p>
5 Report from the Trustee Representative or Designate	<p>Trustee Tanuan reported. I extend on behalf of the TCDSB Trustees their thanks to the members of this committee for your dedicated services. The Trustees, whom I thank, have re-elected me as the Toronto Catholic PIC Representative.</p> <p>The Budget was presented by TCDSB Staff to the TCDSB Trustees last month. This coming school year finances are not as bad as it has been these past several years, but still the TCDSB must face some reductions.</p> <p>At the OAPCE meeting held on December 5, 2016 we had a more fulsome discussion about the future of our schools.</p> <p>The TCDSB Trustees will be looking at the requests for school consolidation, along with a financial update, and a report regarding the communication by schools of the oversubscribed status - mainly in the west end of Toronto. The last public report TDSB provided a list of how many students are enrolled and how many are waitlisted.</p> <p>Answering Toronto Catholic PIC member questions: The Trustees did debate a lot on the issue of oversubscribed status and the waitlist policy - which student has priority, would another student need to be removed, what is the current policy, etc. We have a lot of things to take into consideration.</p>
6 Report from the Director of Education or Designate	<p>Superintendent Wujek reported. Trustee Tanuan was welcomed.</p> <p>You are all invited to the Student Achievement meeting on Jan 12, 2017 to witness the Chair of the Board and the Director sign a proclamation announcing Parish Family Day – May 17, 2017.</p> <p>Chair's Note: Revised to be held on Thursday January 26th, 2017 at 7 pm (start of regular board meeting). His Eminence Cardinal Thomas will be attending.</p> <p>The Parish Family Day will be the Friday event of the Catholic Education Week. More information will be announced as it becomes available. We will be inviting schools to send in a showcase of the student voice speaking about the bond between parishes and school.</p> <p>On January 12, 2017 I will be presenting the Trustee requested report, with respect to the results of the October Toronto Catholic PIC elections. We will provide the background policy and procedures followed by Toronto Catholic PIC and cross-reference then with the Constitution, etc The Concern was raised by the Ward 9 Trustee. Trustees will better understand the process that takes place around Toronto Catholic PIC elections.</p> <p>Motion 16/12-03 MOVED THAT The Agenda is reopened and that the item "To discuss</p>

APPROVED MONDAY JANUARY 16, 2017 MOTION 17/01-02



7:00 P.M.

APPROVED MONDAY JANUARY 16, 2017 MOTION 17/01-02



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday December 19, 2016

~ Catholic Education Centre ~

7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
	<p>Large. Mr Alvares has attended the requisite three meetings as mandated by Toronto Catholic PIC Standing Rule #2 and has the support from the parents on the CSPC that he chairs.</p> <p>Motion # 16/12-09 MOVED THAT the Toronto Catholic PIC hereby appoints Mr. D. Alvares as a Parent Member: At-Large, with immediate effect, subject to the confirmation by TCDSB Staff of his attendance at the prescribed number of meetings and qualifications as a parent.</p> <p>Mover: D. Hastings CR3 Seconded: D. Rodriguez W7</p> <p>Carried</p> <p><u>9.4 Conference Planning Subcommittee</u></p> <p>PRO-Grant Report</p> <p>W4 - 30 people attended that represented five different schools in Ward 4. The expenditure for this event was just under \$800.00 - Refreshments, Printing, and Speaker. We used the TCDSB Communication Department to publicize the event. We also had a local newspaper attend with the article being published in "The Mirror" newspaper. This event did bring together the school, the CSPCs and this committee. We also obtained positive parent comments on the event.</p> <p>Ward 4 was the test case for the PRO-Grant Events – it confirmed the idea and the expectation works. It was a small event partly due to inclement weather but it created an initial effect and we hope that this effect ripples out throughout the TCDSB.</p> <p>E. Szekeres-Milne (TCDSB Communications): The PRO-Grant Ward events that are shared with communications departments, we can help to publicize. We encourage all members to share the information with the Communications department so we can help you get the information out to schools and parents.</p> <p>W6 – Event was held and involved the Unison Health Community Services, with the help of a celebrity cook. A report will be provided.</p> <p>W8 – The event planned for Ward 8 has been delayed until January 2017 as a speaker needs to be recruited and agreed upon.</p> <p>W7 – We are planning to rent the film called "Screenagers" at a cost of \$650.00 US Funds per screening. We will request a pro-forma invoice that needs to be paid before we can receive the movie for screening to our parents. The event is tentatively planned to be held in March 2017.</p> <p>W11 – The tentative date is April 1st for the "Faith in Our Child" event. It is being actively planned.</p> <p>W1, 2, 3, 5, 9, 10 & 12 – To be announced, nothing is planned as of yet.</p> <hr/> <p><u>SPECIAL (TEMPORARY / AD HOC) SUBCOMMITTEES</u></p> <p><u>9.5 Communications & Dissemination</u></p> <p>D. Hastings Reported: Because the voluminous number of pictures taken at events, it is recommended that Toronto Catholic PIC obtain cloud storage to permanently secure these images and share them with this subcommittee. The in-cloud storage would be secure and privately sharable storage, for the multitude of images that has been taken over the past years.</p> <p>TCDSB Communications no longer has an official Photographer and these pictures are taken on behalf of this Committee as well as some of the Trustees.</p> <p>We are a Statutory Committee of the TCDSB but we do have our own autonomy and as is being</p>

TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday December 19, 2016

~ Catholic Education Centre ~

7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
	<p>done by other Ontario PIC's we can hire a professional photographer or authorize a parent member to take photographs of our events.</p> <p>The MOTION to purchase in-cloud storage space died as it was not seconded. It was suggested that the subcommittee make use of free private cloud storage services such as Flickr (Yahoo) which permits 50,000 photos in your account or Picasa (Google).</p> <p><u>9.6 CPIC-OAPCE(T) Visioning Statement</u> None</p>
<p>10 Reports from Parent Members: Ward Representatives</p>	<p>Ward 6: The Annual Christmas Celebration run by Trustee Frank D'Amico was held on December 6th at the St. Clair church with a liturgy, followed by dinner and a social in the parish hall. It was bigger and better than in previous years and the parish hall was packed with parents and children. The event raised \$1,300.00 for the parish. Thanks go to Trustee D'Amico for his generosity and always working with the community. Most of the food and prizes were donated by community. Thanks also go to the TCDSB Superintendents that helped out D. Delamar and J. Wujek; as well as the principals at St. Clair, Blessed Pope John Paul VI, and St. John Bosco.</p> <p>All other ward reports are contained under the PRO-Grant event report back.</p>
<p>11 New Business and Motions Arising Therefrom</p>	<p><u>11.1 RFF for Proudly Pinoy Event at St Margarets School:</u> Motion 16/12-10 (Amended): MOVED THAT Toronto Catholic PIC fund \$2,000.00 for the Board-wide event "Proudly Pinoy" at St. Margaret's School, pending the submission of a budget acceptable to the CPIC Chair. Mover: A. Da Silva (PMAL3) Seconded: R. Oliveros (W8)</p> <p>Amendment: "pending the submission of a budget acceptable to the CPIC Chair" Mover: J. Del Grande (W7) Seconded: D. Rodriguez (W12) Carried</p> <p><u>11.2 RFF for Transition Event at CEC</u> Motion 16/12-11: MOVED THAT Toronto Catholic PIC fund the Student Grade 7 & 8 Parent Event in the Area 5 & 6 Transition Event at CEC for \$600 with the expected expenditures to be not more than \$150.00, (25%) for food, \$150 for translators, and \$300 for printing. Mover: D. Rodriguez (W7) Seconded: J. Del Grande (W12) Carried</p> <p><u>11.3 Retest EQAO for grade 3 and 6 -- missed due to Work to Rule</u> Motion 16/12-12: MOVED THAT Toronto Catholic PIC hereby recommends to the TCDSB Trustees and the Director of Education that as the Grade 3 and Grade 6 EQAO tests were cancelled due to labour issues, the TCDSB proposal on how retesting will be handled be communicated clearly to parents, and that any impact in their child's future education is also clearly communicated. Mover: K. Muthiah (W10) Seconded: N. Ang W3 Carried</p> <p><u>11.4 Staff Report on CPIC Elections and Appointments</u> The Staff Report requested by the Ward 9 Trustee is to restate the Toronto Catholic PIC election procedures and to explain the process used by the TCDSB to advertise the Toronto Catholic PIC elections for Parent Members: Ward Representatives and to explain the Toronto Catholic PIC Rules on Appointments. This is an opportunity for the Trustees to be informed about how parents are represented on the Committee through the established rules and guidelines. The issue was why Toronto Catholic PIC was making appointments instead of holding election. The Trustee(s) didn't understand Ward elections are held each October with odd-numbered Wards</p>



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

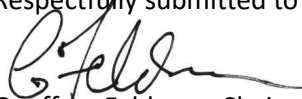
Monday December 19, 2016

~ Catholic Education Centre ~

7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
	having elections in odd numbered years and even-numbered Wards having elections in even numbered years.
12 Announcements & Date, Time & Location of Next Meeting	<p>The formal meetings to be held in the CPIC FY 2016/17 are on:</p> <p><i>Next Meeting #3 will be held on Monday, January 16, 2017</i></p> <p><i>Meeting #4 Monday, March 6, 2017</i></p> <p><i>Meeting #5 Monday, April 10, 2017</i></p> <p><i>Meeting #6 Monday, May 15, 2017</i></p> <p><i>Meeting #7 Monday, June 19, 2017</i></p> <p><i>Meeting #8 Monday, September 18, 2017</i></p> <p>The formal meetings to be held in the CPIC FY 2017/18 will be on:</p> <p><u>Elections 2017:</u></p> <p>Elections for Odd Wards Monday Oct 2, 2017</p> <p>By-Elections for Even Wards Wednesday Oct 4, 2017</p> <p>2017/18 Orientation Meeting Monday Oct 16, 2017</p> <p>2017/18 Inaugural Meeting Monday Oct 16, 2017</p> <p>2017/18 Meeting 1 Monday Nov 20, 2017</p> <p>2017/18 Meeting 2 Monday Dec 18, 2017</p> <p>There will be subcommittee and Executive meetings as needed.</p> <p>All at the: Catholic Education Centre, 80 Sheppard Avenue East. Room to be announced.</p>
13 Adjournment	<p>Motion # 16/12-13 MOVED THAT the meeting stand adjourned.</p> <p>Mover: J. Del Grande W12 Seconded: R. Oliveros W8</p> <p>Carried</p> <p>The Chair declared the meeting adjourned and Members rose at 10:59 PM</p>

Respectfully submitted to the Members of Toronto CPIC,


Geoffrey Feldman, Chair

By resolution of the assembly (17/01-02) on
Monday, January 16, 2017



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday December 19, 2016

~ Catholic Education Centre ~

7:00 P.M.

APPENDIX "A" – Financial Report

CPIC Grant & Expenditure Summary	CPIC 2016-17	PRO GRANT 2016-17
As at November 30, 2016	FR 1344	
APPROVED FUNDING	20,106.00	10,000.00
CARRYOVER FROM PREVIOUS YEAR	43,833.90	-
TOTAL FUNDING	63,939.90	10,000.00
EXPENSES:		
Childcare & Supplies	-	
Election-Parent Recruitment Expenses	725.00	
Media Advertising	-	
Transcriptions	-	
Mileage	-	
Parent Resources	-	
Printing & Supplies	153.24	
Promotional Materials	1,404.70	
Refreshments - Events	-	
Refreshments - Meeting	511.18	
Speaker Expenses	-	
Telecommunication	128.84	
Translation Services	-	
TTC Tokens - Buses	-	
TOTAL EXPENDITURES	2,922.96	-
CARRYOVER TO NEW YEAR	61,016.94	10,000.00



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday December 19, 2016

~ Catholic Education Centre ~

7:00 P.M.

Appendix "B" 2016-17 GSN Budget

Budget for 2016-2015 GSN		
	\$5000 +\$.17/student	\$20,106
Description	Amount	
NTC Reporting (9 meetings x \$250)	2,250	Monthly
Teleconferencing (9 meeting \$65)	585	Meeting
Refreshments - Meetings (9 meetings X\$175)	1,575	Expenses
Printing Meetings (20 copies x 15 pages x \$0.15/meeting)	405	
Printing		2,500
Out of Pocket Expense		2,500
Pro Grant Overages		5,000
Promotional Items		5,000
Banners		500
Annual Report Printing		900
Parent Engagement Conferences (\$250/member)		2,500
Total	23,715	
Budget Overrun	3,609	
Current Surplus	40,911	



REPORT TO

REGULAR BOARD

REPORT ON METRICS FOR THE TCDSB MULTI-YEAR STRATEGIC PLAN

*May he give you the desire of your heart and make all your plans succeed.
Psalm 20:4*

Created, Draft	First Tabling	Review
January 9, 2017	January 26, 2017	Click here to enter a date.

Nick D'Avella, Superintendent of Learning, Student Success
Marina Vanayan, Sr. Coordinator, Research Department
Rory McGuckin, Associate Director Academic Affairs

INFORMATION REPORT

Vision:

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

Mission:

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

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



R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This report will provide Metrics for the TCDSB Multi-Year Strategic Plan 2016-2021 as at December 31, 2016.

The cumulative staff time dedicated to developing this report was 60 hours.

B. PURPOSE

1. March 3, 2016 - at the Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees requested that staff indicate metrics used to assess progress on the goals in the Multi-Year Strategic Plan 2016-2021:

That an annual report to the Board of Trustees indicating those specific metrics being used to measure annual progress against each approved MYSP goal be provided.

C. BACKGROUND

1. **April 4, 2012** – Board approved its first Multi-Year Strategic Plan 2012-2015. It was determined that feedback would be solicited on a cyclical basis.
2. **May 29, 2014** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, staff presented the results from the stakeholder surveys. Trustees approved a motion requesting staff to come back with a report to the Student Achievement and Well Being, Catholic Education and Human Resources Committee summarizing progress against the goals and focus areas for the final year as outlined in the MYSP Report Card.
3. **September 11, 2014** - At Student Achievement and Well Being, Catholic Education and Human Resources Committee, staff presented a MYSP Interim Report Card that evaluated the board's progress to achieving the goals in the MYSP informed by stakeholder feedback and staff assessments (**APPENDIX A**). It also reported on next steps to be taken to move the board closer to achieving its goals.
4. **September 30, 2014** – The MYSP Report Card was distributed to all TCDSB stakeholders.

5. **February 19, 2015** – At Regular Board, staff presented a report to inform Trustees of considerations and planning for the development of the next version of the TCDSB Multi-Year Strategic Plan
6. **January, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, trustees approved the Multi-Year Strategic Plan 2016-2021. A further motion directed staff to bring back proposed metrics for the MYSP.
7. **March 3, 2016** - At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved the Multi Year Strategic Plan 2016-2021. A further motion directed staff to bring back proposed metrics for the MYSP.
8. **September – December, 2016** – Senior Staff and senior leaders within TCDSB reviewed and indicated metrics for the current Multi Year Strategic Plan.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Board determined that the duration of the second MYSP would be 5 years.
2. The TCDSB Multi-Year Strategic Plan contains 6 Strategic Directions, 9 Priority Actions and 38 Strategic goals:
 - i. Living Our Catholic Values (APPENDIX B)
 - To understand and apply Catholic Teachings to all that we do
 - ii. Fostering Student Achievement and Well-Being (APPENDIX C)
 - To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations
 - To support our students' ability to apply critical and innovative thinking in all subjects
 - To create welcoming, healthy and equitable learning environments for all students

iii. Enhancing Public Confidence (**APPENDIX D**)

- To create enhanced, regular communications with all stakeholders

iv. Providing Stewardship of Resources (**APPENDIX E**)

- To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources
- To ensure fiscal responsibility at all levels of the organization

v. Achieving Excellence in Governance (**APPENDIX F**)

- To lead and model best practices in Board governance

vi. Inspiring and Motivating Employees (**APPENDIX G**)

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

3. While some of the goals from the 2012-2015 plan did not change, other goals were amended, removed or added to the 2016-2021 MYSP.
4. In reviewing the MYSP, staff determined and articulated what evidence existed of the achievement of the goals and by what means these could be measured.
5. Goals were assessed in clusters to focus on an overall metric for each Priority Action.
6. In some cases, measurements were not yet established for specific goals, so staff will endeavour to create the measurement tools.
7. Staff used the following scale descriptors where appropriate:
 - Meeting criteria – 80% or above
 - Approaching criteria – 70% or above
 - Not yet meeting criteria – below 70%
8. For each Priority Action, results from the 2014 Assessment are included, and presented in a manner that shows the assessment and

areas for growth. It further shows an assessment of the progress in 2016, with areas of growth.

E. METRICS AND ACCOUNTABILITY

1. Staff will monitor the metrics for each strategic direction.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



MULTI-YEAR STRATEGIC PLAN (MYSP)

REPORT CARD: 2014



STRATEGIC DIRECTION	PRIORITY	PROGRESS	HIGHLIGHTS	AREAS OF IMPROVEMENT	GRADE	NEXT STEPS
Living Our Catholic Values	To apply Catholic Social Teaching to all we do.	Pastoral Plan linked to MYSP has been a key to the success.	<ul style="list-style-type: none"> • Implementation of Pastoral Plan. • Theological Virtues – resources distributed every month. 	Continue to raise awareness and implementation of Catholic Social Teachings.	A	Roll out of the Year of Charity to complete third year of Pastoral Plan; virtues will play a critical role.
Fostering Student Achievement and Well-Being	To support our students in meeting the Ontario Catholic School Graduate Expectations (OCSGE).	<ul style="list-style-type: none"> • The Ontario Catholic School Graduate Expectations are reflected in all of our communications, lesson plans and resource documents. • Progress has been exceptional in all area of literacy standardized assessment (reading, writing, Page 84 of 288) 	<ul style="list-style-type: none"> • Implementation of inquiry, learning skills and 21C competencies into instructional practice. • Pathways planning has been very helpful to the process of students achieving the OCSGEs. Student survey instruments reflect that the 	Our standardized assessments in math for primary and junior students have decreased. A system wide priority for elementary mathematics is required.	B+	Continued focus and capacity building in the area of mathematics, particularly at the junior and applied levels. Focus on raising awareness of mental health concerns.

STRATEGIC DIRECTION	PRIORITY	PROGRESS	HIGHLIGHTS	AREAS OF IMPROVEMENT	GRADE	NEXT STEPS
		and Ontario Secondary School Literacy Test). • Credit accumulation and graduation rates continue to increase and improve.	model has been helpful to student achievement and well-being.			
Strengthening Public Confidence	To create enhanced, regular communication with all stakeholders.	Communication and transparency More formalized approach to parent and community engagement.	<ul style="list-style-type: none"> • 2014-2015 upgraded website. • Increased community engagement on key strategic issues in Policy development. 	More timely response to parent /community concerns.	B	Continue to increase transparency. Greater engagement of stakeholders across the system.
Providing Stewardship of Resources	To establish integrated decision making and processes to support responsive and responsible allocation of resources.	Education Council and Directors' Council have moved paperless. Optimizing Board resources through balanced budget.	<ul style="list-style-type: none"> • More frequent and timely analysis of Financial Information. • Cyclical approach to Budget consultation with TCDSB. 	Senior staff will continue to encourage paperless reports and agendas. Work toward increasing Board in-year	B	Consolidation of CSAC and School Banking Accounts.

STRATEGIC DIRECTION	PRIORITY	PROGRESS	HIGHLIGHTS	AREAS OF IMPROVEMENT	GRADE	NEXT STEPS
	To ensure fiscal responsibility at all levels of the organization.		community stakeholders. • Met Ministry capital targets for full FDK roll-out.	budget reserve and structural surplus		
Achieving Excellence in Governance	To lead and model best practices in Board Governance.	Two trustees completed Policy and Governance Study Modules/Program. Working towards revising By-Laws.	• Begun the process of working with a parliamentarian, with those who are experts in the field of governance and of reviewing By-Laws • Increased public participation in policy development.	Efficiency of Board & Committee meetings Enhanced clarity around roles and responsibilities	B-	Mentorship/Orientation program for new slate of elected trustees Provide ongoing opportunities for trustees to be familiar with the Board Learning and Improvement Plan, the Board Leadership Development Strategy, Capital and Facilities Strategic Plans and their alignment and coherence with the MYSP.
Inspiring and Motivating Employees	To create a learning and work environment that is equitable and diverse, and that supports	The Board Leadership Development Strategy for Catholic system leaders is expanding and	• An expanded, more inclusive leadership strategy for school- based and business leaders.	Reduction of union grievances by working more proactively with school/worksite leaders and	B	Development of a formal, comprehensive succession plan that includes Catholic leadership formation for prospective leaders.

STRATEGIC DIRECTION	PRIORITY	PROGRESS	HIGHLIGHTS	AREAS OF IMPROVEMENT	GRADE	NEXT STEPS
	professional learning, innovation and collaboration.	innovating. Catholic Leadership Framework has provided a solid foundation.	<ul style="list-style-type: none"> • A comprehensive New Teacher Induction Program. • An active and vigorous recruitment and hiring practice to sustain appropriate staffing levels throughout the organization. 	union leaders.		



LIVING OUR CATHOLIC VALUES

PRIORITY ACTION

To understand and apply Catholic Teachings to all that we do:

GOALS	EVIDENCE	MEASUREMENT TOOLS
Students will be instructed in a curriculum that is rooted in Gospel values and informed by the Ontario Catholic School Graduate Expectations;	<ul style="list-style-type: none"> Professional learning opportunities on Catholic Social Teachings (CST) and the Ontario Catholic School Graduate Expectations (OCSGE) for staff, students and parents Religion/Family Life curricular alignment with the CST and OCSGE supported through teacher in-servicing Program updates and supports provided through Catholic curriculum partners: <ul style="list-style-type: none"> ✓ “Growing in Faith, Growing in Christ” Religious Education Program ✓ Updates on HPE curriculum taught through the Fully Alive Program ✓ Year of the Parish In-Services for all stakeholders ✓ Christian Meditation ✓ Catholic Education Week resources 	<ul style="list-style-type: none"> TCDSB student and staff surveys Projects and artefacts from schools Superintendent visits School Learning Improvement Plan reviews Attendance at centrally organized NCC PD events, launches of initiatives, and regional PD sessions Exit Surveys Trustee participation in faith development initiatives and retreats Parental feedback on home, school, and parish initiatives Governance Committee collaborative review of processes and policies
Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats;		
Parents will be supported in their integral role of nurturing the relationship between home, school and parish;		
Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social values (e.g., stewardship of God’s creation, option for the poor and vulnerable etc.)		

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| | <ul style="list-style-type: none"> • Religion Department shares adult faith development opportunities and fosters professional learning and connections to CST and to OCSGE • TCDSB Membership in various Catholic associations and agencies provides access to on-line resources, professional development and annual retreats. • Central Religion Team plans/facilitates liturgical celebrations, sacramental retreats, leadership retreats, professional activities, in-services, days of reflection/faith and support for stakeholder conferences and orientation. • Staff lead and participate in parental engagement opportunities to strengthen spiritual and faith formation opportunities, as well as home, school and parish connections • Information shared on Pastoral Plan (“Year of Parish”), Virtues, CST, OCSGE and curriculum (HPE) with CSPCs, CPIC/OAPCE and parents at large. • Inclusion of parents in four regional Year of the Parish in-services, | |
|--|--|--|

	<p>requesting their ideas, suggestions and input on how to bridge connections between parishes and schools.</p> <ul style="list-style-type: none"> • Sharing good news and “parish projects” via Twitter and the board’s website. • OAPCE/CPIC engagement – participation at NCC Steering Committee meetings. • OAPCE Commissioning Ceremony • Nurturing Our Catholic Community (NCC) initiatives strengthen and enhance TCDSB community experiences and the public profile of Catholic Education at the school and system levels through community outreach to foster connections for students, staff and parents to CST and to OCSGE. • Nurturing our Catholic communities through lens of Three-Year Pastoral Plan in partnership with Archdiocese, Catholic agencies, and Catholic stakeholder groups through various meetings, initiatives, events and activities. • Three strategic planning sessions with trustees, as well as participation in NCC Steering Committee meetings. 	
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SENIOR STAFF RESPONSIBILITY:	M. Caccamo, R. McGuckin
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PRIORITY ACTION METRIC: To understand and apply Catholic Teachings to all that we do

2014 MYSP Report Card

Stakeholder Survey:

In 2014, this metric indicated that the TCDSB was *meeting or exceeding* criteria in the goals for this priority action.

Areas for Growth:

Continue to raise awareness and implementation of Catholic Teachings.

Grade: A

2016 Staff Assessment

Staff continues to provide evidence of *meeting criteria* on all goals of this priority action with Nurturing our Catholic Community initiatives and through the lens of our Three-Year Pastoral Plan.



FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING

PRIORITY ACTION:

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

GOALS	EVIDENCE	MEASUREMENT TOOLS
Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments;	<ul style="list-style-type: none"> The Ontario School Graduate Expectations are reflected in all communications, lesson plans and resource documents. There is evidence of progress in all areas of literacy; numeracy remains an area of need in both panels (Grade 6 and Grade 9 Applied). 	<ul style="list-style-type: none"> EQAO Student Success Indicator Reports Student Surveys Staff Surveys Superintendent School Visits (3 per year)
Students will exceed the provincial average in credit accumulation and graduation rate;	<ul style="list-style-type: none"> Credit accumulation and graduation rates either meet or exceed the provincial average. 	<ul style="list-style-type: none"> School Learning Plans District Reviews Observational Checklists (Student-led Learning Walk, Student work/artefacts)
Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning;	<ul style="list-style-type: none"> Teachers in all schools have been working on incorporating learning goals, and related success criteria into all lessons which has been helpful to student achievement and well-being. 	<ul style="list-style-type: none"> Achieving Excellence in Applied Courses (AEAC) – School Learning Cycle Ministry Report
Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.	<ul style="list-style-type: none"> Successfully completed the 5-year District Review cycle. Secondary 2-year PD focus on Assessment for, as, and of Learning in order to support BLIP Assessment goals Professional Learning Form – 	<ul style="list-style-type: none"> Ministry: Yearly “Taking Stock” Surveys

	<p>developed yearly by each school in order to meet the learning needs of students</p> <ul style="list-style-type: none"> • <u>Staff Reports: 2016</u> <ul style="list-style-type: none"> ➤ <i>EQAO Grade 9 and OSSLT</i> ➤ <i>Board Learning and Improvement Plan</i> 	
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SENIOR STAFF RESPONSIBILITY: L. DiMarco, N. D’Avella, V. Burzotta, C., Fernandes, R. McGuckin

PRIORITY ACTION METRIC:

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

2014 MYSP Report Card

Stakeholder Survey:

This metric indicated that the TCDSB was *approaching or meeting criteria* on the goals in this priority action.

Areas for Growth:

Mathematics especially the Junior and Applied levels

Grade: B+

2016 Staff Assessment

There is evidence of *approaching criteria* on most of the goals; in the area of Mathematics, the implementation level is *not yet meeting criteria*. We continue to raise levels of implementation to meet success criteria in all the goals. Our BLIP Goal is 75%. The trustee motion for achievement grade 9 Applied Mathematics is 80% of students at or above the provincial standard.

PRIORITY ACTION:

To support our students' ability to apply critical and innovative thinking in all subjects:

GOALS	EVIDENCE	MEASUREMENT TOOLS
Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens;	<ul style="list-style-type: none"> • There has been implementation of inquiry, learning skills and 21C competencies mapped to OCGSE in instructional practice K to 12 and the work of the Teaching & Learning Collaborative (TLC) • Teachers in all schools have been working on incorporating differentiated instruction. • The use of technology to support instruction and student learning remains an important area of focus and continues to gradually expand to lower grades. • <u>Staff Reports: 2016</u> <ul style="list-style-type: none"> ➤ <i>21st Century Learning Update K-12</i> ➤ <i>Professional Development Plan for Student Achievement</i> ➤ <i>Board Learning and Improvement Plan</i> 	<ul style="list-style-type: none"> • Student Surveys • Staff Surveys • Superintendent School Visits with additional visits differentiated according to local school needs • School Learning Plans • Observational checklists • PD Exit Forms • District Review
Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning;		
Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.		

SENIOR STAFF RESPONSIBILITY:	L. DiMarco, N. D'Avella, V. Burzotta, C., Fernandes, R. McGuckin
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PRIORITY ACTION METRIC: To support our students' ability to apply critical and innovative thinking in all subjects.

2014 MYSP Report Card

Stakeholder Survey:

This metric indicated that the TCDSB was *approaching or meeting criteria* on the goals in this priority action.

Areas for growth:

Expansion of technology both in terms of awareness and access.

Grade: B+

2016 Staff Assessment

There is evidence of *approaching criteria* on most goals; in the area of technology, the overall implementation level is *not yet meeting criteria*. Supports will continue to be offered to raise levels of implementation to meet success criteria.

PRIORITY ACTION:

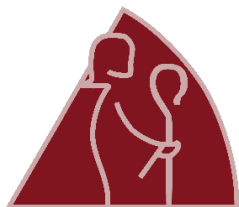
To create welcoming, healthy and equitable learning environments for all students.

GOALS	EVIDENCE	MEASUREMENT TOOLS
Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential;	<ul style="list-style-type: none"> • In the area of student well-being, TCDSB has adopted a 3-year mental health strategy. • Student surveys consistently indicate they feel safe or very safe in their school. • Student Nutrition programs flourishing in elementary and secondary schools • <u>Staff Reports: 2016</u> <ul style="list-style-type: none"> ➢ <i>Accountability Framework for Special Education</i> ➢ <i>Safe Schools Report</i> ➢ <i>Mental Health Annual Report</i> 	<ul style="list-style-type: none"> • Student Surveys • Staff Surveys • Student Behavioural Data • Superintendent School Visits (3 per year) • School Learning Plans • Observational Checklists
Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met;		
Strive to ensure that all students are eating nutritionally and are physically fit;		
Provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying.		

SENIOR STAFF RESPONSIBILITY: L. DiMarco, N. D'Avella, V. Burzotta, C., Fernandes, R. McGuckin

PRIORITY ACTION METRIC: *To create welcoming, healthy and equitable learning environments for all students.*

<p>2014 MYSP Report Card</p> <p>Stakeholder Survey: In 2014, this metric indicated that the TCDSB was <i>approaching or meeting criteria</i> on the goals in this priority action.</p> <p>Areas for Growth: Awareness and support in all areas of student wellness. Grade: B+</p> <p>2016 Staff Assessment There is evidence of <i>approaching or meeting criteria</i> on all goals. Consistent with the Ontario Well-Being Strategy, TCDSB continues in its efforts to raise levels of implementation to meet success criteria in all the goals within this priority action.</p>
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ENHANCING PUBLIC CONFIDENCE

PRIORITY ACTION

To create enhanced, regular communication with all stakeholders we will:

GOALS	EVIDENCE	MEASUREMENT TOOLS
Improve communication and consultation, that reflect the mission, vision and values of the board	<ul style="list-style-type: none"> • All relevant policies have outlined steps for stakeholders to access depending on their inquiry/issue. • Community Engagement policy and Handbook engage community members in decision-making processes • Delegations policy facilitates community and individual voice in decision-making process - delegations may be heard at any meeting of the Board of Trustees or Standing Committees pursuant to regulations of the policy. • Board to hold one public meeting annually to discuss potential partnership opportunities with the public and community organizations • Identifying potential partnership opportunities by recognizing how partners can enhance learning opportunities for students and staff and the board's real property 	<ul style="list-style-type: none"> • Inquiries and outcomes are tracked and reported to Board according the rolling calendar of reports • Annual report of community engagement process as reported by staff to be reviewed by Board annually. • Trustees and Director to review delegation process every three years to ensure it is fair, equitable and supports the goals of the TCDSB MYSP. • Annual Report on the quantity and quality of partnerships and stakeholder feedback on the quality of the partnership
Ensure timely and sensitive responses to stakeholder questions and concerns.		
Create opportunities for meaningful dialogue, feedback and input from the community;		
Build and maintain community partnerships;		
Ensure public accountability and transparency in all processes and policies;		
Strive to ensure equitable treatment of all stakeholders.		

	<ul style="list-style-type: none"> • Board's policy review, revision and development processes through public meetings at the Governance and Policy Committee • Consultation about policies with stakeholder groups including, parents, students (if applicable) unions, associations • Community review and input are available when policies/procedures posted on TCDSB website. 	
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SENIOR STAFF RESPONSIBILITY: A Della Mora, P. Matthews, R. McGuckin

PRIORITY ACTION METRIC: Create enhanced, regular communication with all stakeholders

2014 MYSP Report Card

Stakeholder Survey:

In 2014, this metric indicated that the TCDSB was *approaching* criteria for the goals in this priority action.

Areas for Growth:

Continue to increase transparency and engagement of stakeholders across the system.

Grade: B

2016 Staff Assessment

Public consultations on a variety of areas have expanded using forms of consultation. Partnership development continues to expand.



PROVIDING STEWARDSHIP OF RESOURCES

PRIORITY ACTION

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

GOALS	EVIDENCE	MEASUREMENT TOOLS
<p>Ensure all students have the appropriate resources they need to support their learning within the available budget;</p> <p>Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.</p>	<ul style="list-style-type: none"> • Rollout of resources as a per pupil ratio, factoring size of the school and locally identified student learning needs • Installation of wifi in all schools • iPad rollout to secondary schools in support of grade 9 Applied math • fair and equitable distribution of donated hardware to schools • Annual K-12 professional learning plan, adjusted based on BLIP/SLIP needs and Ministry of Education targeted funding 	<ul style="list-style-type: none"> • Degree of use of Google Documents for Education • Analysis of Block Budget utilization for purchasing textbooks and other learning materials • Research department routinely provides analyses of student, staff and stakeholder input via surveys to inform decisions and practice. • Implementation and monitoring of evidence-informed initiatives in support of student achievement (provincial and local) and monitored by Senior Staff

SENIOR STAFF RESPONSIBILITY: C. Jackson, P. De Cock, L. DiMarco, N. D'Avella, C. Fernandes, R. McGuckin

PRIORITY ACTION METRIC: To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources.

2014 MYSP Report Card

Stakeholder Survey:

The survey metric indicated that we are *approaching* criteria on the goals in this priority action.

Areas for Growth:

Working towards increasing Board in-year budget reserve and structural surplus, and encouraging paperless reports and agendas.

Grade: B

2016 Staff Assessment

Staff is working to ensure equitable funding to schools' block budgets aligned with social and demographic factors, as well as ensuring schools receive a fair and equitable distribution of learning materials and professional learning opportunities for students and staff members. We are *meeting* the criteria of using research to provide evidence that informs decision-making processes.

PRIORITY ACTION - To ensure fiscal responsibility at all levels of the organization we will:

GOALS	EVIDENCE	MEASUREMENT TOOLS
Establish informed, accountable and ethical decision-making for policy development and resource management;	<ul style="list-style-type: none"> Internal controls in place, including the enforcement and monitoring of various policies to ensure sound and ethical use of Board assets and resources (e.g. procurement and expense directives) Budgets developed by cross functional teams with input from partners to ensure key priorities are funded. Budgets and revised budgets approved by the Board. Business Services departments prepares detailed revenue and expenditure reports for thorough financial analysis Financial updates and reports presented to Board in public and are available on the Board website to ensure transparency and accountability 	<ul style="list-style-type: none"> Consultation mechanisms for stakeholder input into the budget-setting process Monthly and quarterly Budget status reports Internal Audit reports Detailed revenue and expenditure reports Public communication of financial reports to stakeholders
Align operational and capital budgets with the Multi-Year Strategic Plan;		
Maintain a sustainable balanced budget that reflects ecological justice principles;		
Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget;		
Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.		

SENIOR STAFF RESPONSIBILITY:	C. Jackson, P. De Cock, M. Puccetti, R. McGuckin
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PRIORITY ACTION METRIC : To ensure fiscal responsibility at all levels of the organization.**2014 MYSP Report Card****Stakeholder Survey:**

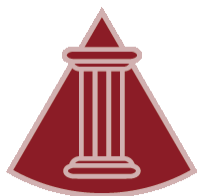
The survey metric indicated that we are *approaching* criteria on the goals in this priority action by providing more frequent and timely analysis of financial information and the implementation of cyclical approach to budget consultation with TCDSB stakeholders.

Areas for Growth:

Working towards increasing Board in-year budget reserve and structural surplus, and encouraging paperless reports and agendas.

Grade: B**2016 Staff Assessment**

There is evidence of *approaching* criteria on most of these goals through the implementation of the Multi-Year Recovery Plan.



ACHIEVING EXCELLENCE IN GOVERNANCE

PRIORITY ACTION

To lead and model best practices in Board governance we will:

GOALS	EVIDENCE	MEASUREMENT TOOLS
Build trustees', senior staffs' and students' capacity for governance;	<ul style="list-style-type: none"> • Feedback after Board/Committee meetings from Parliamentarian • Strategic Planning Workshops and Retreats: Trustees and Senior Staff • Education Council and Director's Council Review of Action After • Best Practice approach provided by: OESC – Good governance Modules • OCSTA – Modules on School Board governance • Director leads Senior Staff in preparation for all Board and Committee meetings 	<ul style="list-style-type: none"> • Parliamentarian's written report on governance • Director's Annual Report • OCSTA PD sessions • Quarterly Reports
Provide professional learning to strengthen leadership, accountability and transparency at all levels;		
Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability;		
Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.		

SENIOR STAFF RESPONSIBILITY:	P. Matthews, R. McGuckin
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PRIORITY ACTION METRIC – Leading and Modelling Best Practices in Board Governance**2014 MYSP Report Card****Stakeholder Survey:**

The survey metric indicated that the TCDSB was *approaching* the goals of increased public participation in policy development.

Areas for Growth:

Efficiency of Board and Committee meetings and enhanced clarity around roles and responsibilities.

Grade: B-**2016 Staff Assessment**

- Trustee-staff relations have generally improved over previous years and we continue to *approach* criteria. Time management at Board and Committee meetings has improved with greater adherence to parliamentary protocols and procedures. Continue efforts to structure motions at meetings and determine when a staff report can be completed and made available given staff reductions.



INSPIRING AND MOTIVATING EMPLOYEES

PRIORITY ACTION

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

GOALS	EVIDENCE	MEASUREMENT TOOLS
Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization;	<ul style="list-style-type: none"> Continued commitment to establish a diverse workforce reflective of the student population and the diverse communities within the City of Toronto. Continued use of fair and transparent hiring and practices with the provision of authentic and relevant feedback upon request. Continued focus on leadership development through numerous initiatives: Leadership Strategy events, Business and Academic Retreats, Head Start Summer Institute for all new Administrators, Issues and Succession Series for all Administrators, Lunch and Learn sessions for all Non-Union Leaders, Renewal series for experienced school Administrators, Transition Series for teachers discerning about the 	<ul style="list-style-type: none"> Data related to recruitment for TCDSB in regards to all employee groups: <ul style="list-style-type: none"> ➤ Total number of candidates interviewed and selected for job postings. ➤ Number of total days in which a position remained vacant due to the inability to hire a permanent employee. Exit interviews with non-union employees to determine reasons for leaving the organization and gather additional information regarding the culture of the department. Data specific to the completion of annual learning plans for teachers, teacher appraisals, principal growth plans and principal performance
Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders;		
Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders;		
Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board;		
Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies;		

<p>Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.</p>	<p>leadership formation process.</p> <ul style="list-style-type: none"> • Formal mentoring and coaching program for all newly appointed Administrators. • Highlighting innovative and programs of excellence within our TCDSB schools through the Innovative Exemplary Practice Awards. • Regular meetings with labour and association representatives to ensure concerns and needs are identified and addressed in a timely manner. Proactively addressing issues related to collective agreements to reduce grievances. • Review and update the principal and vice principal selection processes to ensure objectivity, transparency and exemplary human resources practices. • Continued compliance with Regulation 274 regarding hiring practices and other central collective agreement articles, including providing relevant feedback to candidates and the expedient facilitation of interviews and placement procedures. • Notable increase in the completion of annual learning plans and teacher/principal appraisals. 	<p>appraisals.</p> <ul style="list-style-type: none"> • Satisfaction surveys from all leadership, mentorship and coaching programs offered in TCDSB. • Data specific to total number of grievances, arbitrations, Human Rights and Labour Board applications. • Qualitative feedback from new teachers regarding the hiring process and comments related to the support offered through the New Teacher Induction Program. • Board Learning Improvement Plan/School Effectiveness Framework staff engagement survey.
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SENIOR STAFF RESPONSIBILITY:	D. Koenig, C. Jackson, R. McGuckin
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PRIORITY ACTION METRIC: *Creating a learning and working environment that is equitable and diverse, and that supports professional learning, innovation and collaboration.*

2014 MYSP Report Card

Stakeholder Survey:

The survey metric indicated that we are *not yet meeting* criteria on some the goals in this priority action:

Areas for Growth:

An expanded and more inclusive leadership strategy for school-based and business leaders, and more active recruitment and hiring practice to sustain appropriate staffing levels throughout the organization; reduction of union grievances by working more proactively with school/worksites leaders and union leaders.

Grade: B

2016 Staff Assessment

There is evidence of *approaching* criteria on most of these goals. We continue to experience challenges related to Regulation 274 and the hiring practices legislation. We are *not yet meeting* the goal of reducing union grievances. We continue to foster a collaborative culture with our union partners through our senior staff and Employee Relations Department.



REPORT TO

REGULAR BOARD

FINANCIAL REPORT AS AT NOVEMBER 2016

Proverbs 21:3

To do what is right and just is more acceptable to the LORD than sacrifice.

Created, Draft	First Tabling	Review
January 17, 2017	January 26, 2017	
D. Bilenduke, Senior Coordinator of Finance P. De Cock, Comptroller of Business Services & Finance		
INFORMATION REPORT		

Vision:

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

Mission:

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

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This Budget Status Report as at November 30, 2016 provides a detailed review of both revenues and expenditures. The Revised Estimates have been approved and we are now able to make projections against expected outcomes. A more detailed variance summary is attached (Appendix A & B). The overall YTD spending % at November 2016 is 30.5% compared to 30% in 2015 due to one extra teaching day in 2016. Presently, all budget lines are tracking in line with budget. There are no significant budget risks identified at this time, however, staff will monitor all budget lines closely.

The cumulative staff time dedicated to developing this report was 20 hours.

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. Business Services staff investigate and analyse variances in order to detect, correct and report any unfavourable trends and events. The Ministry of Education (EDU) also uses this report to track the Board's compliance to its recovery plan.

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 2016-17 year-to-date actual expenditures compared to the Revised Budget Estimates. The current year's percentage spent of total budget is compared to the previous year's percentage spent for the same period.
2. All November YTD revenues and expenses have been adjusted for known MOE Public Sector Accounting Board (PSAB) requirements.
3. Attached as Appendix A and B is the November YTD Revenue and Expenditure forecast which has been established as our method of reporting interim financial results. A high level summary is presented in the following table:

(000's)	2015/16 Actual	2016/17 Rev. Est.	Change
Expenditure	1,103,071	1,118,652	15,581
Revenue	1,107,005	1,119,418	12,413
Surplus/(Deficit)	3,934	765	(3,168)

The anticipated surplus in 16/17 is \$765K which is \$3.2 million less than the 2015/16 actual. The 2015/16 surplus had been projected at \$548K but finished the year \$3.9 million surplus due to higher than projected revenues and one-time cost savings , primarily in benefits.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Business Services closely monitors the 2016-17 budget performance to identify areas of potential savings as well as any areas of potential cost pressures to the Board. There were small variances across most expenditure categories based on the 3 months' performance at November 30, 2016 as outlined in Appendix A & B (attached). Most classroom expenditures occur over a 10-month period while administrative and facilities expenditures are more likely to follow a 12-month model. There are many factors that affect monthly expenditures, but as a rule and as a simple starting point, classroom expenditures are generally 30% spent (3/10) and expenditures associated with administration and facilities are usually 25% spent (3/12).
2. Enrolment remains the key driver for generating Grants for Student Needs (GSNs). The GSNs for the Revised Budget Estimates are calculated using a weighted average of enrolment projections for two count dates, actual enrolment on October 31st 2016 and projected enrolment for March 31st 2017. A table of enrolment trends is as follows:

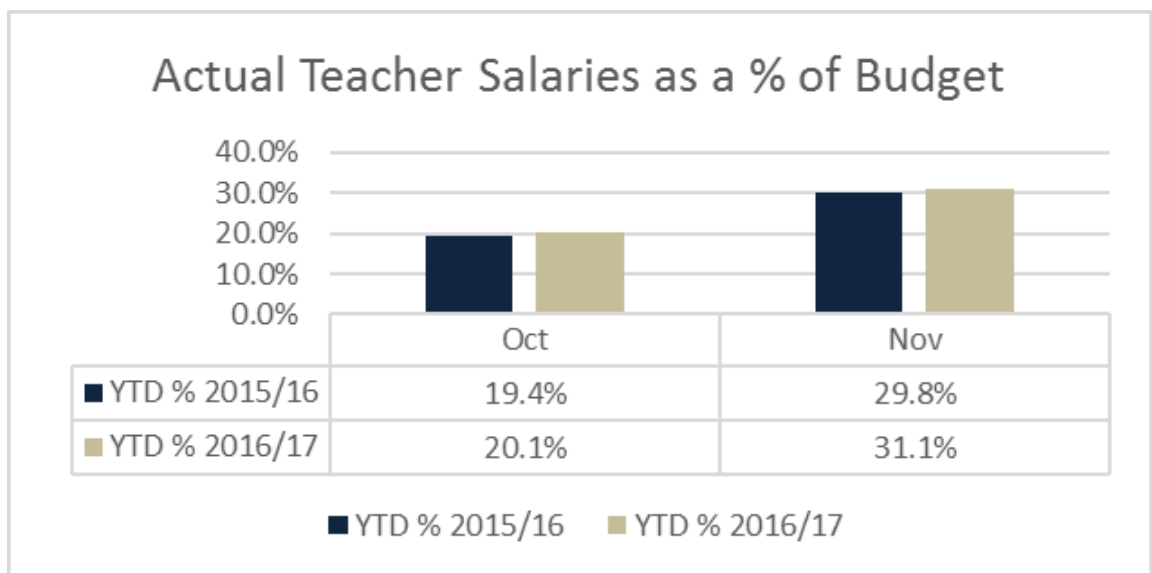
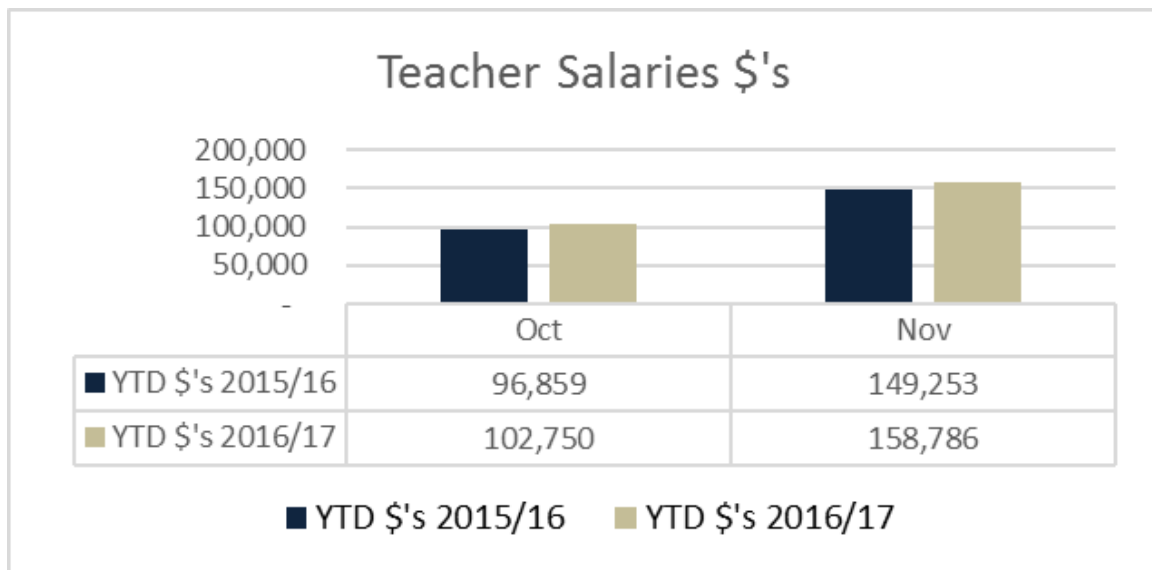
	ADE	ADE	ADE
Average Daily Enrolment (ADE) Pupils of the Board	2015-16 Actual	2016-17 Budget Estimates	2016-17 Revised Estimates
ELEMENTARY	60,434	60,919	61,181
SECONDARY	29,827	29,810	29,547
TOTAL	90,261	90,729	90,728

E. METRICS AND ACCOUNTABILITY

The following are trends and issues that have been identified:

1. Teacher Salaries

The following graphs illustrate teacher salaries against the same period last year both in dollars and as a percent of budget:



The table in the second graph indicates that teacher salaries are approximately 1% higher than the previous year. We know that .5% is accounted for by the one additional teaching day in 2016. In conclusion, teacher salaries are running approximately .5% ahead of last year's rate

which translates to approximately \$800,000 over budget year to date which is primarily attributed to collective agreement settlements.

2. Occasional Teachers

The following graphs illustrate occasional teacher salaries against the same period last year both in dollars and as a percent of budget:

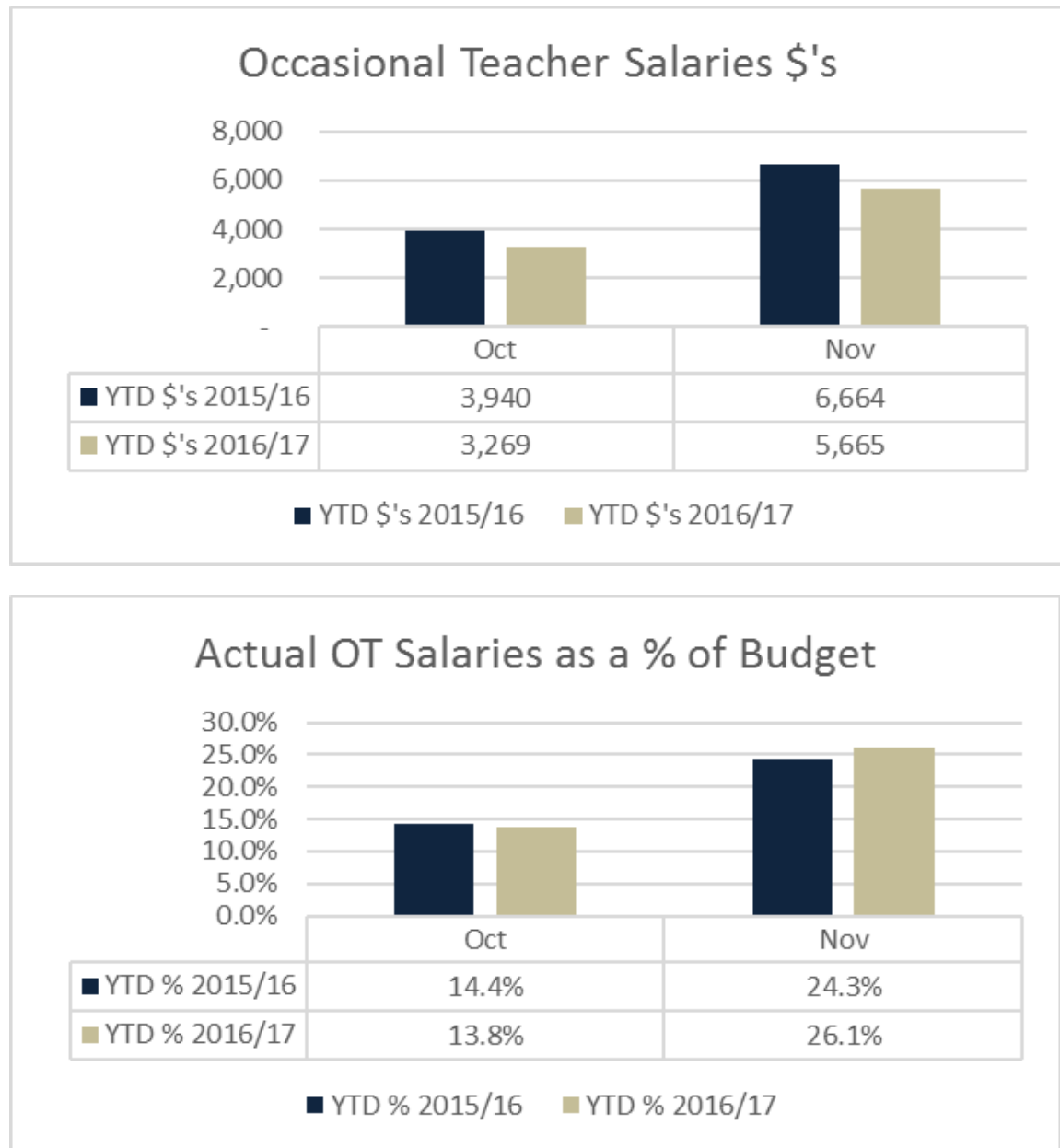


Figure 1 - 2015-16 Budget \$20.5M, 2016-17 Budget \$26.1M

Occasional Teacher expense is \$1 million less than the same period last year, however, since the budget this year is \$2M less than last year's actual, the percentage of budget spent on the reduced base budget is 1.8% higher than

the same period last year. The percentage spent of 26.1% is still well below the 30% classroom expenditure benchmark one would expect at this time. We can conclude from this that we are tracking to finish under budget, however, due to the unpredictability of this expense and the tendency for Occasional Teacher use to increase towards the end of the year, will require constant monitoring.

3. Benefits

The following graphs illustrate Board wide benefit costs against the same period last year both in dollars and as a percent of budget:

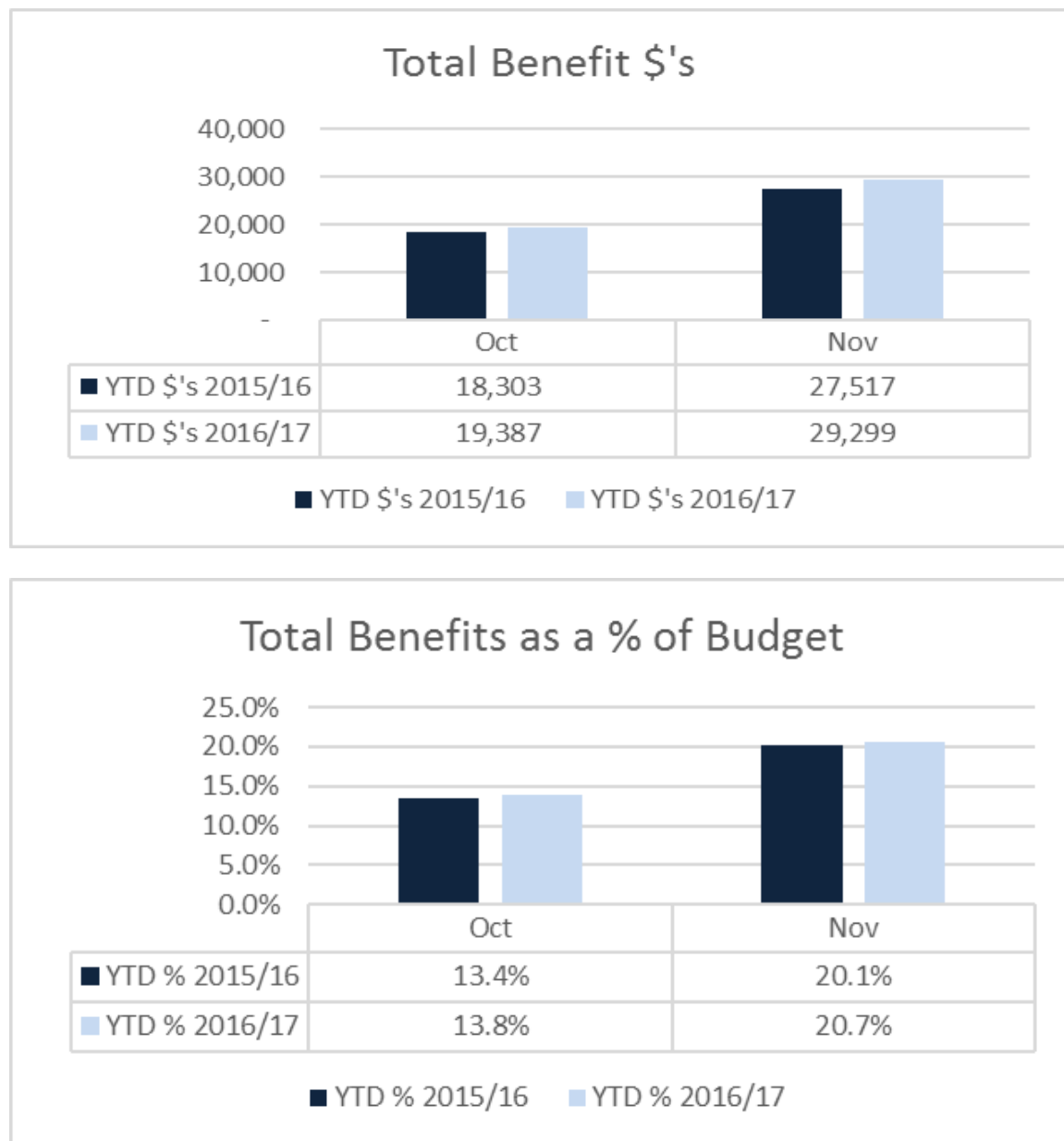


Figure 2 - 2015-16 Budget \$140.6M, 2016-17 Budget \$141.7M

The above graphs indicate that spending is higher this year compared to last year, however last year there was a significant surplus in this line. To date only 20.7% of the budget has been spent when we are 25% through the year. This indicates that we are tracking to finish under budget, however, this budget line is contingent on staff's use of their benefits creating a higher level of unpredictability.

4. Transportation

Transportation expense is \$2.2 million higher than the same period last year and the percentage of budget spent is also 4% unfavourable when compared to the same period in the previous year. The one extra teaching day explains .5% of the variance. The remaining unfavourable balance is explained by a number of factors, including, new contracts, higher rates and varying volumes of accommodations and utilizations for special needs students. At 22.5%, transportation expense is still under the 25% that would be expected for the 3 months but will require close scrutiny due to the aforementioned variables.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

For the Month Ending Oct 31, 2016
(\$ thousands)

2015-16		
Budget (Rev. Estimates)	Financial Statement (August 31, 2016)	Variance

Revenue Budget Assessment				
a	b		c = b - a	d = c/a
2016-17	2016-17			
Estimates	Forecast	Forecast	Change	
			\$ Increase (Decrease)	% Increase (Decrease)

Revenue Risk Assessment				
i	e	k	l	g = e - l
Actual Revenue 2016-17	Actual to Nov 30/16	Actual Revenue 2015-16	Actual to Nov 30/16	Year-to-year Increase (Decrease)
to Nov 30/16	% of Estimates	to Nov 30/15	% of Actual Received	

Grant Revenues (Section 1)

Pupil Foundation	472,853	474,502	0.3%
School Foundation	62,812	63,098	0.5%
Special Education	121,563	121,926	0.0%
Language	31,406	34,472	0.0%
Outlying, Remote and Rural Learning Opportunities	-	-	0.0%
Continuing and Adult Education	14,892	15,882	0.0%
Teacher Q&E	78,846	91,041	15.5%
New Teacher Induction program	847	693	-18.1%
ECE Q&E Allocation	4,358	4,880	12.0%
Restraint Savings	(402)	(402)	0.0%
Transportation	23,818	23,326	-2.1%
Admin and Governance	22,203	22,562	1.6%
School Operations	87,678	88,245	0.6%
Community Use of Schools Grant	1,226	1,226	0.0%
Declining Enrolment	1,420	517	-63.6%
First Nation, Metis and Inuit	3,472	3,758	8.2%
Safe Schools Supplement	2,653	2,659	0.2%
Permanent Financing - NPF	3,765	3,765	0.0%
Adjustment to Entitlement - Minor Capital	(24,496)	(24,970)	1.9%
Other	3,525	3,525	0.0%
	958,858	977,344	1.9%

Grants for Capital Purposes

Capital - non-Land	15,788	7,520	-52.4%
Capital - Land	-	18,926	0.0%
Minor Tangible Capital Assets	24,496	24,970	1.9%
School Renewal	15,488	17,320	11.8%
School Condition Improvement	-	-	0.0%
Temporary Accommodations	-	-	0.0%
Retrofitting	-	-	0.0%
Short-term Interest	-	217	0.0%
Debt Funding for Capital	15,989	16,050	0.4%
	71,761	85,003	18.5%

TOTAL ALLOCATIONS (Section 1)

	1,030,620	1,062,347	3.1%
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481,016	481,016	481,016	-	0.0%
63,714	63,714	63,714	-	0.0%
121,103	121,103	121,103	-	0.0%
34,119	34,119	34,119	-	0.0%
-	-	-	-	0.0%
48,095	48,095	48,095	-	0.0%
15,605	15,605	15,605	-	0.0%
84,003	84,003	84,003	-	0.0%
441	441	441	-	0.0%
5,336	5,336	5,336	-	0.0%
(402)	(402)	(402)	-	0.0%
24,238	24,238	24,238	-	0.0%
22,652	22,652	22,652	-	0.0%
88,430	88,430	88,430	-	0.0%
1,224	1,224	1,224	-	0.0%
211	211	211	-	0.0%
3,769	3,769	3,769	-	0.0%
2,682	2,682	2,682	-	0.0%
3,765	3,765	3,765	-	0.0%
(25,000)	(25,000)	(25,000)	-	0.0%
43	43	43	-	0.0%
	975,042	975,042	-	0.0%

60,291	60,291	60,291	-	0.0%
-	-	-	-	0.0%
1,752	1,752	1,752	-	0.0%
729	729	729	-	0.0%
-	-	-	-	0.0%
3,751	3,751	3,751	-	0.0%
-	-	-	-	0.0%
230	230	230	-	0.0%
-	-	-	-	0.0%
	66,754	66,754	-	0.0%

	1,041,796	1,041,796	-	0.0%
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93,720	19.48%	94,568	19.93%	(0.4%)
12,414	19.48%	12,562	19.91%	(0.4%)
23,595	19.48%	24,312	19.94%	(0.5%)
6,648	19.48%	6,281	18.22%	1.3%
-	0.00%	-	0.00%	0.0%
9,371	19.48%	9,284	19.90%	(0.4%)
3,041	19.48%	2,978	18.75%	0.7%
16,367	19.48%	15,769	17.32%	2.2%
86	19.48%	169	24.42%	(4.9%)
1,040	19.48%	871	17.86%	1.6%
(78)	19.48%	(80)	20.00%	(0.5%)
4,722	19.48%	4,764	20.42%	(0.9%)
4,413	19.48%	4,440	19.68%	(0.2%)
17,229	19.48%	17,535	19.87%	(0.4%)
238	19.48%	245	20.00%	(0.5%)
41	19.48%	284	54.96%	(35.5%)
734	19.48%	694	18.48%	1.0%
523	19.48%	531	19.95%	(0.5%)
733	19.48%	753	20.00%	(0.5%)
(4,871)	19.48%	(4,899)	19.62%	(0.1%)
8	19.48%	705	0.00%	19.5%
	189,975	191,766	19.62%	(0.1%)

5,303	8.79%	417	5.55%	3.2%
3,640	0.00%	-	0.00%	0.0%
4,871	278.02%	4,899	19.62%	258.4%
3,004	412.05%	3,098	17.88%	394.2%
-	0.00%	-	0.00%	0.0%
731	19.48%	-	0.00%	19.5%
-	0.00%	-	0.00%	0.0%
45	19.48%	-	0.00%	19.5%
1,408	0.00%	5,826	36.30%	(36.3%)
	19,001	14,240	16.75%	11.7%

	208,976	20.06%	206,006	19.39%	0.7%
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2015-16		
Budget (Rev. Estimates)	Financial Statement (August 31, 2016)	Variance
Adjustments: (Sec 1A)		
Amounts flowed to DCC	(15,788)	(7,520) -52.4%
Amounts flowed to Deferred Revenue	(187,529)	(190,696) 1.7%
Tax Revenues	(404,321)	(416,103) 2.9%
TOTAL LEGISLATIVE GRANTS	422,982	448,028 5.9%
Other Revenues		
School Generated Funds	29,472	29,184 -1.0%
Rentals	2,798	3,436 22.8%
Continuing Education Fees	53	63 17.9%
Other Grants	26,439	15,156 -42.7%
Staff on Loan	3,504	3,347 -4.5%
Tuition Fees	18,718	17,969 -4.0%
Miscellaneous Revenues	60,739	34,369 -43.4%
Non Grant Revenue	141,723	103,524 -27.0%
Total Taxation	404,321	416,103 2.9%
Deferred Revenues		
Deferred Revenues - Legislative Grants	170,650	167,996 -1.6%
Amortization of DCC	46,668	45,410 -2.7%
DCC on disposal of assets	-	- 0.0%
Net Deferred Revenue / Capital Contrib	217,318	213,406 -1.8%
TOTAL REVENUES (Schedule 9)	1,186,344	1,181,062 -0.4%

Revenue Budget Assessment				
a	b	c = b - a	d = c/a	
2016-17	2016-17			
Estimates	Forecast	Forecast	Change	
			\$ Increase (Decrease)	% Increase (Decrease)
(60,291)	(60,291)	(60,291)	-	0.0%
(189,499)	(189,499)	(189,499)	-	0.0%
(420,086)	(420,086)	(420,086)	-	0.0%
371,919	371,919	371,919	-	0.0%
-	-	-	-	0.0%
3,298	3,298	3,298	-	0.0%
53	53	53	-	0.0%
15,309	15,309	15,309	-	0.0%
3,615	3,615	3,615	-	0.0%
18,449	18,449	18,449	-	0.0%
64,223	64,223	64,223	-	0.0%
104,947	104,947	104,947	-	0.0%
420,086	420,086	420,086	-	0.0%
171,351	171,351	171,351	-	0.0%
51,114	51,114	51,114	-	0.0%
-	-	-	-	0.0%
222,466	222,466	222,466	-	0.0%
1,119,418	1,119,418	1,119,418	-	0.0%

Revenue Risk Assessment				
i	e	k	l	g = e - l
Actual Revenue 2016-17	Actual to Nov 30/16	Actual Revenue 2015-16	Actual to Nov 30/16	Year-to-year Increase (Decrease)
to Nov 30/16	% of Estimates	to Nov 30/15	% of Actual Received	
(6,882)	11.41%	(5,929)	79%	(67.4%)
(39,734)	21.0%	(37,505)	20%	1.3%
(70,014)	16.7%	(67,387)	16%	0.5%
92,346	24.83%	95,186	21.25%	3.6%
-	0.00%	-	0.00%	0.0%
892	27.04%	415	12.07%	15.0%
8	15.01%	3	4.26%	10.8%
1,461	9.54%	5,270	34.77%	(25.2%)
23	0.64%	178	5.30%	(4.7%)
3,690	20.00%	3,744	20.83%	(0.8%)
3,224	5.02%	3,486	10.14%	(5.1%)
9,297	8.86%	13,095	12.65%	(3.8%)
70,014	16.67%	67,387	16.19%	0.5%
35,928	20.97%	34,129	20.32%	0.7%
8,519	16.67%	7,778	17.13%	(0.5%)
-	0.00%	-	0.00%	0.0%
44,448	19.98%	41,907	19.64%	0.3%
216,105	19.31%	217,574	18.42%	0.9%

Toronto Catholic DSB
Interim Financial Report
For the Month Ending November 30, 2016
(\$ thousands)

(\$ thousands)				Budget Assessment					
				b		c = b - a		d = c/a	
				2016-17					
2015-16									
				Change					

Toronto Catholic DSB
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For the Month Ending November 30, 2016
(\$ thousands)

Appendix B

(\$ thousands)				Budget Assessment					
				b		c = b - a		d = c/a	
				2016-17					
				Change					

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Toronto Catholic DSB
Interim Financial Report
For the Month Ending November 30, 2016
 (\$ thousands)

For the Month Ending November 30, 2016 (\$ thousands)			3/12 25.0%		3/10 30.0%	
Risk Assessment						
	i	e	k	f	g = f - e	
	Actual Spending 2016-17	Actual to Nov 30/16	Actual Spending 2015-16	Actual to Nov 30/15	Year-to year Increase (Decrease)	
	to Nov 30/16	% of Original Budget	to Nov 30/15	% of Actual Spent		
OPERATING						
Classroom Instruction						
Teachers						
Salary	158,786	31.08%	149,253	29.82%	1.3%	
Benefits	13,709	19.41%	12,184	16.93%	2.5%	
Other	41	6.79%	59	13.22%	(6.4%)	
Occasional Teachers						
Salary	5,665	26.09%	6,664	24.30%	1.8%	
Benefits	512	10.57%	546	22.16%	(11.6%)	
Other	-	0.00%	-	0.00%	0.0%	
Educational Assistants and ECEs						
Salary	16,348	27.95%	15,827	26.66%	1.3%	
Benefits	4,638	24.31%	4,449	25.28%	(1.0%)	
Other	-	0.00%	-	0.00%	0.0%	
Classroom Computers	1,340	15.47%	2,247	102.60%	(87.1%)	
Textbooks and Supplies	6,255	27.40%	8,199	36.49%	(9.1%)	
Professionals and Paraprofessionals						
Salary	10,210	29.27%	10,130	27.74%	1.5%	
Benefits	2,266	24.11%	2,261	24.44%	(0.3%)	
Other	539	10.28%	692	22.28%	(12.0%)	
Library and Guidance						
Salary	3,669	25.51%	5,555	34.93%	(9.4%)	
Benefits	338	13.34%	462	21.88%	(8.5%)	
Other	0	0.00%	0	13.73%	(13.7%)	
Staff Development						
Salary	1,047	50.12%	912	43.46%	6.7%	
Benefits	86	38.09%	84	30.30%	7.8%	
Other	75	8.67%	48	21.02%	(12.4%)	
Department Heads						
Salary	360	14.81%	360	31.96%	(17.2%)	
Benefits	-	0.00%	1	84.43%	(84.4%)	
Other	-	0.00%	0	0.00%	0.0%	
Principal and Vice-Principals						
Salary	11,291	31.06%	11,317	29.99%	1.1%	
Benefits	976	18.89%	877	16.88%	2.0%	
Other	2	1.36%	1	8.59%	(7.2%)	
School Office						
Salary	4,532	26.06%	4,551	26.51%	(0.4%)	

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(\$ thousands)

For the Month Ending November 30, 2016		3/12 25.0%		3/10 30.0%		
(\$ thousands)		Risk Assessment				
		i	e	k	f	g = f - e
		Actual Spending 2016-17	Actual to Nov 30/16	Actual Spending 2015-16	Actual to Nov 30/15	Year-to-year Increase (Decrease)
		to Nov 30/16	% of Original Budget	to Nov 30/15	% of Actual Spent	
Benefits		1,301	23.40%	1,253	24.83%	(1.4%)
Other		343	20.19%	380	29.66%	(9.5%)
Co-ordinators and Consultants						
Salary		1,262	28.25%	1,729	38.47%	(10.2%)
Benefits		204	24.00%	359	37.25%	(13.2%)
Other		1	1.55%	3	16.98%	(15.4%)
Continuing Education						
Salary		3,565	19.91%	3,645	20.00%	(0.1%)
Benefits		676	24.13%	686	22.42%	1.7%
Other		398	16.24%	485	21.47%	(5.2%)
Amortization and Write-downs		-	0.00%	-	0.00%	0.0%
Total Instruction		250,436	28.15%	245,219	28.02%	0.1%
Administration						
Trustees						
Salary		62	24.18%	60	23.98%	0.2%
Benefits		2	20.35%	2	23.69%	(3.3%)
Other		237	40.11%	235	69.75%	(29.6%)
Director/Supervisory Officers						
Salary		816	28.23%	592	19.69%	8.5%
Benefits		216	24.05%	148	17.31%	6.7%
Other		9	10.22%	11	21.58%	(11.4%)
Board Administration						
Salary		3,073	24.15%	2,890	22.93%	1.2%
Benefits		817	23.75%	698	20.93%	2.8%
Other		645	19.21%	662	22.34%	(3.1%)
Amortization and Write-downs		-	0.00%	-	0.00%	0.0%
Total Administration		5,876	23.98%	5,298	22.40%	1.6%
Transportation						
Salary		221	22.56%	228	23.55%	(1.0%)
Benefits		56	23.58%	51	21.69%	1.9%
Other		7,266	22.47%	5,031	18.67%	3.8%
Total Transportation		7,544	22.48%	5,310	18.86%	3.6%
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Toronto Catholic DSB
Interim Financial Report
For the Month Ending November 30, 2016
 (\$ thousands)

For the Month Ending November 30, 2016		3/12 25.0%		3/10 30.0%	
Risk Assessment					
	i	e	k	f	g = f - e
	Actual Spending 2016-17	Actual to Nov 30/16	Actual Spending 2015-16	Actual to Nov 30/15	
					Year-to year Increase (Decrease)
	to Nov 30/16	% of Original Budget	to Nov 30/15	% of Actual Spent	
Pupil Accommodation					
School Operations and Maintenance					
Salary	11,430	24.56%	11,428	26.00%	(1.4%)
Benefits	3,305	23.10%	3,269	24.43%	(1.3%)
Other	9,441	28.93%	5,295	16.84%	12.1%
School Renewal	1,825	250.43%	2,749	121.49%	128.9%
Other Pupil Accommodation	1,946	9.97%	3,227	16.58%	(6.6%)
Amortization and Write-downs	12,357	26.95%	11,801	26.95%	0.0%
Total Pupil Accommodation	40,304	25.26%	37,769	24.48%	0.8%
Other					
School Generated Funds -Expenditures		0.00%		0.00%	0.0%
Salary	1,626	18.92%	1,711	17.84%	1.1%
Benefits	197	11.59%	186	22.31%	(10.7%)
Other	801	68.72%	1,172	10.30%	58.4%
Amortizations		0.00%		0.00%	0.0%
Loss on disposal of assets		0.00%		0.00%	0.0%
Other		0.00%		0.00%	0.0%
Total Other Expenditures	2,623	22.90%	3,069	6.11%	16.8%
TOTAL EXPENDITURES	306,783	27.4%	296,665	26.22%	1.2%
Total Revenue					



REPORT TO

REGULAR BOARD

APPROVAL OF MOTIONS ADOPTED AT THE JANUARY 12, 2017 MEETING OF THE STUDENT ACHIEVEMENT, WELL-BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

"Remember not the former things, nor consider the things of old. Behold, I am doing a new thing; now it springs forth, do you not perceive it? I will make a way in the wilderness and rivers in the desert" Isaiah 43:18-19

Created, Draft	First Tabling	Review
January 12, 2017	January 20, 2017	Click here to enter a date.
Paul Matthews, General Legal Counsel		
RECOMMENDATION REPORT		

Vision:

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

Mission:

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

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report recommends that the Board adopt all resolutions that were approved at the Student Achievement, Well-Being, Catholic Education And Human Resources Committee meeting of January 12, 2017.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends approval of resolutions adopted at the Student Achievement, Well-Being, Catholic Education And Human Resources Committee meeting of January 12, 2017.

C. BACKGROUND

At the January 12, 2017 meeting of the Student Achievement, Well-Being, Catholic Education And Human Resources Committee, the Committee adjourned without rising and reporting to Board on all the matters dealt with in private and public session of that meeting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. All matters recommended to the Board by Standing Committees require consideration by the full Board of Trustees.
2. The Board of Trustees has not yet considered the matters recommended by the Student Achievement, Well-Being, Catholic Education And Human Resources Committee at its meeting of January 12, 2017.

E. METRICS AND ACCOUNTABILITY

The Recording Secretary will ensure that the Minutes of the Regular Meeting of the Board record the Board's resolution with respect to this matter.

F. STAFF RECOMMENDATION

Staff recommends that the Board of Trustees adopt all matters adopted by the Student Achievement, Well-Being, Catholic Education And Human Resources Committee in public and private at its meeting of January 12, 2017.



REPORT TO

REGULAR BOARD

PUPIL ACCOMMODATION REVIEW HOLY REDEEMER, OUR LADY OF GUADALUPE AND ST. MATTHIAS – INTERIM REPORT (TRUSTEE WARDS 7, 11)

“Eager to maintain the unity of the Spirit in the bond of peace.”, Ephesians 4:3

Created, Draft	First Tabling	Review
January 16, 2017	January 26, 2017	
John Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability Peter Aguiar, Superintendent of Student Achievement and Well-Being, Area 4 Maia Puccetti, Superintendent of Facilities Mario Silva, Comptroller of Planning and Development Services		

RECOMMENDATION REPORT

Vision:

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Executive Superintendent of Business Services and Chief Financial Officer

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Director of Education

A. EXECUTIVE SUMMARY

At its Corporate Affairs, Strategic Planning and Property Committee meeting held on June 6, 2016, the Board of Trustees approved the initiation of a Pupil Accommodation Review (PAR) for Holy Redeemer, Our Lady of Guadalupe and St. Matthias, in accordance with Board Policy *Pupil Accommodation Review S.09 (Appendix 'A')*. The Accommodation Review Committee (ARC) and Board staff presented their recommendations in accordance with the Policy. Both the staff recommendations and the ARC recommendations are presented in this report.

This report recommends that the following be considered for approval at the meeting of the Board of Trustees on February 23, 2017:

1. That Holy Redeemer be consolidated at St. Matthias effective September 5, 2017;
2. That the attendance boundaries of Holy Redeemer and St. Matthias be combined to form the new boundary for St. Matthias (*Appendix 'B'*);
3. That the SAL program currently located at Holy Redeemer is relocated to an appropriate site.
4. That Our Lady of Guadalupe be consolidated at St. Matthias effective September 2020, upon completion of a new school on the St. Matthias site;
5. That, upon consolidation of Our Lady of Guadalupe and St. Matthias, the amalgamated attendance boundaries form the attendance boundary for the new consolidated school (*Appendix 'C'*);
6. That transportation to St. Matthias be reassessed and offered in accordance with Transportation Policy and in coordination with both consolidation timelines;
7. That the Director of Education develop a Transition Plan including timelines to facilitate both consolidation timelines;
8. That a business case be developed for submission to the Ministry of Education, at the next available opportunity of funding, for a 525 pupil place replacement school at St. Matthias;

9. That a name be considered for the new school in accordance with the *School Names* (S.07) policy;
10. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the consolidated school be assessed.

The cumulative staff time dedicated to developing this report was 120 hours.

B. PURPOSE

To provide a staff recommendation on an accommodation solution that provides for an improved educational environment for the students, optimizes the use of classroom space, and identifies potential cost savings.

C. BACKGROUND

1. The initiation of a Pupil Accommodation Review (PAR) for Holy Redeemer, Our Lady of Guadalupe and St. Matthias elementary schools was approved by the Board on June 6, 2016.
2. The PAR, undertaken in accordance with Policy (S.09), spanned approximately six months, with two public meetings held on October 18, 2016 and December 14, 2016. Members of the ARC also met on several occasions as a group for further discussion as is required under the policy.
3. Minutes from the public meetings are included in *Appendix 'D'*. All information discussed as part of the PAR process, materials provided to the ARC for consideration, and all notes from public meetings have been made available on the Board's website. Members of the ARC along with staff presented the preferred accommodation option at the final public meeting for this review on December 14, 2016.
4. The recommendations presented in this report are consistent with recommendations contained within the draft Long-Term Accommodation and Program Plan (LTAPP). Overall, the draft LTAPP proposes a reduction in OTG capacity (OTG capacity = "On-the-Ground" capacity) across the TCDSB from a current level of 71,950 elementary pupil places to approximately 69,100 elementary pupil places by the 2029-30 school year, or an overall reduction of 2,867 pupil places of available capacity to achieve a target utilization rate of 95%.

5. By 2018, the Ministry of Education will be eliminating Top-up funding to all Boards in the province, and has already begun reducing Top-up. Top-up funding supported the operation of small schools where low enrolment does not generate sufficient staffing, operations and maintenance grants to cover annual costs to maintain, repair, and renew the school facility. The table below shows the year-over-year reduction in Top-up funding, which equates to a 33% annual reduction. The cumulative loss in funding over 3 years is projected to be in excess of \$5M or approximately 6% of the Operations and Maintenance budget.

Panel	2014-15	2015-16	2016-17	2017-18
Elementary	3,690,894	2,471,433	1,230,298	No funding
Secondary	1,324,001	849,447	441,334	No funding
	5,014,895	3,320,880	1,671,632	

6. As noted above, facilities with very low enrolment do not generate sufficient per pupil grants to cover operational requirements, and thus operate in a deficit situation. The surplus funding from larger enrolment schools, system-wide, is not sufficient enough to offset funding shortfalls in low enrolment schools, and as a result, the Board continues to operate in a deficit situation. The following table illustrates this situation, utilizing 2015 data (*a more fulsome report on Small Schools is available on the Board's website*):

Enrolment Range	Number of Schools	Average Program / Facilities Cost per pupil	Average Grant per pupil	Average Program/Facilities Cost Surplus/ (Deficit) per pupil
<100	4	15,826	10,600	(5,226)
101-150	8	12,521	9,800	(2,721)
151-200	18	11,005	9,589	(1,416)
201-250	24	9,982	9,181	(801)
251-300	19	9,478	8,776	(701)
>300	95	8,599	8,712	112
Total	168			

7. The Ministry of Education is continuing their School Board Efficiencies and Modernization (SBEM) program, (*details available on the Ministry of*

Education website) by providing incentives and supports for Boards to make more efficient use of school space. The primary funding sources for Capital projects is through the School Consolidation Capital (SCC) program and the Capital Priorities funding process. Through these processes, the Ministry encourages Boards to complete PARs and reduce surplus capacity.

D. EVIDENCE/RESEARCH/ANALYSIS

8. The staff recommended pupil accommodation solution that best addresses the needs of the three schools in this PAR is the consolidation of Holy Redeemer into St. Matthias for the 2017-18 school year and the consolidation of Our Lady of Guadalupe into St. Matthias scheduled tentatively for the 2020-21 school year—dependent on Ministry of Education approval and funding of a 525 pupil place replacement facility on the St. Matthias site.

9. Program-Related Benefits of 400 to 600 Pupil Place Elementary Schools

There is general agreement and consensus among senior academic staff that elementary schools in the range of 400 to 600 pupil spaces provide the required ‘critical mass’ associated with program-related benefits for students. A number of program-related benefits have been identified with schools of this size. Fully utilized elementary schools of this size lead to increased Ministry per pupil funding which in turn has the potential to generate the following benefits.

School Organization and Program Implications

An increase in the number of staffing allocations has the potential to enhance:

1. Number of choices for student placement (e.g. accommodating sibling needs)
2. Access to more programs and services (e.g. Special Education Needs, French Immersion, Extended French Immersion, ESL, etc.)
3. Number of opportunities for block timetabling (for Literacy and Numeracy)
4. Number of opportunities for co-curricular and extra-curricular activities
5. More opportunities to staff the various school committees and select subject representatives (e.g. Safe Schools Committee, Health Action

Team, Eco School Rep, Religious Ed. Rep, Literacy Rep, Numeracy Rep, CSAC Staff Rep, etc.)

6. More fulsome celebrations of and participation in pivotal, significant school events, such as graduation, sacraments, overnight grade excursions, etc.

School Staffing and Program Implications

An increase in the number of staff allocations has the potential to enhance:

1. The Professional Learning Community (PLC) strategy (e.g. School Improvement Team, Collaborative Inquiry process, etc.)
2. Number of opportunities for team teaching
3. Matching individual subject areas with specialist qualifications
4. Mentoring

Material Resources and Equipment

1. Increased enrolment generates increased funding for the school and in turn has the potential to generate increased material resources and equipment (e.g. sports equipment, library materials, computer equipment, etc.).
2. Cost-savings from fewer school administration and support positions associated with smaller schools would support greater investment in resources and equipment.

Facilities and Program Implications

1. Increased enrolment generates increased funding for the school and has the potential to generate additional classroom space for specialty programs such as FSL, Music, Art, etc.
2. An increase in the facility area has the potential to generate additional programs and services such as Nutritional Programs, Before and After School Programs, Child care, International Language Programs, etc.

CSPC Involvement

Increased enrolment provides a wider parental base and potential for increased parental involvement, the sharing of their talents and expertise and the development of community partnerships—a critical focus of the Ministry of Education.

Further to the advantages identified above, measureable criteria showing the benefits of larger schools could be developed to support or demonstrate this relationship. Examples of potential criteria are identified below.

Combined Grades

While a lower percentage of combined grades is indicative of a larger school, primary class size caps and Collective Agreement caps will determine the necessity of a combined grade.

Support Staff

Schools with higher enrolment will likely be eligible for a greater number of specialty support staff; for example, clerk typists and custodial support. More support from Education Assistants and Child Youth Workers is directly tied to the weighted exceptionalities of students with IEPs.

Librarians/Other Specialty Teachers

Larger schools will likely lead to fewer Library Technicians. There will be an overall net savings in the aggregate for Library staffing.

10. Demographics

Holy Redeemer has a current enrolment of only 68 students, which represents a utilization rate of 32%. In addition, one classroom is dedicated for use by the SAL program. The gross under-subscription problem at Holy Redeemer is forecasted to continue into the future, with no significant growth from new development expected in the area. Our Lady of Guadalupe is at full capacity, however the facility is only built to accommodate approximately 176 students. St. Matthias is slightly larger in capacity at 222 pupil places and is currently operating at approximately 90% utilization. Enrolment at St. Matthias is projected to marginally increase over time, creating the necessity for portable classrooms. The following table articulates historical, current and projected enrolment for the three schools:

Historical	Holy Redeemer			Our Lady of Guadalupe		St. Matthias	
	Year	Pupil Count	Utilization (%)	Pupil Count	Utilization (%)	Pupil Count	Utilization (%)
	2005	110	52%	134	76%	218	100%
	2010	88	42%	126	75%	191	86%
	OTG	210		176		222	
Projected	2017	63	30%	179	102%	196	90%
	2020	69	33%	196	111%	221	101%
	2025	72	34%	206	117%	255	116%

11. To assist the ARC with its discussion on school accommodation solutions, Planning staff submitted the staff-preferred option for consideration as part of the review process and in accordance with *Pupil Accommodation Review Policy (S.09)*. The table below demonstrates the impact on enrolment following the consolidation of first Holy Redeemer (2017) and then Our Lady of Guadalupe (2020) into St. Matthias.

Holy Redeemer	OTG	2016	2020	2025
Pupil Count	210	68		
Utilization (%)		32%		

Our Lady of Guadalupe	OTG	2016	2020	2025
Pupil Count	167	170	196	
Utilization (%)		102%	111%	

St. Matthias	OTG	2016	2020	2025
Pupil Count	222	194		
Utilization (%)		87%		
After HR Consolidation: Pupil Count			290	
After HR Consolidation: Utilization (%)			110%	
After HR/OLG Consolidation: Pupil Count	525			536
After HR/OLG Consolidation: Utilization (%)				102%

12. Site Size and Facilities Cost-Savings

At 4.0 acres in size, the St. Matthias site is sufficient in size to accommodate a 525 pupil place facility. A new right-sized facility would allow for the efficient accommodation of a consolidated student population.

13. All three facilities were constructed in the 1970s. The combined projected 2020 deferred maintenance backlog for Holy Redeemer, Our Lady of Guadalupe and St. Matthias is approximately \$7.9M. By shedding these aging facilities the Board could realize this significant one-time cost-savings.

14. A forecasted annual savings of approximately \$310,000 in utilities, maintenance, and other operational savings can be realized through consolidation. Furthermore, Caretaking savings of over \$100K are anticipated following consolidation of these three (3) small schools into one right-sized modern building.

15. Transportation

The consolidation of Holy Redeemer at St. Matthias will not result in additional transportation costs. Consolidation of Our Lady of Guadalupe into St. Matthias in 2020 may result in the need for one additional bus route in the area. Optimization of routes through adjusted bell times may be necessary to achieve the most efficient and cost-effective transportation solution in the area in accordance with the Transportation Policy.

16. Program and Facilities Funding Shortfall

Comments #5 and #6 above discuss the significant financial pressures placed upon on our Board resulting from the elimination of Top-up funding and continued operation of schools with very low enrolments. Funding shortfalls in Operations, Maintenance (Facilities) and Programming, as reported to the PAR Committee for the three subject schools are identified in the table below.

School	Current Enrol-ment	Program /Facilities Cost per pupil	Grant per pupil	Average Program/Facilities Cost Surplus/ (Deficit) per pupil
Holy Redeemer	68	16,845	9,507	(7,338)
Our Lady of Guadalupe	170	9,215	8,824	(391)
St. Matthias	194	8,329	8,493	165

17. The following analysis highlights a significant potential yearly staff cost-savings generated through the consolidation of Holy Redeemer at St. Matthias for September 2017. This savings is estimated to be approximately \$496,801. An additional savings of approximately \$112,144 could be realized in a Phase 2 consolidation of Our Lady of Guadalupe students at St. Matthias, pending a Ministry approved replacement facility. It should be noted that the changes in staffing FTE could be realized through overall system attrition and does not necessarily correspond to the specific staff at a school affected by consolidation.

Consolidation of Holy Redeemer at St. Matthias for September of 2017	Staff Category	Change in FTE	Cost Savings \$
	Teacher	-3.8	-380,126.01
	Principal	-1	-131,551.40
	ECE	1	65,000.00
	Secretarial	-1	-50,124.20
	Total	-4.8	-\$496,801.61

Consolidation of Our Lady of Guadalupe at St. Matthias for September of 2020	Staff Category	Change in FTE	Cost Savings \$
	Teacher	0.8	80,026.53
	Principal	-1	-131,551.40
	ECE	0	0
	Secretarial	-1	-60,620.00
	Total	-3.2	-\$112,144.87

18. Through the SCC funding process, staff will submit a comprehensive business case to the Ministry of Education requesting funding for a replacement school to be built on the St. Matthias site. Projects that reduce excess OTG capacity, reduce operating costs, and address renewal needs are eligible for SCC funding under the Capital Priorities umbrella. The deadline for business case submission to the Ministry of Education is **January 27, 2017**. Projects submitted through this funding stream must have a final Trustee decision on a PAR by **March 24, 2017**.

19. **ARC Comments and Feedback**

The three (3) school committees agreed unanimously to the following:

- Holy Redeemer be closed effective June 30, 2017.
- Holy Redeemer students be directed to St. Matthias effective September 5, 2017.
- Parents from Holy Redeemer be allowed to apply for student admission to Our Lady of Guadalupe – as per the Board's elementary Admissions policy
- That a recommendation be made that existing busing be maintained for Holy Redeemer students, including busing to an external child care.
- That a transition team be assembled once a Board decision is made to consolidate Holy Redeemer at St. Mathias.
- Pending Ministry approval of Capital funding for a replacement school at St. Matthias, that Our Lady of Guadalupe students be consolidated at the new future facility.
- That a new name be considered for a new future school on the St. Matthias site.

20. The ARC wishes that, in addition to child care, programming requirements be taken into consideration during the initial design of a replacement facility, such as French Immersion, STEM and/or Music.
21. Further study of the long-term need and potential uses for Holy Redeemer and Our Lady of Guadalupe will be undertaken, including consideration of Community Hub(s), strategic partnership(s) or disposition. This will be the subject of a future report to Board.
22. The Director of Education will develop a Transition Plan to facilitate a consolidation that is student-friendly and honours the history and traditions of the school communities. Among matters to be considered in the Transition Plan are: timelines and the organization of student transfer, and the relocation of program materials, equipment and school memorabilia to the receiving school. The Transition Plan will be formulated in consultation with affected school communities, including parents/guardians and school staff.
23. In summary, the recommendation to consolidate Holy Redeemer, Our Lady of Guadalupe and St. Matthias students at a rebuilt St. Matthias facility will have the following impacts on the overall operation of the Board:
 - A new right-sized facility will lead to increased Ministry per pupil funding, which in turn has the potential to generate more program-related and material/resource-related benefits.
 - Shed three aging, inefficient facilities with a combined projected 2020 deferred maintenance backlog of \$7.9M.
 - Realize yearly staff cost savings of over \$600,000.
 - Realize yearly Caretaking, utilities and maintenance cost savings of over \$400,000.
 - Class sizes will better reflect Ministry of Education targeted averages.

E. ACTION PLAN

24. In accordance with the *Pupil Accommodation Review Policy (S.09)*, the following sequence of Board meetings will be required prior to final approval of recommendations.

January 26, 2017 – INTERIM REPORT
Regular Board

- Interim Report including ARC recommendations is considered.
- Defer any final decisions on pupil accommodation recommendations.

February 1, 2017 – DELEGATIONS

Special Board

- Opportunity for public input through delegations and written submissions in response to the Interim Report.
- Defer any final decisions on school accommodation recommendations.

February 23, 2017 – FINAL REPORT

Regular Board

- Final report from Director of Education is considered, which takes into account the results of public input provided at the previous meeting.
- Board to make final decision on pupil accommodation recommendations.

F. STAFF RECOMMENDATION

That the following recommendations be considered for approval at the meeting of the Board of Trustees on February 23, 2017.

1. That Holy Redeemer be consolidated at St. Matthias effective September 5, 2017;
2. That the attendance boundaries of Holy Redeemer and St. Matthias be combined to form the new boundary for St. Matthias. (*Appendix 'B'*);
3. That the SAL program currently located at Holy Redeemer is relocated to an appropriate site.
4. That Our Lady of Guadalupe be consolidated at St. Matthias effective September 2020, upon completion of a new school on the St. Matthias site;
5. That, upon consolidation of Our Lady of Guadalupe and St. Matthias, the amalgamated attendance boundaries form the attendance boundary for the new consolidated school (*Appendix 'C'*);
6. That transportation to St. Matthias be reassessed and offered in accordance with Transportation Policy and in coordination with both consolidation timelines;

7. That the Director of Education develop a Transition Plan including timelines to facilitate both consolidation timelines;
8. That a business case be developed for submission to the Ministry of Education, at the next available opportunity of funding, for a 525 pupil place replacement school at St. Matthias;
9. That a name be considered for the new school in accordance with the *School Names* (S.07) policy;
10. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the consolidated school be assessed.



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Date Approved: January 24, 2007	Date of Next Review: May 2019	Dates of Amendments: September 11, 2014 January 15, 2015 May 12, 2016
Cross References: Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015. Ministry of Education Administrative Review of Accommodation Review Process Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015. Community Planning and Partnerships Policy (B.R. 07)		
Appendix: Pupil Accommodation Review Operational Procedures		

Purpose:

This policy outlines the process Toronto Catholic District School Board (the Board) will undertake to complete a pupil accommodation review or a modified pupil accommodation review of a school or schools.

On March 26, 2015, the Minister of Education released a new Pupil Accommodation Review Guideline, 2015 (the “PARG”). This Policy and the Operational Procedures are established by the Board in accordance with the PARG, as per ministry requirement.

Scope and Responsibility:

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees in dispensing of its primary responsibility which aligns with the over-arching objectives of fostering student



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academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board's financial viability and sustainability. These objectives apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address student populations that are constantly changing, the Board of Trustees must consider undertaking pupil accommodation reviews that could lead to school consolidations and closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the objectives noted above. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that warrant a review, as determined by the Board, such as a significant change in enrolment.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

It is anticipated that the Board would incur limited costs associated with the implementation of the accommodation review process itself. A pupil accommodation review could potentially provide the Board with the opportunity to realize substantial savings by balancing enrolment and right-sizing schools.



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Legal Impact:

The Board could be involved in legal proceedings if the pupil accommodation review process is not implemented in accordance with this Policy. The Ministry Guidelines provide a formal process which must be followed if the implementation of the pupil accommodation review process is challenged.

Policy:

A pupil accommodation review of a school or schools will occur in the context of the Board's long-term capital and accommodation planning process, and after the necessary assessment of the options for the school(s) in accordance with that process. This assessment will be made in accordance with Board policy made pursuant to the Community Planning and Partnership Guideline (CPPG) issued by the Ministry of Education.

As a result of some assessments, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations and/or closures. Wherever practical, pupil accommodation reviews will include a school or schools to facilitate the development of viable solutions for pupil accommodation.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will share relevant information with those affected by the process.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

The Regulations and any Schedules of this Policy may be amended from time to time in accordance with the PARG. In all cases, any minimum timelines set out in the PARG will be followed by the Board.



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A copy of this Policy, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public upon request at the Board office and on the Board's website.

Principles:

Through the Catholic Social Teachings and its Multi-Year Strategic Plan, the Board is committed to establishing integrated decision making structures and processes to support responsive and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board while undertaking pupil accommodation reviews.

1. The TCDSB is committed to responsibly providing optimal learning facilities for the common good while, at the same time, making it possible for all to come to their full potential as persons and to be all that God intends them to be.
2. Schools will have meaningful connections with a Roman Catholic parish and structured links to their community.
3. Students of the TCDSB have the right to attend Catholic schools that provide reasonable community access, and the Board has a responsibility to provide schools that optimally enhance student learning opportunities in the 21st century.
4. The Catholic principle of subsidiarity promotes the establishment of groups of parents and stakeholders whose purpose is to actively participate in the school accommodation review process, contributing to decisions that consider the value of schools to the parish and community.



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Regulations:

1. Pupil Accommodation Review Process

The pupil accommodation review process shall consist of the following components:

- i. Preparation and submission to the Board of Trustees of an Initial Staff Report and School Information Profile(s);
- ii. Approval by the Board of Trustees to undertake a pupil accommodation review process;
- iii. Establishment of the Accommodation Review Committee (ARC), including its Terms of Reference;
- iv. Consultation with the City of Toronto and Community Partners;
- v. Accommodation Review Public Meetings;
- vi. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vii. Public Delegations to the Board of Trustees;
- viii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- ix. Decision by the Board of Trustees;
- x. Establishment of a Transition Committee.

2. Modified Pupil Accommodation Review Approval & Initiation

A modified pupil accommodation review process may be approved and initiated by the Board of Trustees only under exceptional circumstances, and in consultation with the local trustee(s) where three (3) or more of the following factors are present:

- i. Distance to the nearest available accommodation is 2 kilometers or less for elementary schools involved in the review and 7 kilometers or less



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for all secondary schools. The nearest accommodation indicated must be a single-gender school if a single-gender school is under review;

- ii. Utilization rate of all of the schools under review is equal to or below 50% for elementary and secondary schools;
- iii. The number of students enrolled is 100 or fewer for elementary schools involved in the review and 500 or fewer for all secondary schools in the review;
- iv. When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- v. There are no more than two (2) schools subject to the pupil accommodation review process; or
- vi. The entire student population of the schools subject to a pupil accommodation review process can be accommodated in another within 2 kilometers for elementary schools and within 7 kilometers for secondary schools.

3. Modified Pupil Accommodation Review Process

The modified pupil accommodation review process shall consist of the following components.

- i. Preparation and submission of an Initial Staff Report and School Information Profile(s) to the Board of Trustees;
- ii. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
- iii. Consultation with the City of Toronto and Community Partners;



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- iv. An Accommodation Review Public Meeting;
- v. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vi. Public Delegations to the Board of Trustees;
- vii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- viii. Decision by the Board of Trustees;
- ix. Establishment of a Transition Committee.

4. Exemptions

- a) The Board is not obligated to undertake a pupil accommodation review under any of the following circumstances:
 - i. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
 - ii. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
 - iii. when a lease for the school is terminated;
 - iv. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
 - v. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;



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- vi. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
 - vii. where there are no students enrolled at the school at any time throughout the school year.
- b) Board staff shall ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.
- c) Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school(s) under consideration for such exemption.
- d) Board staff shall, no fewer than five (5) business days after the Board of Trustees make a decision that such exemption applies, provide written notice to the following:
- the City of Toronto (through the Clerks' Department or equivalent);
 - other community partners that expressed an interest prior to the exemption (as defined above);
 - the coterminous school boards through the Director of Education; and
 - the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- e) The Board will prepare a transition plan following the Board of Trustees' decision to consolidate, close or move a school or students pursuant to an exemption to the pupil accommodation review process.



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5. Access to Pupil Accommodation Review Documents

This Policy and Operational Procedures, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.

APPENDIX 'A'



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Definitions

Accommodation Review

A process undertaken by the Board to determine the future of a school or group of schools, as described in this Policy.

Accommodation Review Committee (ARC)

An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

Accommodation Review Public Meeting

An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

ARC Working Meeting

A meeting of ARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

Business Day

A calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board's Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.



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Consultation

The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI)

A measure of the condition of a building as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-Ground (OTG) Capacity

The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegation

A presentation by an individual or a group of individuals to the Board of Trustees at a meeting of the Board, made in accordance with Board policies and procedures regarding public delegations, which permits the individual or group of individuals to have their concerns heard directly by the Board of Trustees.

Initial Staff Report (Report 1)

A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school(s) that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.



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Interim Staff Report (Report 2)

A report drafted by Board staff for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

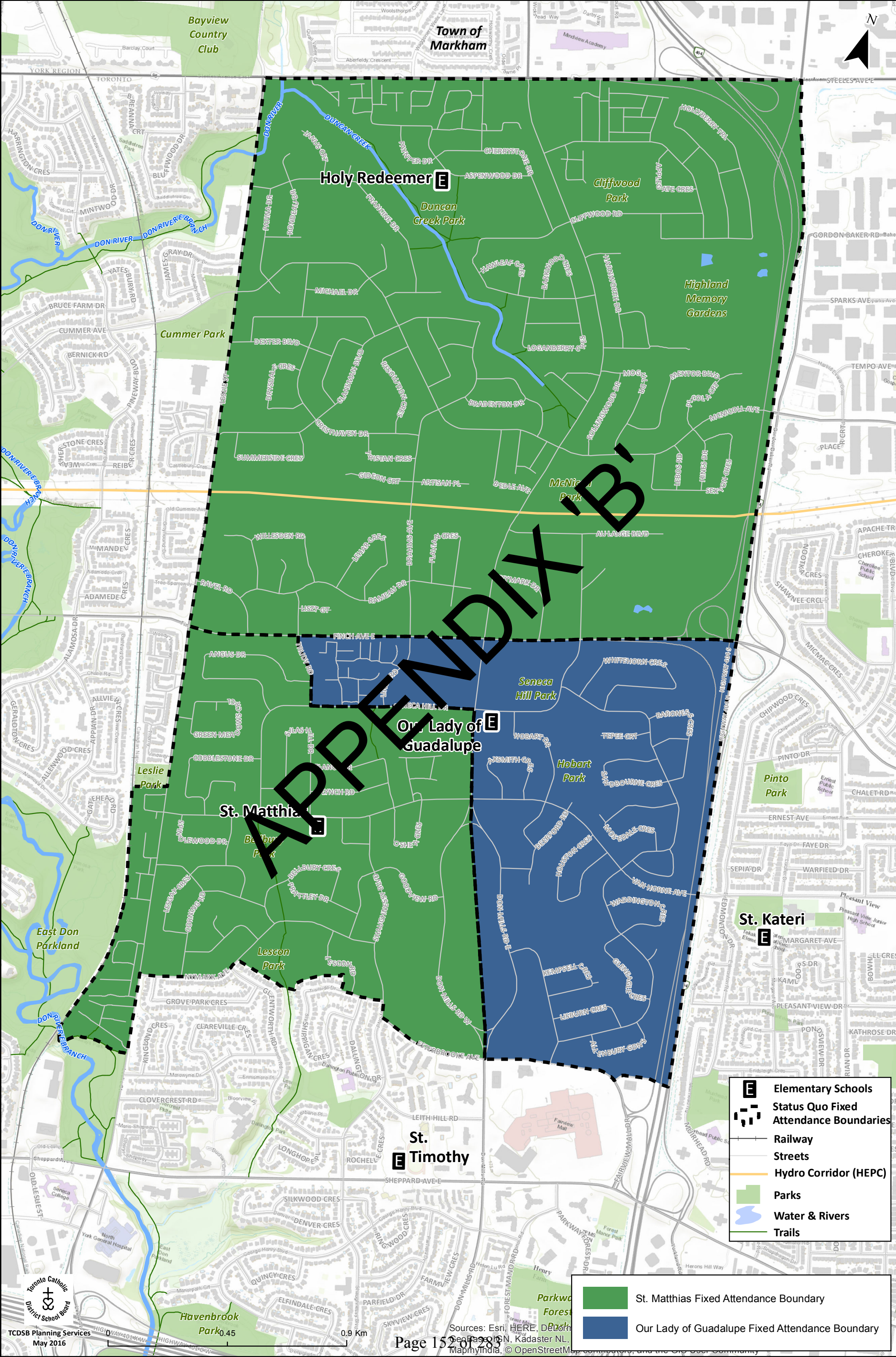
Final Staff Report (Report 3)

A report drafted by Board staff which contains recommendation(s) for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, and which also incorporates information obtained during community consultations and from public delegations (and any staff response to such information).

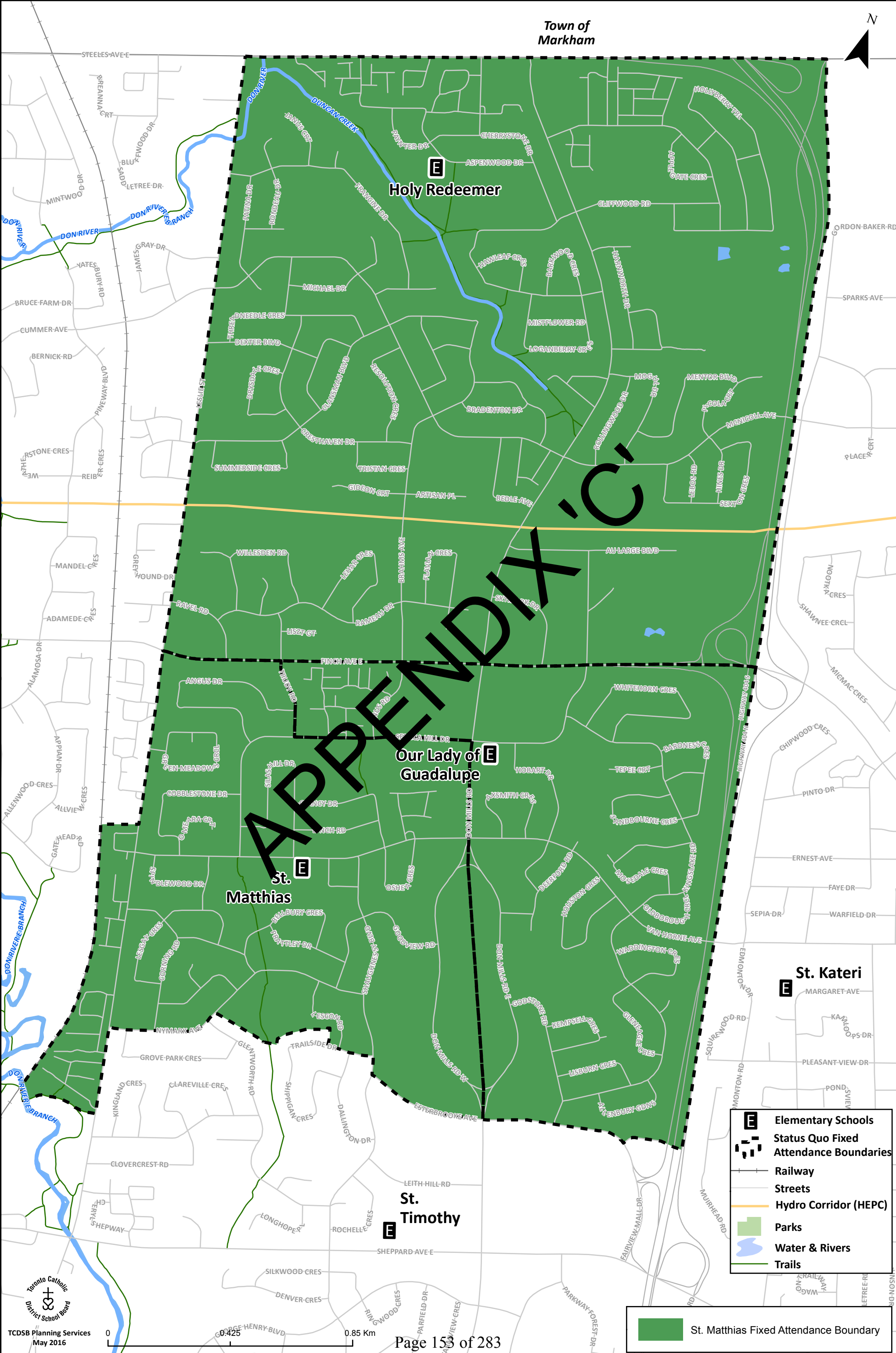
School Information Profile (SIP)

An orientation document with point-in-time data for each of the schools under a pupil accommodation review.

Consolidation of Holy Redeemer with St Matthias



Consolidation of Holy Redeemer & Our Lady of Guadalupe with St Matthias



PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

Parent Questions	TCDSB Staff Responses
<p>1) Phase 1 is scheduled to start in September 2017 with the closing of Holy Redeemer; this process is to take 4 years and cost \$750M. What are the dates of the other phases and what does each phase entail?</p>	<p>The Staff recommendation as per the TCDSB Long-Term Accommodation and Program Plan is a phased approach beginning with the closure of Holy Redeemer into St. Mathias as early as 2017 and then completing the consolidation with the closure of Our Lady of Guadalupe in 2021 upon completion of construction of a new St. Mathias of approximately 525 pupil places (Ministry Rated Capacity). The impact of combining the Holy Redeemer population with St. Mathias immediately will be minimal however may generate the need for portable placement in the short-term.</p> <p>The 4-years and \$750M comment is misquoted. The funding stream provided by the Ministry for School Consolidation Capital is available for 4 years and the total amount of the funding is \$750M province wide. Should the Board of Trustees approve a consolidation of the three schools, staff would prepare a business case demonstrating a need for funding to construct a replacement school to accommodate all three school communities. If approved by the Ministry, the funds will be provided from the School Consolidation Capital funding stream.</p>
<p>2) Many parents expressed a love of a small, neighbourhood schools and culture; they have asked, "What is the rationale for 400-600 students as the optimal size for an elementary school?"</p>	<p>There is general agreement and consensus among senior academic staff that elementary schools in the range of 400 to 600 pupil spaces provide the required 'critical mass' associated with program-related benefits for students. A number of program-related benefits have been identified with schools of this size. Fully utilized elementary schools of this size lead to increased Ministry per pupil funding which in turn has the potential to generate the following benefits: increased staffing, enhanced program benefits, better school organization, opportunity for additional materials and resources, specialty programs, child care and a larger CSAC involvement.</p>
<p>3) Will this mean less split-classes?</p>	<p>While a lower percentage of combined grades is indicative of a larger school, primary class size caps and Collective Agreement caps will determine the necessity of a combined grade. Split classes are highly dependent on grade distribution.</p>

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
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<p>4) What is the break-even size for an elementary school in terms of number of students and revenue? This would include the money earned from permits.</p>	<p>There are two types of school revenue and costs: academic (teachers, principals, secretaries) and Facilities (maintenance, utilities, caretaking). Both funding streams are generated on a per student formula and are separate grants. Permit revenue is included in the general Facilities revenue. The Ministry funding model funds a certain square footage per student at a cost/sq ft. therefore the smaller the school (ie less students) less overall area, leaving less area per student that is available for general spaces used by all (eg. gym, library, multi-program etc), thereby making them smaller. For an elementary school to break even, the TCDSB average is 500 students. Also see # 2 above.</p>
<p>5) Since St. Matthias (built in 1974) is FULL TO CAPACITY with 196 students doesn't St. Matthias pay for itself?</p>	<p>In the last fiscal year, St. Matthias had a deficit of approximately \$50,397 in Facilities and a surplus of \$81,055 on the Academic side. The deficit in Facilities funding must be supplemented by surplus from larger schools. The surplus of funding on the Academic side is an anomaly only occurring in a few schools.</p>
<p>6) Will there be daycare in the new school? Our Current before and after school program, run by Upper Canada Child Care, can hold a maximum of 30 students (The Day Nurseries Act requires a 1:15 teacher to child ratio). Does the plan allow for a larger daycare facility with the amalgamation? Will a before and after school program continue to be available at St. Matthias, while the school is undergoing construction?</p>	<p>The Board would apply to the Ministry of Education for childcare funding in conjunction with the business case for a new school. The size of the childcare is dependent on school design options and cooperation with City and other agency partners. Currently, there is no Licensed Before and After School Program at Holy Redeemer so there is no program to move into St. Matthias. St. Matthias' B & A School-Age program, operated by Upper Canada Child Care would continue to operate within St. Matthias C.S. if the space is available. If students of St. Matthias are relocated to another site, we would work with the child care agency to attempt to open a B & A School-Age program within the alternate location. This would be contingent upon number of children still requiring care and the licensing of new space.</p>
<p>7) If the St. Matthias students move to Holy Redeemer, 111 Aspenwood Drive (near Don Mills and Steeles) (which currently has 69 pupils), while the new school is being built, will a daycare/before & after program be available there?</p>	<p>See response #6 above.</p>

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

8) Will St. Matthias retain the same teachers or will some of them be displaced by teachers coming from Holy Redeemer and Our Lady of Guadalupe (currently with 151 students) due to seniority? Will we retain our Secretary, Principal and Custodians?	Teacher allocation is governed by the collective agreement rules for their union. Available positions at St. Matthias will increase so those who choose to stay will remain. The secretary and custodian positions will likely remain and may or may not increase based on allocation rules governed by their union contract. Principals assignments are assessed on a yearly basis however the standard term for a Principal at one location is 5 years.
9) What is the likelihood of “endless construction delays” like those experienced by St. Joseph Morrow Park?	SJMP delay has been caused by property acquisition issues, not construction issues. If the intent is to rebuild St. Matthias on the same site, this shouldn't be a factor. Site Plan approval for a new school takes from 1 to 2 years and it is difficult to predict what issues the City will bring up during this process. the actual construction time once the building permit is obtained is more predictable, typically 12-14 months for a new school with substantial delays generally only caused by severe weather or labour disputes (strikes).
10) Will the new school have French Immersion or a congregated gifted program? What other special programs/extra-curricular activities might it have?	The TCDSB Long Term Accommodation and Program Plan has been approved in principle and does not currently recommend placement of a French Immersion program at St. Matthias. There are sites chosen for implementation of the program in 2017, 2018 and a 3 rd phase of new schools when they are complete. French Immersion can form part of the recommendations made by the committee for consideration by the Board.
11) Will the new facility have air conditioning?	The current Board standard for elementary schools is a system called displacement ventilation which brings 100% fresh air into the classrooms all year round and the air is "tempered," that is, it is heated slightly in the winter and cooled slightly in the summer with the humidity removed. This is not full air conditioning, however full air conditioning is provided in the Library, the Multi-Program Room and the administration area, to provide "cooling centres on the few extremely hot days that occur during the school year. If the building is designed with passive cooling in mind, including orientation, trees and overhangs to avoid direct sun and natural ventilation, this system is very comfortable. With an increasing number of hot days during the school year, we are looking at providing rough-in for future air

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

	conditioning, however the cost to do this means cuts have to be made in other areas, such as quality of finishes.
12) Will there be playground equipment for both Kindergartens and older children to use?	Capital funding for schools does not include funding for playground equipment. In order to encourage safe play that stimulates learning about the outdoor environment, our school grounds are designed with as many nature-based landscape play elements as we can afford. If Parent Councils wish to raise money for a play structure they can do so - we will provide the surfacing for a play structure as part of the new construction if requested by the school community.
13) Why do you plan to close Holy Redeemer and put students in portables before the new school is built? Wouldn't it be better to build the new school first and then close Holy Redeemer?	Resources dedicated to operating the school are not being used efficiently due to such a low enrolment. Closing the facility as soon as possible will eliminate operating and staffing costs. Students can be accommodated at St. Matthias as soon as September 2017.
14) Will the public/neighbouring homeowners (whose children are not yet school age) who plan to send their children to St. Matthias in the future, be notified of the proposed changes in some way (by newspaper, direct mail etc)?	TCDSB will communicate via PSAs (Public Service Announcements in the local community newspapers and other online media sources. As well the local parishes will asked to include notices in their parish bulletins.
15) What are the social implications and challenges of integrating 3 distinct school communities?	<p>When different communities amalgamate, there could potentially be a number of challenges. Each school brings its own proud history and traditions. Any transition plan should work toward recognizing and acknowledging the values of these traditions the manner in which they could translate into a new community.</p> <p>For students, there will be the challenge of meeting new classmates and teachers, and (for some) the reality of being in a new environment. Children are inherently resilient to this sort of change, but a transition plan would be put in place to lessen the impact of the change and ensure that students that are displaced will be supported socially, emotionally and academically.</p>
16) Will a larger school really provide a better education for our children?	The factors that go into providing a quality education are many. There is a general agreement that a quality education should address much more than academics. Because of certain financial realities, public schools with smaller student populations have fewer resources, more

				combined classes and offer less opportunities for student to be involved in sports, clubs and activities promoting student leadership.			
17) Has anyone compared the EQAO scores (Education Quality & Accountability Office) of large and small schools for socio-economics and other factors?				There is no direct correlation between EQAO scores and large and small schools. Overall there are a number of factors more impactful on student achievement on EQAO testing than school size.			
18) Statistics below were found on the EQAO website; parents are concerned with their children’s grade point average dropping due to this amalgamation? What assurances do you give that this will not be the case?				EQAO results vary from year to year and no assurances can be given that the results for one or all of the schools will not fluctuate. All of the current initiatives in place to support student literacy and numeracy will remain in place.			
				There is no clear evidence that the results listed here are a result of a smaller school population. For example here are the results of two schools in the same time period with much larger populations:			
Grade 3	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics	Grade 3	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics
St. Matthias	81%	89%	92%	Blessed Sacrament	92%	97%	86%
Holy Redeemer	89%	94%	83%	St. Bonaventure	86%	93%	83%
Our Lady of Guadalupe	86%	100%	79%				
Grade 6	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics	Grade 6	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics
St. Matthias	71%	89%	58%				

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

Holy Redeemer	88%	88%	75%	Blessed Sacrament	87%	92%	69%
Our Lady of Guadalupe	71%	95%	76%	St. Bonaventure	92%	94%	76%
19) Why should a parent of a student in Grade 3 or higher put up with the inconvenience of construction when their child will not be at the school to enjoy the benefits of a new facility?				Unfortunately there will be those students who will no longer be attending either school when the new school is complete and ready for occupancy. The Long Term benefit to the future students and the community is the reward for their patience during the construction process.			
20) Why not build extensions onto St. Matthias and Our Lady of Guadalupe?				The Ministry directive is to reduce and consolidate enrolment to better utilize all facilities. Both facilities are built to 200 pupil places or less. An addition would need to more than double the size of the building in either case. It has been the experience of the Board that an addition of that size becomes cost prohibitive and that a total replacement is the more feasible option. The feasibility of an addition vs. a replacement will be the subject of a feasibility study and then will be dependent on Ministry approval.			
21) Why are we building a NEW facility which is predicted to be overcapacity two years after construction is completed? (<i>like St. Timothy which has 608 students</i>)				The OTG "On the Ground" capacity represents a Ministry average loading of classrooms. The estimated capacity of 525 pupil places therefore represents an average capacity. For example, a regular classroom would be loaded with a factor of 23 pupil places for the purposes of the OTG calculation however anywhere from 20 to 31 students can occupy the rooms based on the classroom caps prescribed by the union contract.			
22) How many students will the 5 new housing developments, currently underway in the St. Matthias area, generate? (i.e. Concord Park Place, Scala Condos, Park Club Condos, Emerald City, and Trio)							
23) How are the enrolment projections determined?				Consensus enrolment projections are produced by TCDSB Planning Services on an annual basis during a 6 month cycle spanning from			

	<p>October to March. Enrolment for the upcoming school year is projected based on October 31st enrolment of the current year. Planning Services assesses each TCDSB school individually based on historical enrolment to gauge local trends within the existing community. Additionally, throughout the year TCDSB Planning Services maintains a database of all development applications circulated by the City of Toronto Planning Department. This information is used to predict student growth from new development in a particular school community and when combined with information from the existing community results in a draft staff projection for consultation. Beginning in mid-December, staff circulates draft enrolment projections to all principals in the system for comment. Based on this local feedback from the principals the initial draft staff enrolment projection is reassessed and adjusted where necessary. The adjusted projection is then sent to school superintendents for signoff ultimately resulting in a consensus enrolment projection.</p>
24) Once the TCDSB has saved money by closing Holy Redeemer, what assurances are there that they will actually expend the funds required to build this new school?	<p>Following approval by the Board of Trustees to close Holy Redeemer and Our Lady of Guadalupe into a rebuilt St Matthias, TCDSB staff will prepare a business case to the Ministry of Education requesting capital dollars to build a new school. These funds, if approved, will be earmarked specifically for the construction of a new St. Matthias.</p>
25) Are we following the Standard Review process outlined in Section 1 of the information binder?	<p>Yes, the process will follow the standard method and steps as indicated in the policy.</p>
26) Can we have a port-a-pack instead of portables? This way our students would have access to the bathroom all year round without having to go out into bad weather; we realize the y would still have to go outside to access the library and gym.	<p>Portables are temporary structures, whereas port-a-packs have foundations similar to houses, thereby making them more permanent. Port-a-packs take up more surface area because the interior corridor is incorporated into them, whereas portables exit directly to the exterior. Location of port-a-packs is more restrictive because they have to connect to an existing corridor. There is more flexibility with location of portables whereby they can be placed with more consideration of the layout of the overall play space, and by having simpler foundations they can be more easily (at a cost) be relocated to adapt to changing circumstances. The cost of portables is less for the initial cost and they are easier to repair or replace. Our recent repairs</p>

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

	to port-a-packs have been cost prohibitive and greater than the cost of just replacing a portable with a newer portable.
27) If St. Matthias students stay on site during construction, what will the effect of all the noise, dust and smell generated by the construction process be on student's health and learning?	If construction is deemed to be too disruptive or a health risk to students, relocation to another temporary site will be provided. Once funding is approved, and a layout determined only then is it clear if the students can stay on site. Given that this is a very small site, and most of the frontage is currently taken up by the existing school making construction traffic difficult to the rear of the school, there would be little to no play yard left if a new building was constructed behind the existing school, and the final solution would result in a less than ideal site layout where the play yard is at the street in front of the school. It's very likely that students will move off site to facilitate construction of a new school. However, the Board always endeavours to provide the best scenario for the student.
28) Why not move St. Matthias students to the Holy Redeemer site during construction?	The relocation site will be determined closer to the time that students will require relocation. All available options will be considered at that time.
29) Why is this process so rushed?	The timelines in the process are prescribed by the policy. From initiation of the process to the final report the Pupil Accommodation Review could require from 6 to 8 months to complete.
30) Will there be a uniform/dress-code change due to this amalgamation which may cause added financial stress to some families?	This will depend on the transition plan put in place. The transition plan will be developed with consultation from parents.
31) Is a pool a possibility? Revenues for extra-curricular activities can be generated and other neighbourhood children (who do not attend St. Matthias) may be open to paying to use these facilities.	No, Ministry of Education funding for elementary schools does not include funding for pools. Also, operations and maintenance costs for pools are too high.
32) St. Matthias is currently situated on 1.3 acres of land, what is the plan for the new school? To encroach on the grassy area, asphalt playground and parking lot or to become a 3-storey building with elevator? (will it be brought up to code with access for the disabled)?	St. Matthias is actually on 4.0 acres of land. Upon approval of funding for a new facility, a feasibility study would be undertaken to look at the options and the cost/benefits considering all the zoning/municipal requirements, school program, etc to determine the best layout given the area of the site, its configuration (shape) and frontage to determine the best layout for the building and all the ancillary requirements like parking and play yard. Through that

	site analysis comes a better understanding of the best layout for the site given all the identified parameters. Most TCDSB new schools are two storey, a few are three storey schools, however this cannot be determined until after the Schematic Design Process. All new buildings are Barrier-Free and meet all the current AODA requirements, so there will be an elevator.
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APPENDIX 'D'

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM COMMITTEE MEETING – NOVEMBER 7, 2016

Parent Questions	TCDSB Staff Responses
1) You provided the deficit/surplus number for St. Matthias at the last meeting. Could you please provide those same numbers for Holy Redeemer and OLOG?	<p>Holy Redeemer - Facilities -\$484,783 Academic -\$105,946</p> <p>OLOG – Facilities -\$3,435 Academic -\$61,446</p>
2) Can you verify that those numbers are the based funding for the school and does not include the top ups from the Board needed to keep the schools running. If it does please let us know so that it is clear.	<p>The calculations include top-up where the school generates one.(2014-15)</p> <p style="padding-left: 40px;">St Matthias = 20,529 Top-up OLO Guadalupe = 0 Holy Redeemer = 17,313 Top-up</p>
3) There was a roughly \$50k “building/maintenance” deficit at St Matthias. How many kids would be needed to make that 0? I think the funding per child is ~\$11k but obviously that does not go all to building costs, I would assume roughly 10 kids would go to neutral.	<p>The funding for operations is based on $ADE * 9.7 * 1.062 * 80.03$. The shortfall of 50,397 plus the top-up that would be lost due to the increase in ADE would equal \$70,926.</p> <p>So you would need another 86 kids in the school for it to break even on the operations side. However as the capacity of the school would then be exceeded an approx. 6.2 additional teachers would have to be added (does not take into account any Special Ed teachers) which would drive down the Pupil-to-teacher ratio from 17.06 to 15.91 making the school less efficient and likely to incur a program operating deficit.</p>
4)) I assume the surplus on the St. Matthias teaching side means they have 1 less teacher than originally budgeted. Can you confirm if that is correct?	<p>Holy Redeemer = 9.3 teachers (5 regular, 3 Spec Ed, 1.3 Prep) OLO Guadalupe = 10.4 teachers (7 regular, 1 Spec Ed, 0.5 ESL, 1.9 Prep) St Matthias = 10.9 teacher (8 regular, 0.5 spec ed , 0.5 ESL teacher and 1.9 in prep)</p> <p>Holy Redeemer = $80.5 / 9.3$ teachers = 8.66 PTR's OLO Guadalupe = $165 / 10.4$ teachers = 15.87 PTR's St. Matthias $186 / 10.9$ teacher = 17.06 pupils-to-teachers – due to distribution of enrolment across the grades more efficient for this school compared to Holy Redeemer and OLO Guadalupe. Less staff per student hence the program surplus.</p>

Pupil Accommodation Review Public Meeting held at St. Matthias School
Minutes of December 14, 2016 held at O. L. Guadalupe School
Schools Involved: Holy Redeemer, Our Lady of Guadalupe, St. Matthias

Present:	P. Aguiar	B. Leporati	M. Del Grande by SKYPE
	A. Kennedy	J. Hlady	J. Peake
	Milks Zlomislic	Principals of all 3 schools	Approx. 25 parents

Prayer, Greetings, Introductions P. Aguiar

Staff Presentation P. Aguiar/B. Leporati

- Purpose of School Committee is to provide feedback and recommendations to the Board and act as official conduits to arrive at the best decision/s for our students involved in all three schools
- This is the third and final public meeting (unless another is deemed necessary); an interim staff report will be presented to Board with parent feedback will be summarized and presented at a Board meeting in January 2017
- Parents will have an opportunity to attend the meeting as a delegation
- We are proposing the amalgamation of 3 communities comply with the current funding model, and to support TCDSB proposal for funds to build a new school.

Review of Staff Proposal

- Holy Redeemer, with just 69 students this year, will be relocated in September 2017 to St. Matthias and Board will put forward a Business case to the Ministry
- Our Lady of Guadalupe will merge with St. Matthias
- Childcare and Transportation will continue for the Holy Redeemer students.
- We cannot guarantee child care dollars but Board will request the Ministry to provide the same.

Recommendation of the Committee:

- That Holy Redeemer be closed as of September 2017
- That Holy Redeemer students be directed to St. Matthias
- St. Matthias will need 2 portables to accommodate new students
- Holy Redeemer parents retain current bussing and daycare and can apply to another school (subject to TCDSB admission policy) if they so wish.
- A Transition team to be put in place to ensure a smooth transition
- Transition team will include Unions so collective agreements will be honoured
- Intent is to respect traditions and history of both schools
- Attention will be paid to programming
- Pending approval for funding to amalgamate O.L. Guadalupe with St. Matthias, Board will need to submit the business case by February 15, 2017
- A new name for the merged schools will be considered (once a new school is approved)
- Board will consider implementing French Immersion in the new school or a STEM focus
- Interim Board report will be presented at Jan 26, 2017 Board meeting and community can speak to February 2, 2017 Student Achievement meeting
- Decision will be made on February 23rd Board meeting and communities are asked to send delegations; parent communities will be informed and dates will be provided so that delegations can express their opinions to the Board of Trustees and Senior Staff

- Design committee will be struck to review architect's proposals and provide input from community

Portable questions were raised by parents **and answers** were provided as follows:

- Average age of portables is 15 years
- They are constantly refurbished and mold issues are totally eradicated
- Portables are required to have unit ventilators to bring fresh air throughout the year but they are not air conditioned
- Board is not permitted to buy new Portables until all existing portables are utilized
- 2 portables have already been identified for St. Matthias
- St. Matthias can end up being temporarily overcrowded; a third Portable might be required to accommodate students from St. Matthias

APPENDIX 'D'



REPORT TO

REGULAR BOARD

ATTENDANCE BOUNDARY REVIEW – ST. GREGORY, NATIVITY OF OUR LORD, MOTHER CABRINI, ST. MARCELLUS, OUR LADY OF SORROWS – INTERIM REPORT (TRUSTEE WARDS 1 AND 2)

“Eager to maintain the unity of the Spirit in the bond of peace.”, Ephesians 4:3

Created, Draft	First Tabling	Review
January 16, 2017	January 26, 2017	Click here to enter a date.

Jessica Peake, Senior Manager of Planning and Assessment
John Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability
Mario Silva, Comptroller of Planning and Development Services
Doug Yack, Superintendent Student Achievement and Well-Being, Area 2
Maia Puccetti, Superintendent of Facilities

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

At its Corporate Affairs, Strategic Planning and Property Committee meeting held on January 21, 2016, the Board considered the report ‘Elementary Boundary Review Ranking – All Wards, and approved the initiation of a boundary review for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus, in accordance with Board Policy *Elementary School Attendance Boundary Review S.A.03 (Appendix ‘A’)*.

Subsequently, at its meeting of February 9, 2016, the Board approved limited representation from Our Lady of Sorrows for the purpose of reviewing the shared attendance boundary between St. Gregory and Our Lady of Sorrows.

This report recommends that the following be considered for approval at the meeting of the Board of Trustees on February 23, 2017:

1. The attendance boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows remain status quo.
2. That, in accordance with the Long-Term Accommodation Program Plan (LTAPP), staff investigate and assess possible locations in the South /Central Etobicoke area for a new elementary school to alleviate enrolment pressures in this area.

The cumulative staff time dedicated to this endeavour was 120 hours.

B. PURPOSE

To provide a summary of the process undertaken in proposing a boundary solution that balances school enrolment among the group of schools in the review. Additionally, this report will address outstanding community concerns and suggest accommodation options for future consideration.

C. BACKGROUND

1. The initiation of a Boundary Review for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows elementary schools was approved by the Board on January 21, 2016 and February 9, 2016.

2. The Boundary Review, undertaken in accordance with Elementary School Attendance Boundary Review Policy (S.A.03), spanned approximately six months, with public meetings held on November 15, 2016 and December 12, 2016. Members of the Boundary Review Committee (BRC) also met on several occasions as a group for further discussion as is required under the policy.
3. Minutes from the public meetings are included in *Appendix 'B'*. All information discussed as part of the Boundary Review process, materials provided to the BRC for consideration, and all notes from public meetings have been made available on the Board's website.
4. The BRC thoroughly assessed and discussed all boundary options including status quo, the staff option, and additional options discussed during the BRC meetings. The BRC concluded that consensus could not be reached.

D. EVIDENCE/RESEARCH/ANALYSIS

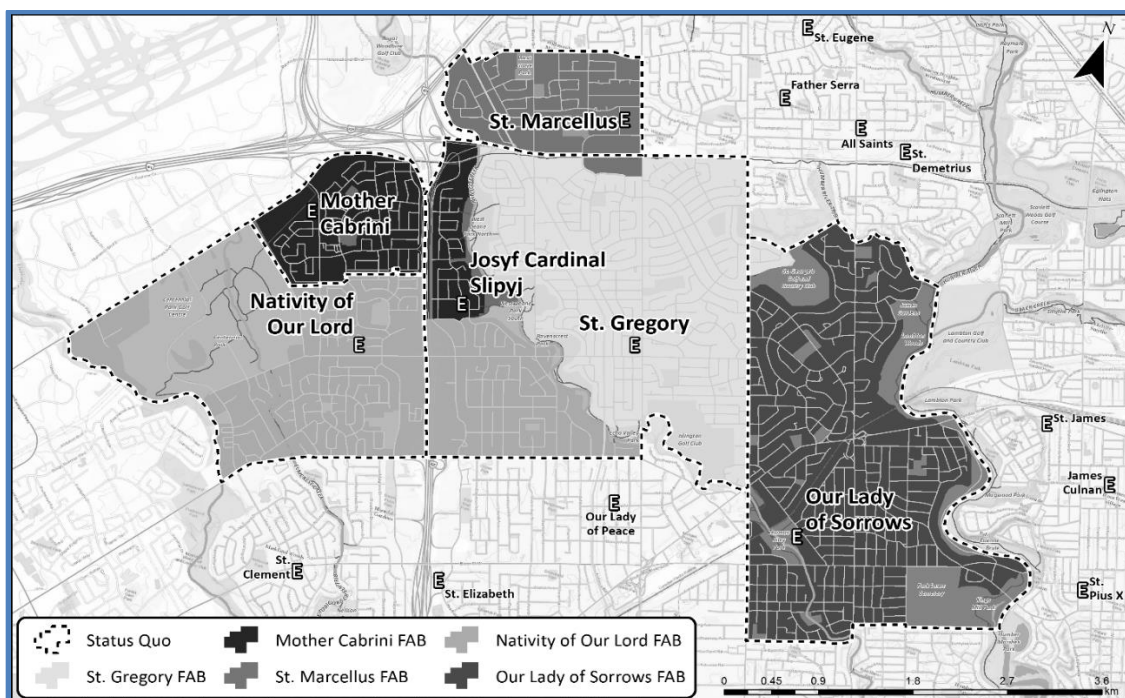
1. Resulting from BRC discussions and community feedback, staff recommend that the attendance boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows remain status quo. Additionally, staff will continue to investigate possible locations in the South/ Central Etobicoke area to accommodate a new elementary school following the direction of the LTAPP. A new school in the area will alleviate enrolment pressures. In order to admit upwards of approx. 150 FDK students for September 2017, up to 3 portables may be required at St. Gregory. Staff will fully assess portable requirements as part of the annual portable plan. This report is expected in March.

2. Demographics

St. Gregory is oversubscribed with an enrolment of 700 students and a utilization rate of 121%. St. Gregory's enrolment is projected to steadily increase into the future. Nativity of Our Lord has capacity to allow for some degree of boundary alignment in this area with an enrolment of 433 students and a utilization rate of 80%. Mother Cabrini is a small school with an enrolment of 178 students and a utilization rate of 81%. St. Marcellus is operating slightly above capacity with an enrolment of 414 students and a utilization rate of 102%. Our Lady of Sorrows is operating above capacity with an enrolment of 783 students and a utilization rate of 138%, and was added to the review for the limited purpose of reviewing the boundary shared with St. Gregory.

3. To assist the BRC with its discussion on boundary solutions, Planning staff submitted the following option for consideration as part of the review process and in accordance with *Elementary School Attendance Boundary Review Policy (S.A.03)*. The following map and table demonstrates status quo projections, as well as, the impact on enrolment following the boundary adjustment originally presented by staff.

Staff Option



St. Gregory	OTG Cap.	2016 Current	2017 Proj.	2020 Proj.	2024 Proj.	2028 Proj.
Status Quo	580	700	708	796	880	894
% Utilization		121%	122%	137%	152%	154%
After Proposed Boundary Adjustment		700	681	679	657	618
% Utilization		121%	117%	117%	113%	107%

Nativity of Our Lord	OTG Cap.	2016 Current	2017 Proj.	2020 Proj.	2024 Proj.	2028 Proj.
Status Quo	541	443	428	431	425	425
% Utilization		80%	79%	80%	79%	79%
After Proposed Boundary Adjustment		433	447	506	575	613
% Utilization		80%	83%	94%	106%	113%

Mother Cabrini	OTG Cap.	2016 Current	2017 Proj.	2020 Proj.	2024 Proj.	2028 Proj.
Status Quo	219	178	181	202	223	224
% Utilization		81%	83%	92%	102%	102%
After Proposed Boundary Adjustment		178	186	220	259	269
% Utilization		81%	85%	101%	118%	123%

St. Marcellus	OTG Cap.	2016 Current	2017 Proj.	2020 Proj.	2024 Proj.	2028 Proj.
Status Quo	407	414	427	430	428	426
% Utilization		102%	105%	106%	105%	105%
After Proposed Boundary Adjustment		414	436	455	466	471
% Utilization		102%	107%	112%	115%	116%

Our Lady of Sorrows	OTG Cap.	2016 Current	2017 Proj.	2020 Proj.	2024 Proj.	2028 Proj.
Status Quo	568	783	777	788	731	741
% Utilization		138%	137%	139%	129%	131%
After Proposed Boundary Adjustment		783	777	787	730	739
% Utilization		138%	137%	139%	128%	130%

4. **BRC Comments and Feedback**

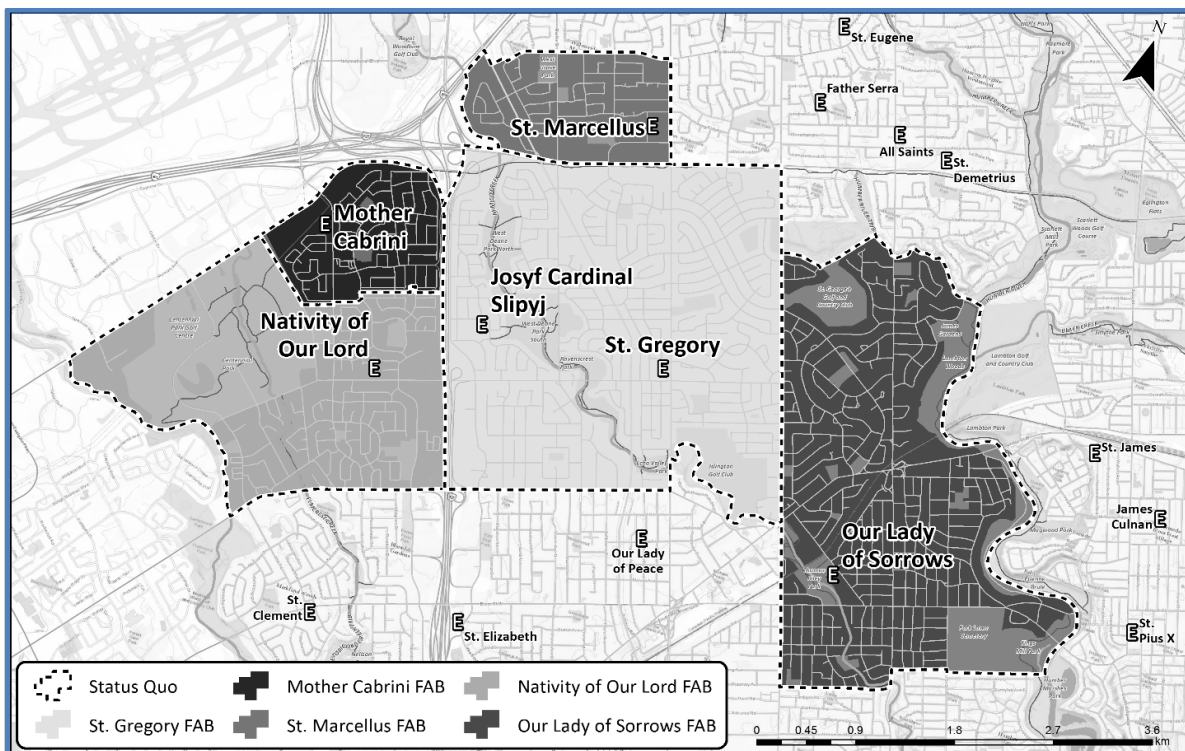
The BRC conducted a thorough assessment of all boundary options including status quo, the staff option, and additional options discussed through the course of the BRC meetings. The BRC concluded that consensus could not be reached for the following reasons:

- bussing across major highways was not acceptable
- moving special needs programs was perceived to be detrimental and disruptive to students
- opportunity for a new school in the area requires exploration and would be a better solution to the enrolment pressures

5. **Transportation**

As the BRC did not reach consensus, the existing attendance boundaries will remain in place as shown in the map below resulting in no additional transportation costs:

Existing Attendance Boundaries



E. ACTION PLAN

In accordance with the Elementary School Attendance Boundary Review Policy (S.A.03), the following sequence of Board meetings will be required prior to final approval of recommendations.

January 26, 2017 – INTERIM REPORT

Regular Board

- Interim Report including ARC recommendations is considered.
- Defer any final decisions on pupil accommodation recommendations.

February 1, 2017 – DELEGATIONS

Special Board

- Opportunity for public input through delegations and written submissions in response to the Interim Report.
- Defer any final decisions on school accommodation recommendations.

February 23, 2017 – FINAL REPORT

Regular Board

- Final report from Director of Education is considered, which takes into account the results of public input provided at the previous Board meetings.
- Board to make final decision on pupil accommodation recommendations.

F. STAFF RECOMMENDATION

That the following recommendations be considered for approval at the meeting of the Board of Trustees on February 23, 2017.

1. The attendance boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows remain status quo.
2. That, in accordance with the Long-Term Accommodation Program Plan (LTAPP), staff investigate and assess possible locations in the South /Central Etobicoke area for a new elementary school to alleviate enrolment pressures in this area.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY

POLICY NO: S.A. 03

Date Approved: October 22, 2015- Board	Review Cycle: 2018	Dates of Amendment: April 28, 2010 – Board October 18, 2012 – Board March 20, 2014 – Corporate Affairs April 14, 2015 –Corporate Affairs
Cross Reference: <ul style="list-style-type: none">• S.A. 01, Elementary Admission and Placement Policy• S.T. 01, Transportation Policy• T. 07, Community Engagement Policy		

Policy

The Director of Education may prepare a report for consideration by the Board identifying a school, or group of schools, facing programming challenges and/or facility limitations due to enrolment oversubscription or undersubscription, and in respect of which there may be a need to consider as a possible solution, adjustments to existing boundaries in respect of one or more of the identified schools.

Regulations

1. An attendance boundary review shall be initiated by the community, the Director of Education or Board staff through a submission of a formal request to the Board of Trustees compliant with Board procedures, or through a recommendation by Board staff.
2. The Director of Education shall set a limit on the total number of attendance boundary reviews conducted per year, dependent upon availability of appropriate staff resources, and reserves the right to prioritize the requests for reviews.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

**POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY**

POLICY NO: S.A. 03

3. The Board reserves the right to aggregate individual requests for boundary reviews depending on the geographic location of the schools being considered for review.
4. Boundary reviews shall be conducted in accordance with the following procedure.
5. A committee comprised of the following stakeholders from all schools affected by the boundary adjustment shall be established, and shall hold a minimum of one (1) public meeting for the purpose of reviewing and reaching a consensus on the boundary adjustment:
 - Principal (or designate)
 - School Superintendent (or designate)
 - CSAC Executive
 - Local Trustee(s)
 - Planning Staff
 - Transportation Staff
6. Additional meetings of the stakeholder committee may be held at the discretion of the chair of the committee.
7. A minimum of 30 days public notification shall be provided prior to the first meeting.
8. Boundary reviews shall be undertaken at a community engagement level of 'consult' as defined in Community Engagement Policy (T. 07): *"To obtain input from community members and the general public on proposed Board directions and decisions."*



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

**POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY**

POLICY NO: S.A. 03

9. The School Superintendent(s) whose school is the subject of a boundary adjustment shall chair the meeting(s), and in leading the review process, shall establish the committee, shall arrange the meeting(s) and provide notification of meeting(s) to other stakeholders and the public, shall prepare an agenda for the meeting(s) as required, shall arrange for the recording of meeting notes, and shall provide all notification about the boundary adjustments reached by consensus. The School Superintendent shall function as secretary of the committee as well as in a resource capacity. If the schools under review are represented by more than one Superintendent, the duties of the Chair shall be shared by the School Superintendents.
10. Administrative staff, including staff from the Planning and Facilities Departments and from the Toronto Student Transportation Group (TSTG), shall attend the meeting(s) to provide expertise and resources, as necessary.
11. Staff shall provide the committee with all relevant information including the following:
 - school profile data including capacity;
 - current and projected enrolment;
 - maps of the area;
 - information and maps on transportation;
 - one boundary adjustment option for consideration, with a complete transportation impact.
12. To the extent possible and practical, boundary adjustments shall be guided by the following principles:
 - Boundaries are to follow logical and easily identifiable routes and/or physical landforms where possible, such as major roads, rail-lines, watercourses, parklands, ravines, and established political boundaries.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

**POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY**

POLICY NO: S.A. 03

- Schools affected by a nearby boundary adjustment benefit to the fullest extent possible, both in terms of maximizing student enrolment and utilization of available classroom space.
 - Program offerings (e.g. French Immersion, Gifted, etc.) shall be taken into consideration when adjusting boundaries; as a result, there could be more than one boundary associated with any given school(s) under review.
13. If consensus is achieved during the meeting(s):
- i. the School Superintendent(s) shall prepare the appropriate notification to be signed by the Director of Education and sent to the school community(ies) in a timely manner, informing them about the decisions made by the committee, as well as arranging to have decisions posted on the Board and school website;
 - ii. boundary adjustments shall be planned for and implemented no sooner than the following school year;
 - iii. staff shall undertake all things necessary to implement the changes.
14. If the committee cannot achieve consensus during the meeting(s), the Director of Education shall prepare a report with recommendations for the consideration of Trustees at a regularly scheduled Committee or Board meeting.
15. The Director of Education's report shall be made publicly available by having it posted on the Board's website in advance of the Committee or Board meeting at which it is to be considered.
16. Opportunity for public input regarding the Director of Education's report shall be provided at a subsequent Committee or Board meeting which will hear and receive delegations as well as consider written submissions.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

**POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY**

POLICY NO: S.A. 03

17. The Director of Education shall prepare a further report for consideration by the Committee or Board in public session of a subsequent meeting, regarding and responding to the public input received and presentations made at the previous meeting. A decision regarding boundary adjustments may be made by Trustees at this meeting, or a subsequent meeting of Committee or Board.
18. The Director of Education's report shall be made publicly available by having it posted on the Board's website in advance of the Committee or Board meeting at which it is to be considered.
19. The School Superintendent(s) of the school(s) under review shall prepare the appropriate notification to be signed by the Director of Education and sent to the school community(ies) in a timely manner, informing them about the decisions made by the Trustees, and shall have the decision posted on the Board and school website.
20. A decision made by Trustees to implement a boundary adjustment shall be planned for and implemented no sooner than the following school year.
21. Student transportation will be provided in accordance with the Board's Transportation Policy.
22. Notwithstanding any other provision contained herein, this Policy shall not apply to any boundary reviews, changes or decisions that are made as a result of a school accommodation review pursuant to Policy S.09. In the case of a conflict between this Policy and the School Accommodation Review Policy (S.09), the School Accommodation Review Policy (S.09) shall take precedence.

St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus, Our Lady of Sorrows

Boundary Review Committee Meeting - May 16, 2016

*Notes are based on impressions and interpretation of meeting discussion in preparation of the formal commencement of the public consultation process.

- Minimum of one public meeting (May 30th)
- letter will be sent out once public meeting date is confirmed
- has new and upcoming development been factored into enrollment projections? (Nativity, Marcellus)
- Dundas strip-secondary plan, may affect for 20 to 30 years
- pockets of development- Noresman and Islington area
- request for a ward summary of development-planning dept will provide
- boundary change takes 10 years to lead to change because of sibling rule
- using the river as a boundary
- proposal to take more from the initial area proposed from the OLS SARC
- special needs classroom shows up as “under utilized” because it is under the ministry average class size
- Nativity, 4 portables, only 2 are being used
- Richview plaza may be developed like Humbertown plaza will have impact on projected enrollment
- SARC had an impact, being in this boundary review will reduce sorrows by 1%-only a couple students, two streets
- numbers are high at St Greg’s, community can present suggestions
- can email suggestions to Doug tomorrow with alternate suggestions
- diversion may not be worthwhile it is such a minimum amount of students, it was suggested because it is part of the same court
- safety concern to move the Marcellus boundary south because of Eglinton with students crossing
- request for info on how many portables are at each school
- transfer one special needs class to Mother Cabrini from Nativity
- send more students to Nativity for a capital fix?
- Leonardo Da Vinci public school site on Allenhurst as a possible new site for overflow, board interested to purchase
- public meeting, one scenario suggested would be preferable
- May 30th next committee meeting at 6:30, public meeting will be in September

St. Gregory Boundary Review Committee Meeting May 30, 2016

*Notes are based on impressions and interpretation of meeting discussion in preparation of the formal commencement of the public consultation process.

NOTES:

Purpose of the Boundary Review – to “right-size” the schools. Specifically, to avoid future over-enrolment at St. Gregory by adjusting the boundaries and shifting some enrolment from St. Gregory to Nativity of Our Lord and Mother Cabrini CS.

- Trustee Andrachuk – she wouldn’t be able to recommend Scenarios 4 or 5 (OLS suggestion). Has plans for a new school site at Buttonwood PS (TDSB). The Ward needs a new elementary school.
- According to policy, boundaries are usually major arterial roads and/or natural boundaries such as rivers, ravines, other natural divides
- Nativity OL prefers Scenario 2 or 4
- St. Gregory prefers Scenario 2 (except for little chunk of St. Marcellus below Eglington).
- OLS prefers Scenario 4 or status quo
- St. Marcellus has least impact but school is currently full. St. Marcellus currently has 100 JK/SK pupils. This leads to a school of 500.
- Mother Cabrini questioned Eastern Rites schools, why they are not included and why they are treated as specialty schools.
- OLOS mentioned that they are looking for a 5% reduction in population.
- Mother Cabrini submitted notes for a new scenario (Susie/Barb). These will be Scenario 6 and 7
- Small blue chunk of St. Marcellus below Eglington Avenue is not necessary or a wise move. Those students would have to cross Eglington Ave. Transportation would not be provided.
- Some parents questioned the enrolment projections based on their own knowledge of housing projects, infill housing in their areas. Barbara L mentioned new developments and the yield factors.

- All schools in the area have enrolment pressures.
- Vita Perri – it is important for us, as a committee, to do the right thing, for now and for the future. Follow the principles of boundary review/creation in the policy.
- Portables help the Board make a business case to the Ministry when applying for capital funding. Current portables at these BR schools: OLS (8), Nativity (4), St. Marcellus (2), Mother Cabrini (1), St. Gregory (0)
- Need to provide a list of all special programs in each of these five schools (e.g.) Nativity of Our Lord has: Behaviour ISP, DD/ME ISP, Extended French
- At Mother Cabrini there will be a Principal change for next year. Need to allow the new Principal to see the data related to the boundary review and get up to speed.
- Nativity feels their facilities are poor, gym is inadequate. Accepting more students will be a challenge.
- Request to Planning to show: 1) % utilization of each of these 5 schools and 2) % utilization of all 5 as a group. Also, show % utilization of all Ward 2 elementary schools in a list/chart.
- COMMITTEE DECISIONS:
 - 1) Eliminate Scenarios 3 and 5
 - 2) Eliminate small teal section of St. Marcellus south of Eglington Ave
 - 3) Eliminate small pink section of St. Gregory, east of Islington Ave
 - 4) There will be a BR Committee meeting in September
 - 5) Public meeting will be in early October

ACTIVITY SINCE JUNE 2016

PURPOSE OF BOUNDARY REVIEW – REVIEW SCHOOL BOUNDARIES OF ST. GREGORY, MOTHER CABRINI, NATIVITY OF OUR LORD, OUR LADY OF SORROWS AND ST. MARCELLUS IN ORDER TO AMELIORATE ISSUES CREATED BY CURRENT OVER ENROLLMENT AT ST. GREGORY AND EXPECTED CONTINUATION OF GROWING ENROLMENT

- Committee reviewed scenarios illustrating proposed boundary options prepared by TCDSB planning
- Scenario 1, 2 and 4 to be looked at (Scenarios 3 and 5 were eliminated as options at May 2016 meeting)
- As result of May meeting, TCDSB planning refined scenarios through creation of 3 variations of Scenario 2 referred to as 2A, 2B, and 2C and 3 variations of Scenario 4 referred to as 4A, 4B, and 4C.
- Mr. Yack described activity following May 2016 meeting -Received numerous e-mails from individuals residing in Glen Park community association indicating association was aware of some of the scenarios/changes proposed
- Community association/resident e-mails indicated concerns regarding: children attending a school other than St. Gregory while parishioners of St. Gregory, children in neighborhood attending different Catholic schools, and safety concerns – traffic problems, children crossing streets
- Over enrollment at St. Gregory's has necessitated the following construction/renovation projects: staff room to become classroom for Grade SK/1, music room to become new staff room
- Instrumental music at St. Gregory school is taught on the gym stage therefore 2 classes occur simultaneously - physical education and instrumental music
- St. Gregory is facing the greatest pressure because it is a large school in a neighbourhood where new homes are being built, in some cases 2 or 3 new homes are being built on lots which formerly had one house. Community believes the school will continue to grow

REVIEW OF SCENARIOS

SCENARIO 1 - Status Quo- all school boundaries remain the same

SCENARIO 2 - Realignment of boundaries of all 5 schools

2A - St. Marcellus boundary remains the same – panhandle south of St. George Golf stays with to OLS

2B - Mother Cabrini's boundary extends further south than in Scenario 2, Nativity gains Glen Park neighbourhood

2C - Mother Cabrini extends further south and Nativity captures area between 427 & Mimico Creek up to Eglinton, St. Greg's loses area

SCENARIO 4 - Balances enrolment across schools

4A - 4 schools change, St. Marcellus remains status quo

4B – 4 schools change - Cabrini gains south and east between 427 & Mimico Creek up to Eglinton

4C – 4 schools change - Cabrini gains south while Nativity gains east between 427 & Mimico Creek up to Eglinton

Trustee Andrachuk proposed another scenario referred to as **2D** – which extends the east side boundary of Nativity to include the East Mall, therefore St. Gregory loses East Mall

Nativity community opposed to Scenario 4D

FORMAT OF PUBLIC MEETING

- Large turnout is anticipated as 5 schools may be affected
- Format- present 3 to 4 scenarios to public
- Scenarios will be exhibited on easels as well as multiple screens for viewing and comparison
- Planning department will present the scenarios and explain the differences between the scenarios as well as the possible impact on school/community - boundary reviews provide opportunity for change – redistribute enrolment/population – test prospect of some changes/minor changes to adjust enrolment and try to find solution

SCENARIO 1 – PRESENT/STATUS QUO - St. Gregory current enrolment stands at 722 (22 students over cap)

Discuss impact of continued growth on St. Gregory School – ensure full transparency

If status quo and growing enrolment continue results may be portables, staggered/revolving recess

Discuss what would happen at all the schools assuming enrolment at St. Greg's continues to rise

SCENARIO 2 A - REALIGNMENT OF BOUNDARIES OF ALL 5 SCHOOLS

Discuss impact

SCENARIO 4 A- ALL 5 SCHOOLS HAVE BOUNDARY CHANGES – BALANCES ENROLMENT ACROSS SCHOOLS

Discuss impact

TCDSB Planning will create two more scenarios – 2D and 4D

Trustee Andrachuk suggests another committee meeting take place before the public meeting

Committee will meet on Thurs. Sept. 29 at 7 p.m. at Nativity to decide on scenarios to be presented at public meeting

Public Consultation Meeting - Opportunities for oral and written feedback will be provided

CONCERNS/ISSUES

Ms. Hipsz (Nativity) – would like to increase student enrolment but worries that the school facility can't handle this

Nativity is an original building with a gym which is too small and lacking change rooms

The school has only 2 washrooms, one for boys, the other for girls

How can the school address the needs of a larger enrolment – in terms of facilities – washroom

Nativity can't support 2B, 2C, 4B, and 4C.

Ms. McLean (OLS) – OLS and St. Greg's Status Quo – both school are over enrolled

Trustee Andrachuk – a new school is needed to serve as replacement school for Nativity and Mother Cabrini

Ms. Perri (St. Gregory) – the community is concerned and divided, St. Gregory can't accommodate the students

Mr. Yack– Status Quo would represent many of the residents of the St. Gregory neighbourhood, but not all

PURPOSE OF BOUNDARY REVIEW – REVIEW SCHOOL BOUNDARIES OF ST. GREGORY, MOTHER CABRINI, NATIVITY OF OUR LORD, OUR LADY OF SORROWS AND ST. MARCELLUS IN ORDER TO AMELIORATE ISSUES CREATED BY CURRENT OVER ENROLLMENT AT ST. GREGORY AND EXPECTED CONTINUATION OF GROWING ENROLMENT

- TCDSB planning presented new scenarios based on feedback and recommendations made by committee members at previous meetings
- Scenarios 2 D and 4 D were introduced and explained by TCDSB planning for the committee's consideration
- Committee members discussed the scenarios and shared feedback. Nativity of Our Lord parent representative stated that Nativity of Our Lord is open to welcoming more students as a result of boundary changes but noted the need for improvements to the physical facilities resulting from increased enrolment
- Nativity of Our Lord parent representative wondered why school boundaries don't match parish boundaries and asked whether having an alignment of school-parish boundaries might serve as a solution to over enrolment
- The placement of portable classrooms at St. Gregory School was discussed as an possible option in the future if student enrolment continues to grow
- Committee members decided that 5 scenarios would be presented at the Public Consultation Meeting
- The following scenarios will be presented at the Public Meeting:
Status Quo / Scenario 2A / Scenario 2D / Scenario 4A / Scenario 4D
- The Public Consultation Meeting will be held on Tuesday, November 15th, 2016 at 7:00 pm at St. Gregory Catholic School located at 126 Rathburn Road
- The committee discussed methods of presenting the 5 boundary scenarios at the public meeting including displaying hard copies in multiple locations as well as multi-screen displays
- The committee reviewed suggestions as to the structure of the meeting to maximize opportunities for attendees to access information and to ask questions and/or share concerns including: Skype, and digital recording of public meeting, including real-time recording
- Committee members considered the most effective means of collecting feedback from the attendees at the public meeting including: online surveys via Survey Monkey, paper and pencil surveys, discussion groups, e-mails, and letters
- Preparations are underway to ensure an effective public consultation meeting.

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St Gregory's Notes December 12, 2016 – Public Meeting

Intro Comments

- Committee introductions
- Overview of process and recommended scenarios
 - Consensus = unanimous approval of a boundary review option

Trustee Andrachuk comments

- Thanks crowd for involvement
- Committee member challenged process
 - One more meeting of committee has been proposed and is necessary to satisfy concerns
 - Necessary to be open and transparent as part of the process
- Consensus not currently achieved
- Invitation for new information or comments that haven't been heard

Audience Comments and Questions

- Purpose of next meeting
 - To provide opportunity for a more fulsome conversation as a last attempt to find consensus. Meeting only of the committee early in the new year
- Concern that the Committee has not held its first public meeting. Not enough opportunity for input from public
 - Public consultation requirement in the policy is satisfied by input from committee members and first public meeting
- Criteria for redirection students if status quo remains the same?
 - Look for closest schools that have neighbouring space for parent to choose school
 - If space opens up it is offered to redirected student first
- When will round one questions be posted?
 - December 13th, 2016
- Why today's meeting?
 - To announce consensus or not. Concerns with process lead to necessity of another meeting
- Concerns over transparency of the process
- How will parents be informed of process/where to register
 - Board website
 - Register where SOAR tells you to. Any registration/admission changes would be communicated directly to the parent
- Are the enrollment projects still accurate given new development?
 - Numbers are updated in March. Currently working with 2016 numbers although new developments are considered
- Why still looking at the same options?
 - Status Quo is one option staff recommendation is another option. Additional options, including all of the options submitted by the public have been examined. However, the

staff recommendation remains the most effective if a change is made. The concern is maximizing use of space which is a requirement by the Ministry of education

- Bridge/427 concerns
- Opportunity for feedback at Board meetings
- Notice period? Consider longer implementation phase.
- Residents without children currently at school not represented on committee? Why not?
 - Input still being received. New policy will likely need revision.
- Transportation Concerns
- Community Proposals were they looked at?
 - Yes, many were unworkable or didn't address issues at hand
- Presentations can be made at any board or committee meeting of the Board of Trustees

APPENDIX 'B'

MINUTES
BOUNDARY REVIEW COMMITTEE MEETING
DATE: December 19th, 2016
TIME: 7:00 pm

Attendance

Doug Yack, Superintendent
Mario Silva, Comptroller Planning
Jessica Peake, Senior Manager of Planning and Assessment
Ann Andrachuck, Trustee
St. Gregory – Principal Joe Pannozzo, Vita Peri (CSPA Rep)
Mother Cabrini - Principal Sherryann Ambrose, Nicole Arsenault (CSPA Rep)
Nativity of Our Lord – Michael Fauria, Annette Heim (CSPA Rep)
St. Marcellus – Principal Connie Giordano, Nancy Ciollo (CSPA Rep)
Our Lady of Sorrows - Principal Joe Genova, Myron Tymochko (CSPA Rep)

Introduction / Prayer

Purpose of meeting – To discuss community feedback

Materials handed out included:

- Power Point Presentation from November 15, 2016 Public Meeting (Showing All Scenarios)
- An email from Louise Kolanko
- An email from Jenny Mboutsiadis
- The question and answers from the November 15, 2016 Public Meeting

Notes:

- BRC members reviewed the material handed out
- The BRC discussed what was heard at the Public meeting on December 12, 2016
- Further discussion regarding the possible outcomes of this boundary review.
- The BRC could not come to a consensus on any boundary option or alternative recommendation discussed thus far

BRC Decision & Next Steps:

- The BRC conducted a thorough assessment of all boundary options including status quo, the staff-preferred option, and Boundary Review Committee options discussed during the BRC meetings, and have concluded that consensus cannot be reached at this time.
- A report will go forward to Board, a Delegations Process will occur, and a Final Decision by Trustees will be made.



REPORT TO

REGULAR BOARD

PUPIL ACCOMMODATION REVIEW ST. MICHAEL, ST. PAUL AND OUR LADY OF LOURDES – INTERIM REPORT (TRUSTEE WARD 9)

Eager to maintain the unity of the spirit in the bond of peace. Ephesians 4:3

Created, Draft	First Tabling	Review
January 16, 2017	January 26, 2017	Click here to enter a date.

Jessica Peake, Senior Manager of Planning and Assessment
 John Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability
 Mario Silva, Comptroller of Planning and Development Services
 John Shain, Acting Superintendent of Student Achievement and Well-Being, Area 6
 Maia Puccetti, Superintendent of Facilities

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

At its Corporate Affairs, Strategic Planning and Property Committee meeting held on May 12, 2016, the Board of Trustees approved the initiation of a Pupil Accommodation Review (PAR) for St. Michael and St. Paul, in accordance with Board Policy *Pupil Accommodation Review S.09 (Appendix 'A')*. The Accommodation Review Committee (ARC) and Board staff presented their recommendations in accordance with the Policy. Both the staff recommendations and the ARC recommendations are presented in this report.

This report recommends that the following be considered for approval at the meeting of the Board of Trustees on February 23, 2017:

1. After submission of a business case to the Ministry of Education, requesting a 500 pupil place replacement school on the Duke of York site, St. Michael be consolidated at St. Paul no earlier than September 2017. St. Paul will act as a temporary consolidated school until such time as the students are able to be accommodated at the new school on the Duke of York site.
2. That the attendance boundaries of St. Michael and St. Paul be combined to form the new boundary for St. Paul, with adjustments to create a more appropriate boundary with Our Lady of Lourdes (*Appendix 'B'*);
3. That, prior to the completion of a replacement school on the Duke of York site, the attendance boundaries for the new replacement school and Our Lady of Lourdes be reassessed;
4. That transportation be reassessed and offered in accordance with the Transportation Policy for both timelines above;
5. That the Director of Education develop a Transition Plan including timelines to facilitate both consolidations above;
6. That a name be considered for the replacement school on the Duke of York site in accordance with the *School Names (S.07)* policy;
7. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the replacement school be assessed.

The cumulative staff time dedicated to this endeavour was 120 hours.

B. PURPOSE

To provide a staff recommendation on an accommodation solution that provides for an improved educational environment for the students, optimizes the use of classroom space, and identifies potential cost savings.

C. BACKGROUND

1. The initiation of a Pupil Accommodation Review (PAR) for St. Michael and St. Paul elementary schools was approved by the Board on May 12, 2016.
2. The PAR, undertaken in accordance with Policy (S.09), spanned approximately six months, with public meetings held on October 11, 2016 and December 7, 2016. Members of the ARC also met on several occasions as a group for further discussion as is required under the policy.
3. Minutes from the public meetings are included in *Appendix 'C'*. All information discussed as part of the PAR process, materials provided to the ARC for consideration, and all notes from public meetings have been made available on the Board's website. Staff presented the ARC's preferred accommodation option at the final public meeting for this review on December 7, 2016.
4. The recommendations presented in this report are consistent with recommendations contained within the draft Long Term Accommodation and Program Plan (LTAPP). Overall, the draft LTAPP proposes a reduction in OTG capacity (OTG capacity = "On-the-Ground" capacity) across the TCDSB from a current level of 71,950 elementary pupil places to approximately 69,100 elementary pupil places by the 2029-30 school year, or an overall reduction of 2,867 pupil places of available capacity to achieve a target utilization rate of 95%.
5. By 2018, the Ministry of Education will be eliminating Top-up funding to all Boards in the province, and has already begun reducing Top-up. Top-up funding supported the operation of small schools where low enrolment does not generate sufficient staffing, operations and maintenance grants to cover annual costs to maintain, repair, and renew the school facility. The table

below shows the year-over-year reduction in Top-up funding, which equates to a 33% annual reduction. The cumulative loss in funding over 3 years is projected to be in excess of \$5M or approximately 6% of the Operations and Maintenance budget.

Panel	2014-15	2015-16	2016-17	2017-18
Elementary	3,690,894	2,471,433	1,230,298	No funding
Secondary	1,324,001	849,447	441,334	No funding
	5,014,895	3,320,880	1,671,632	

6. As noted above, facilities with very low enrolment do not generate sufficient per pupil grants to cover operational requirements, and thus operate in a deficit situation. The surplus funding from larger enrolment schools, system-wide, is not sufficient enough to offset funding shortfalls in low enrolment schools, and as a result, the Board continues to operate in a deficit situation. The following table illustrates this situation, utilizing 2015 data (*a more fulsome report on Small Schools is available on the Board's website*).

Enrolment Range	Number of Schools	Average Program / Facilities Cost per pupil	Average Grant per pupil	Average Program/Facilities Cost Surplus/ (Deficit) per pupil
<100	4	15,826	10,600	(5,226)
101-150	8	12,521	9,800	(2,721)
151-200	18	11,005	9,589	(1,416)
201-250	24	9,982	9,181	(801)
251-300	19	9,478	8,776	(701)
>300	95	8,599	8,712	112
Total	168			

7. The Ministry of Education is continuing their School Board Efficiencies and Modernization (SBEM) program, (*details available on the Ministry of Education website*) by providing incentives and supports for Boards to make more efficient use of school space. The primary funding sources for Capital projects is through the School Consolidation Capital (SCC) program and the Capital Priorities funding process. Through these processes, the Ministry encourages Boards to complete PARs and reduce surplus capacity.

D. EVIDENCE/RESEARCH/ANALYSIS

8. The staff recommended accommodation solution is the consolidation of St. Michael into St. Paul for September 2017 and the eventual move of the consolidated student population into a new facility at the former Duke of York PS site in approximately 2021, subject to Ministry of Education approval and funding of a 500 pupil place replacement facility. Staff also recommend a boundary adjustment to the Our Lady of Lourdes boundary during the consolidation of St. Michael at St. Paul to reflect current patterns of student distribution. Attendance boundaries will be reassessed should funding be approved for a new school and the St. Paul-St. Michael students relocated to the Duke of York site.

9. Program-Related Benefits of 400 to 600 Pupil Place Elementary Schools

There is general agreement and consensus among senior academic staff that elementary schools in the range of 400 to 600 pupil spaces provide the required ‘critical mass’ associated with program-related benefits for students. A number of program-related benefits have been identified with schools of this size. Fully utilized elementary schools of this size lead to increased Ministry per pupil funding which in turn has the potential to generate the following benefits.

School Organization and Program Implications

An increase in the number of staffing allocations has the potential to enhance:

1. Number of choices for student placement (e.g. accommodating sibling needs)
2. Access to more programs and services (e.g. Special Education Needs, French Immersion, Extended French Immersion, ESL, etc.)
3. Number of opportunities for block timetabling (for Literacy and Numeracy)
4. Number of opportunities for co-curricular and extra-curricular activities
5. More opportunities to staff the various school committees and select subject representatives (e.g. Safe Schools Committee, Health Action Team, Eco School Rep, Religious Ed. Rep, Literacy Rep, Numeracy Rep, CSAC Staff Rep, etc.)

6. More fulsome celebrations of and participation in pivotal, significant school events, such as graduation, sacraments, overnight grade excursions, etc.

School Staffing and Program Implications

An increase in the number of staffing allocations has the potential to enhance:

1. The Professional Learning Community (PLC) strategy (e.g. School Improvement Team, Collaborative Inquiry process, etc.)
2. Number of opportunities for team teaching
3. Matching individual subject areas with specialist qualifications
4. Mentoring

Material Resources and Equipment

1. Increased enrolment generates increased funding for the school and in turn has the potential to generate increased material resources and equipment (e.g. sports equipment, library materials, computer equipment, etc.).
2. Cost-savings from fewer school administration and support positions associated with smaller schools would support greater investment in resources and equipment.

Facilities and Program Implications

1. Increased enrolment generates increased funding for the school and has the potential to generate additional classroom space for specialty programs such as FSL, Music, Art, etc.
2. An increase in the facility area has the potential to generate additional programs and services such as Nutritional Programs, Before and After School Programs, Child care, International Language Programs, etc.

CSPC Involvement

Increased enrolment provides a wider parental base and potential for increased parental involvement, the sharing of their talents and expertise and the development of community partnerships—a critical focus of the Ministry of Education.

Further to the advantages identified above, measureable criteria showing the benefits of larger schools could be developed to support or demonstrate this relationship. Examples of potential criteria are identified below.

Combined Grades

While a lower percentage of combined grades is indicative of a larger school, primary class size caps and Collective Agreement caps will determine the necessity of a combined grade.

Support Staff

Schools with higher enrolment will likely be eligible for a greater number of specialty support staff; for example, clerk typists and custodial support. More support from Education Assistants and Child Youth Workers is directly tied to the weighted exceptionalities of students with IEPs.

Librarians/Other Specialty Teachers

Larger schools will likely lead to fewer Library Technicians. There will be an overall net savings in the aggregate for Library staffing.

10. Demographics

St. Paul is significantly undersubscribed with an enrolment of 197 students and a utilization rate of only 44%. St. Paul is projected to remain at this rate of utilization well into the foreseeable future. Conversely, St. Michael is significantly oversubscribed with an enrolment of 161 students and a utilization rate of 179%. St. Michael's enrolment is projected to steadily increase into the future as a result of residential intensification in the area, and therefore, additional space is recommended to be made available. Our Lady of Lourdes boundary is to be adjusted during the consolidation of St. Michael at St. Paul to ensure a balance is maintained.

	St. Michael			St. Paul		Our Lady of Lourdes	
	Year	Pupil Count	Utilization (%)	Pupil Count	Utilization (%)	Pupil Count	Utilization (%)
Historical	2005	181	200%	204	46%	663	97%
	2010	152	168%	174	39%	632	93%
	OTG	90		447		683	
Projected	2017	193	214%	174	39%	654	96%
	2021	244	271%	189	42%	777	114%
	2025	279	310%	181	40%	821	120%
	2029	313	348%	183	41%	825	121%

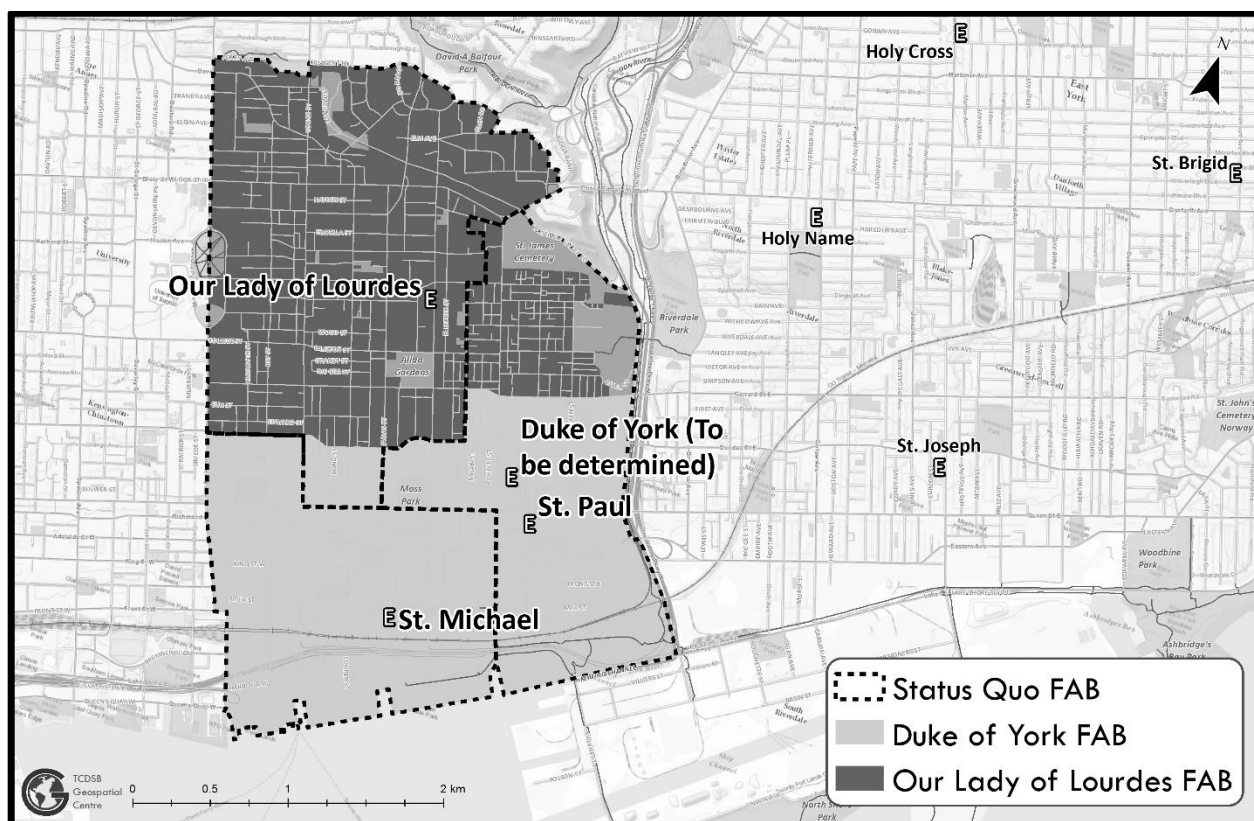
11. To assist the ARC with its discussion on school accommodation solutions, Planning staff submitted the staff-preferred option for consideration as part of the review process and in accordance with *Pupil Accommodation Review Policy (S.09)*. The ARC agreed to the staff-preferred option with a slight adjustment to the boundaries. The following table demonstrates the impact on enrolment following the consolidation of St. Michael at St Paul for September 2017 and the eventual relocation of the consolidated student population into a new facility at the former Duke of York PS site in approximately 2021. The enrolment projections incorporate the mutually agreed upon boundary change with nearby Our Lady of Lourdes (*see map further below*).

St. Michael	OTG Cap.	2016 Current	2017 Proj.	2021 Proj.	2025 Proj.	2029 Proj.
Status Quo	90	161	193	244	249	313
% Utilization		179%	214%	271%	310%	348%
After Proposed Consolidation & Boundary Adjustment		161	Proposed consolidation at St. Paul in September of 2017			
% Utilization		179%				

St. Paul	OTG Cap.	2016 Current	2017 Proj.	2021 Proj.	2025 Proj.	2029 Proj.
Status Quo	447	197	174	189	181	183
% Utilization		44%	39%	42%	40%	41%
After Proposed Consolidation & Boundary Adjustment		197	365	Proposed 2021 move of the consolidated St. Michael / St. Paul student population to a new facility built at the former Duke of York PS site.		
% Utilization		44%	82%			

Our Lady of Lourdes	OTG Cap.	2016 Current	2017 Proj.	2021 Proj.	2025 Proj.	2029 Proj.
Status Quo	683	581	654	777	821	825
% Utilization		85%	96%	114%	120%	121%
After Proposed Consolidation & Boundary		581	656	777	813	808

Adjustment						
% Utilization		85%	96%	114%	119%	118%



12. Site Size and Facilities Cost-Savings

A portion of the St. Michael student population is accommodated in substandard leased space at an adjacent community centre in rooms originally designed as squash courts. Furthermore, both St. Michael and St. Paul reside on small sites at 1.8 and 1.4 acres respectively. St. Paul has additional site restrictions as it is located on an historical grave site and significant retrofits of the facility are not possible. A new right-sized facility would allow for a one-time cost savings of approximately \$8.8M—the projected 2020 Deferred Maintenance backlog.

13. The projected 2020 FCI of St. Michael and St. Paul is particularly high at 80.1% and 71.6% respectively, and are considered prohibitive to repair ('PTR') by Ministry definitions.
14. The recently acquired Duke of York site is 3.47 acres which is sufficient for construction of a new facility provided funding for a new school is approved

by the Ministry of Education. Demolition of the former school building has already occurred.

15. A forecasted annual savings of approximately \$230,000 in utilities, maintenance, and other operational savings can be realized through consolidation. Furthermore, caretaking savings of approximately \$100K are anticipated following consolidation of these two small schools.

16. **Transportation**

Consolidation of St. Michael at St. Paul will result in the need for one (1) additional bus route in the area. Transportation will also be reassessed at the time of relocation of St. Paul at a replacement facility on the former Duke of York PS site. Optimization of routes through adjusted bell times may be necessary to achieve the most efficient and cost effective transportation solution in the area in accordance with the Transportation Policy.

17. **Program and Facilities Funding Shortfall**

Comments #5 and #6 above discuss the significant financial pressures placed upon our Board resulting from the elimination of Top-up funding and continued operation of schools with very low enrolments. Funding shortfalls in Operations, Maintenance (Facilities) and Programming, as reported to the PAR Committee for the subject schools, are identified in the table below.

School	Current Enrolment	Program /Facilities Cost per pupil	Grant per pupil	Average Program/Facilities Cost Surplus/ (Deficit) per pupil
St. Paul	197	10,684	8,594	(2,090)
St. Michael	161	8,911	8,305	(666)

18. The following analysis highlights a significant potential yearly staff cost-savings generated through the consolidation of St. Michael at St. Paul for September 2017. This savings is estimated to be approximately \$270,720. It should be noted that the changes in staffing FTE could be realized through overall system attrition and does not necessarily correspond to the specific staff at a school affected by consolidation.

Consolidation of St. Michael at St. Paul for September of 2017	Staff Category	Change in FTE	Cost Savings \$
	Teacher	-1.1	-110,036.48
	Principal	-1.0	-131,551.40
	ECE	0	0
	Secretarial	-1.0	-29,132.60
	Total	-3.1	-\$270,720.48

19. Through the SCC funding process, staff will submit a comprehensive business case to the Ministry of Education requesting funding for a replacement school to be built on the new Duke of York site. Projects that reduce excess OTG capacity, reduce operating costs, and address renewal needs are eligible for SCC funding under the Capital Priorities umbrella. The deadline for business case submission to the Ministry of Education is **January 27, 2017**. Projects submitted through this funding stream must have a final Trustee decision on a PAR by **March 24, 2017**.

20. **ARC Comments and Feedback**

The affected school committees agreed unanimously to the following:

St. Michael consolidated at St. Paul (September 2017)

- A Transition Plan be created to facilitate consolidation.
- Financial support for the transition—for the physical move, school community building events and sports uniforms.
- Transportation to St. Paul be provided in accordance with Policy.
- That busing be guaranteed to and from current child care locations if possible.
- A new name be considered for the school consolidation in accordance with the *School Names* (S.07) Policy.
- St. Michael staff be placed in teaching positions at St. Paul as per the Collective Agreement.
- Evaluation and implementation of playground improvements at St. Paul if permitted.
- To integrate current Math programs.
- Professional Development be available for St. Michael staff members to effectively deliver the Math program offered at St. Paul.

St. Paul relocation at the replacement facility on the Duke of York site

- A Transition Plan be created to facilitate relocation.
 - Transportation to new school be provided in accordance with Policy.
 - That a new name for the new school be developed in accordance with the *School Names (S.07)* Policy, if it has not occurred.
 - That the Board consider implementing French Immersion and/or a Science Technology Engineering Math (STEM) and/or enhanced Music programming.
 - Physical Elements of the New School be considered:
 - Indoor Elements - Full stage, Dedicated science lab, Fine arts studio, Dedicated music room, Full double gym (not elementary modified), Gym convertible to archery range, Gymnastics gym, Boxing ring, Wood and metal shop, Ramps instead of stairs, "Third teacher" design ethos, Separate child care entrance, Stroller parking area for child care, Whiteboards, Lots of drinking fountains, Rest / lounge / meditation / prayer spaces.
 - Outdoor Elements - Rooftop or underground parking, Outward-facing design layout, Turf field, Outdoor science space, Running track, Ample outdoor sports space, Outdoor basketball nets, Low rim basketball nets, Outdoor spaces useable in all weather conditions, Garden beds.
 - Technology - Digital media / computer lab, Recording studio, Built-in projectors, Full high speed Wifi inside and outside, Power outlets everywhere.
 - Other Programs be considered:
 - Full Service Child Care, Breakfast program.
21. Further study of the long-term need and potential uses for St. Michael and St. Paul will be undertaken, including consideration of Community Hub(s), strategic partnership(s) or disposition. This will be the subject of a future report to Board.
22. The Director of Education will develop a Transition Plan to facilitate a consolidation that is student-friendly and honours the history and traditions of the school communities. Among matters to be considered in the Transition Plan are: timelines and the organization of student transfer, and the relocation of program materials, equipment and school memorabilia to

the receiving school. The Transition Plan will be formulated in consultation with affected school communities, including parent/guardians and school staff.

23. In summary, the recommendation to consolidate St. Michael and St. Paul students at a replacement facility at the former Duke of York PS site will have the following impacts on the overall operation of the Board;
- A new right-sized facility will lead to increased Ministry per pupil funding, which in turn has the potential to generate more program-related and material/resource-related benefits.
 - Shed two (2) aging, highly deficient facilities with a combined projected 2020 deferred maintenance backlog of \$8.8M
 - Realize yearly staff cost savings of over \$270,720.
 - Realize yearly Caretaking, utilities and maintenance cost savings of over \$330,000.
 - Class sizes will better reflect Ministry of Education targeted averages.
24. Pending approval of the recommendations of this report, staff will submit a business case to the Ministry for the funding of a replacement school at the Duke of York site under the School Consolidation Capital program.

E. ACTION PLAN

25. In accordance with the *Pupil Accommodation Review Policy (S.09)*, the following sequence of Board meetings will be required prior to final approval of recommendations.

January 26, 2017 – INTERIM REPORT

Regular Board

- Interim Report including ARC recommendations is considered.
- Defer any final decisions on pupil accommodation recommendations.

February 1, 2017 – DELEGATIONS

Special Board

- Opportunity for public input through delegations and written submissions in response to the Interim Report.
- Defer any final decisions on school accommodation recommendations.

February 23, 2017 – FINAL REPORT

Regular Board

- Final report from Director of Education is considered, which takes into account the results of public input provided at the previous Board meeting.
- Board to make final decision on pupil accommodation recommendations.

F. STAFF RECOMMENDATION

This report recommends that the following be considered for approval at the meeting of the Board of Trustees on February 23, 2017:

1. After submission of a business case to the Ministry of Education, requesting a 500 pupil place replacement school on the Duke of York site, St. Michael be consolidated at St. Paul no earlier than September 2017. St. Paul will act as a temporary consolidated school until such time as the students are able to be accommodated at the new school on the Duke of York site.
2. That the attendance boundaries of St. Michael and St. Paul be combined to form the new boundary for St. Paul, with adjustments to create a more appropriate boundary with Our Lady of Lourdes (*Appendix 'B'*);
3. That, prior to the completion of a replacement school on the Duke of York site, the attendance boundaries for the new replacement school and Our Lady of Lourdes be reassessed;
4. That transportation be reassessed and offered in accordance with the Transportation Policy for both timelines above;
5. That the Director of Education develop a Transition Plan including timelines to facilitate both timelines above;
6. That a name be considered for the replacement school on the Duke of York site in accordance with the *School Names (S.07)* policy;
7. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the replacement school be assessed.



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POLICY

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Date Approved: January 24, 2007	Date of Next Review: May 2019	Dates of Amendments: September 11, 2014 January 15, 2015 May 12, 2016
Cross References: Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015. Ministry of Education Administrative Review of Accommodation Review Process Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015. Community Planning and Partnerships Policy (B.R. 07)		
Appendix: Pupil Accommodation Review Operational Procedures		

Purpose:

This policy outlines the process Toronto Catholic District School Board (the Board) will undertake to complete a pupil accommodation review or a modified pupil accommodation review of a school or schools.

On March 26, 2015, the Minister of Education released a new Pupil Accommodation Review Guideline, 2015 (the “PARG”). This Policy and the Operational Procedures are established by the Board in accordance with the PARG, as per ministry requirement.

Scope and Responsibility:

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees in dispensing of its primary responsibility which aligns with the over-arching objectives of fostering student



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academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board's financial viability and sustainability. These objectives apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address student populations that are constantly changing, the Board of Trustees must consider undertaking pupil accommodation reviews that could lead to school consolidations and closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the objectives noted above. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that warrant a review, as determined by the Board, such as a significant change in enrolment.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

It is anticipated that the Board would incur limited costs associated with the implementation of the accommodation review process itself. A pupil accommodation review could potentially provide the Board with the opportunity to realize substantial savings by balancing enrolment and right-sizing schools.



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Legal Impact:

The Board could be involved in legal proceedings if the pupil accommodation review process is not implemented in accordance with this Policy. The Ministry Guidelines provide a formal process which must be followed if the implementation of the pupil accommodation review process is challenged.

Policy:

A pupil accommodation review of a school or schools will occur in the context of the Board's long-term capital and accommodation planning process, and after the necessary assessment of the options for the school(s) in accordance with that process. This assessment will be made in accordance with Board policy made pursuant to the Community Planning and Partnership Guideline (CPPG) issued by the Ministry of Education.

As a result of some assessments, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations and/or closures. Wherever practical, pupil accommodation reviews will include a school or schools to facilitate the development of viable solutions for pupil accommodation.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will share relevant information with those affected by the process.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

The Regulations and any Schedules of this Policy may be amended from time to time in accordance with the PARG. In all cases, any minimum timelines set out in the PARG will be followed by the Board.



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A copy of this Policy, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public upon request at the Board office and on the Board's website.

Principles:

Through the Catholic Social Teachings and its Multi-Year Strategic Plan, the Board is committed to establishing integrated decision making structures and processes to support responsive and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board while undertaking pupil accommodation reviews.

1. The TCDSB is committed to responsibly providing optimal learning facilities for the common good while, at the same time, making it possible for all to come to their full potential as persons and to be all that God intends them to be.
2. Schools will have meaningful connections with a Roman Catholic parish and structured links to their community.
3. Students of the TCDSB have the right to attend Catholic schools that provide reasonable community access, and the Board has a responsibility to provide schools that optimally enhance student learning opportunities in the 21st century.
4. The Catholic principle of subsidiarity promotes the establishment of groups of parents and stakeholders whose purpose is to actively participate in the school accommodation review process, contributing to decisions that consider the value of schools to the parish and community.



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Regulations:

1. Pupil Accommodation Review Process

The pupil accommodation review process shall consist of the following components:

- i. Preparation and submission to the Board of Trustees of an Initial Staff Report and School Information Profile(s);
- ii. Approval by the Board of Trustees to undertake a pupil accommodation review process;
- iii. Establishment of the Accommodation Review Committee (ARC), including its Terms of Reference;
- iv. Consultation with the City of Toronto and Community Partners;
- v. Accommodation Review Public Meetings;
- vi. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vii. Public Delegations to the Board of Trustees;
- viii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- ix. Decision by the Board of Trustees;
- x. Establishment of a Transition Committee.

2. Modified Pupil Accommodation Review Approval & Initiation

A modified pupil accommodation review process may be approved and initiated by the Board of Trustees only under exceptional circumstances, and in consultation with the local trustee(s) where three (3) or more of the following factors are present:

- i. Distance to the nearest available accommodation is 2 kilometers or less for elementary schools involved in the review and 7 kilometers or less



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for all secondary schools. The nearest accommodation indicated must be a single-gender school if a single-gender school is under review;

- ii. Utilization rate of all of the schools under review is equal to or below 50% for elementary and secondary schools;
- iii. The number of students enrolled is 100 or fewer for elementary schools involved in the review and 500 or fewer for all secondary schools in the review;
- iv. When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- v. There are no more than two (2) schools subject to the pupil accommodation review process; or
- vi. The entire student population of the schools subject to a pupil accommodation review process can be accommodated in another within 2 kilometers for elementary schools and within 7 kilometers for secondary schools.

3. Modified Pupil Accommodation Review Process

The modified pupil accommodation review process shall consist of the following components.

- i. Preparation and submission of an Initial Staff Report and School Information Profile(s) to the Board of Trustees;
- ii. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
- iii. Consultation with the City of Toronto and Community Partners;



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- iv. An Accommodation Review Public Meeting;
- v. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vi. Public Delegations to the Board of Trustees;
- vii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- viii. Decision by the Board of Trustees;
- ix. Establishment of a Transition Committee.

4. Exemptions

- a) The Board is not obligated to undertake a pupil accommodation review under any of the following circumstances:
 - i. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
 - ii. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
 - iii. when a lease for the school is terminated;
 - iv. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
 - v. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;



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- vi. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
 - vii. where there are no students enrolled at the school at any time throughout the school year.
- b) Board staff shall ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.
- c) Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school(s) under consideration for such exemption.
- d) Board staff shall, no fewer than five (5) business days after the Board of Trustees make a decision that such exemption applies, provide written notice to the following:
- the City of Toronto (through the Clerks' Department or equivalent);
 - other community partners that expressed an interest prior to the exemption (as defined above);
 - the coterminous school boards through the Director of Education; and
 - the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- e) The Board will prepare a transition plan following the Board of Trustees' decision to consolidate, close or move a school or students pursuant to an exemption to the pupil accommodation review process.



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5. Access to Pupil Accommodation Review Documents

This Policy and Operational Procedures, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.

APPENDIX 'A'



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Definitions

Accommodation Review

A process undertaken by the Board to determine the future of a school or group of schools, as described in this Policy.

Accommodation Review Committee (ARC)

An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

Accommodation Review Public Meeting

An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

ARC Working Meeting

A meeting of ARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

Business Day

A calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board's Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.



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Consultation

The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI)

A measure of the condition of a building as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-Ground (OTG) Capacity

The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegation

A presentation by an individual or a group of individuals to the Board of Trustees at a meeting of the Board, made in accordance with Board policies and procedures regarding public delegations, which permits the individual or group of individuals to have their concerns heard directly by the Board of Trustees.

Initial Staff Report (Report 1)

A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school(s) that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.



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Interim Staff Report (Report 2)

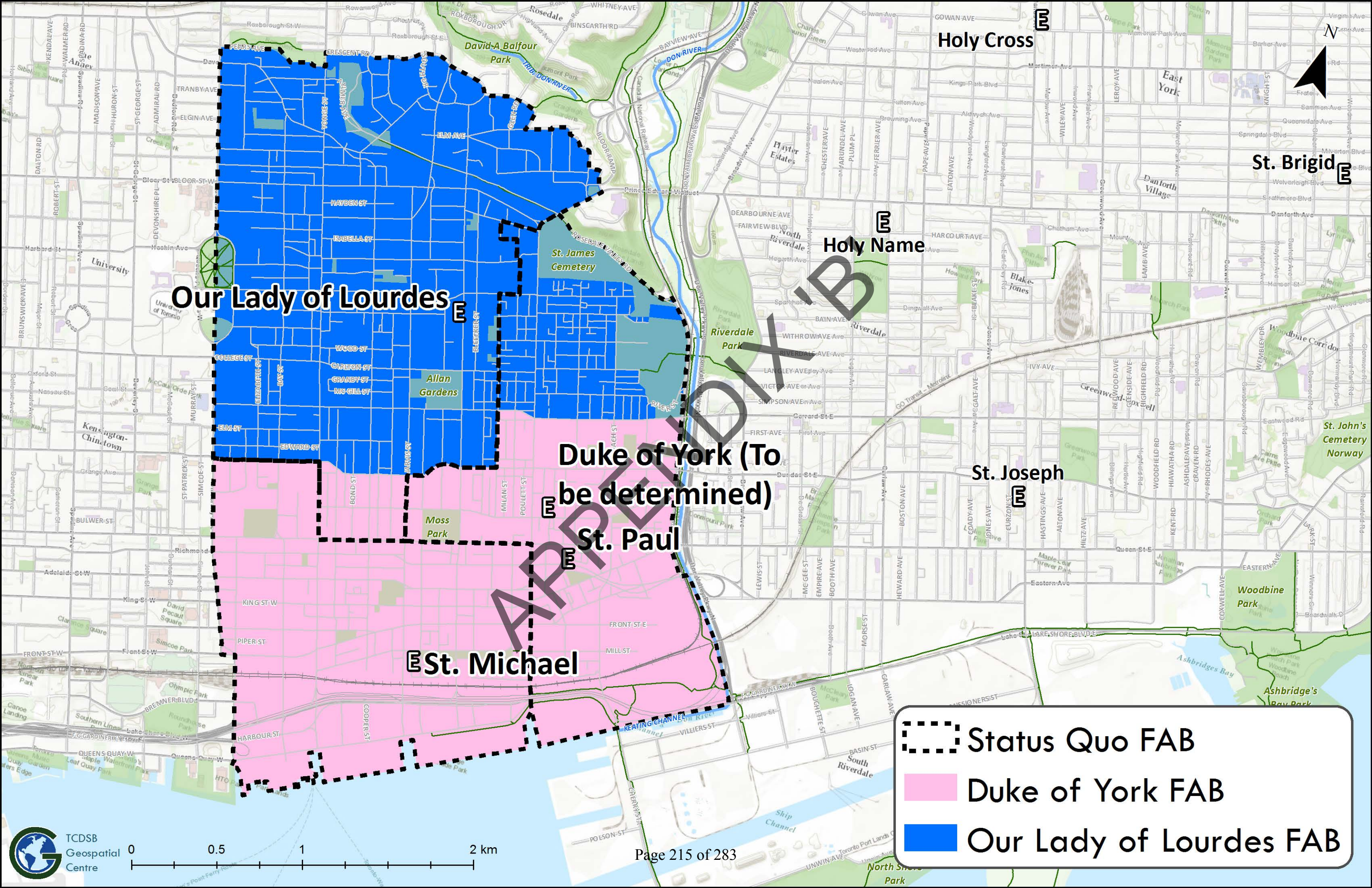
A report drafted by Board staff for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

Final Staff Report (Report 3)

A report drafted by Board staff which contains recommendation(s) for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, and which also incorporates information obtained during community consultations and from public delegations (and any staff response to such information).

School Information Profile (SIP)

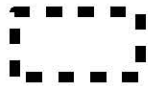


An orientation document with point-in-time data for each of the schools under a pupil accommodation review.



Our Lady of Lourdes

Duke of York (To be determined)

St. Michael

-  Status Quo FAB
-  Duke of York FAB
-  Our Lady of Lourdes FAB



MINUTES
PUPIL ACCOMMODATION REVIEW COMMITTEE MEETING
DATE: October 5th, 2016
Meeting Held at the CEC
Our Lady of Lourdes/St. Michael/St. Paul Catholic Schools
TIME: 7:00 pm

AGENDA ITEMS AND DISCUSSION	NOTES	FOLLOW UP REQUIRED	RESPONSIBILITY OF
<p>In attendance at CEC, Catholic Teacher Centre John Shanahan, Superintendent of Education Martha Cioppa, Officer, Superintendent Area 5 & 6 Schools Jo-Ann Davis, Trustee Ward 9 (by Telephone conferencing) Marguerite Thomson, Principal - St. Michael Micheline Dutil-Hoffman, Principal – St. Paul</p> <p>Jessica Peake, TCDSB, Sr. Manager, Planning Milka Zlomislic, Manager of Renewal, Capital Development Kevin Hodgkinson, General Manager, Transportation</p> <p>Absent: Ryan Peterson, Principal, Our Lady of Lourdes, Our Lady of Lourdes Parent Community</p> <p><u>PARC Members:</u> St. Michael: Judith Campbell Reza Shah Dolly Ducepec St. Paul: Lisa Brylowski Anna Borjal-wyse Gerard Lewis</p>			
Opening Prayer	John Shanahan, Superintendent of Education, Area 6		

<p>Presentation – School Accommodation Review Policy – Jessica Peake</p>	<ul style="list-style-type: none"> • At the regular Board meeting held May 12, 2016. Staff recommended that St. Paul and St. Michael Boundary Review be considered as part of the School Accommodation Review Process. • The Board also approved a boundary review for this same group of schools as part of the solution: St. Michael, St. Paul & Our Lady of Lourdes. • 2017 proposed closure of St. Michael and St. Paul and consolidate the two schools in a new facility built on the acquired Duke of York site. For September 2017 the St. Michael School will move into the St. Paul School until the new proposed site of Duke of York build a new school to accommodate both school communities. • Process should not take more than 6 months • The public meetings will give the public/community an opportunity to ask questions • Minimum of 2 public meetings • Committee members are to dialogue and come up with solutions – creative & innovative ideas • Multiple committee meetings are possible • Interim report due in early spring • The board of Trustees will ultimately make the decision to the proposed amalgamation of the two schools • Delegations may be presented after the report is submitted to the board <p>John Shanahan:</p> <p><u>Benefits of a New School:</u></p> <ul style="list-style-type: none"> • New school • Better programming opportunities • Special programs • New Playground • Before & afterschool programs • Full teams (i.e. Track, basketball etc.) • Busing would be provided for the new school site. 		
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Parent Questions/Concerns:	<ul style="list-style-type: none"> • Parents were surprised that St. Michael was closing and so quickly. The assumption was that it would take a long time. • Suggested that the move take place when the new school is ready. • Need to show a positive outlook for the move to St. Paul while the new school is being built. • Parents expressed concerns around trust and that the parents need to feel that they can trust the board. • Parents wondered about whether this was a consultation or implementation. Will their concerns be attended to? • Provide positive reasons for the move to happen for Sept. 2017. • Community given the opportunity for feedback • Provide visual presentation. Streamline info as a story telling tool. • Present the benefits of moving into St. Paul school until the new school is being built. • The following should be shared: <ol style="list-style-type: none"> 1. Safety issues 2. Loss of curriculum time 3. Possible loss of Principal given the small school status 4. Opportunity to build community soon and be able to have a voice in the building of the new school and property. • Present the pros and cons of the new school • Happy to see that the board is responding to the academic and safety concerns of the St. Michael community. 		
Transportation	<ul style="list-style-type: none"> • Advised the community that transportation will be provided to students 		
Public Meeting Format	<ul style="list-style-type: none"> • Prayer • Introduction • Presentation / Review policy • Questions & answer period 		
Adjournment: 9:20 pm.			

MINUTES
PUPIL ACCOMMODATION REVIEW COMMITTEE MEETING
DATE: October 11th, 2016 – 1st Public Meeting
Held at St. Michael/St. Paul/Our Lady of Lourdes Schools
TIME: 7:00 pm

AGENDA ITEMS AND DISCUSSION	NOTES	FOLLOW UP REQUIRED	RESPONSI BILITY OF
<p><u>In attendance at St. Michael Catholic School</u> <u>Committee Members:</u> John Shanahan, Superintendent of Ed. Mario Silva, Comptroller, Planning & Development, Planning Services Jo-Ann Davis, Trustee, Ward 9 Jessica Peake, Sr. Manager, Planning & Assessment, Planning Services Barbara Leporati, Supervisor, Planning & Demographer Marguerite Thomson, Principal – St. Michael Micheline Dutil-Hoffman, Principal – St. Paul Martha Cioppa, Officer, Area 5 & 6 Schools Kelly Sather, Councilor McConnell's office <u>PARC Members:</u> <u>St. Michael:</u> Judith Campbell Reza Shah Dolly Ducepec <u>St. Paul:</u> Lisa Brylowski Anna Borjal-wyse Gerard Lewis <u>Absent:</u> Ryan Peterson, Principal, Our Lady of Lourdes School</p>			

Opening Prayer / Closing Prayer	Principals Marguerite Thomson & Micheline Dutil-Hoffman Fr. Michael Busch – Closing Prayer		
Welcome & Introduction of Board Personnel	The evening's schedule was as follows: 7:00 -8:30 pm <ul style="list-style-type: none"> • Introduction of Board Personnel & Committee Members of PARC • Presentation provided on PowerPoint & Handouts provided to the evenings discussion on the process for this Pupil Accommodation Review and Boundary Review. • 8:30 – 9:00 Question & Answer period 		
John Shanahan, Superintendent of Education for Area 6 Schools	Spoke on the reasons for tonight's agenda		
Trustee Jo-Ann Davis	Spoke on the need for a revised boundary for Our Lady of Lourdes <ul style="list-style-type: none"> • As a formality to officially include St. Jamestown community within the school boundary of Our Lady of Lourdes since the school already accepts the students that live in this area. Spoke about the challenges: <ul style="list-style-type: none"> • Ministry funding • St. Michael overcrowding • St. Paul under enrolled: site restrictions • The opportunity to receive Ministry funding to Boards that consolidate small schools. 		
Mario Silva, Comptroller of Planning & Development	Discussion on the full process, solutions and the benefits for students and the school communities of St. Michael and St. Paul.		
Maia Puccetti	Superintendent of Facilities Services	On hand to provide info and answers that were asked	
John Hlady	Technology & Planning Manager, Transportation Services	On hand to provide info/answers on transportation	
Mr. Shah, Parent and member of the PAR committee at St. Michael School	Mr. Shah, spoke about the positive opportunities that this move will give the children. He encouraged the parents to see this as positive.		

Question & Answer Period			
1. What would a Public delegation look like	The Board allows the public the opportunity to present at a Board meeting their views and opinions.		
2. If you are going to build a school....why not go bigger	Ministry would fund a school with enrolment of about 500 in reality. Additions can be added later once the enrolment goes up.		
3. What if the Ministry does not give the monies?	The schools would not amalgamate if there was not a belief that there could be a new building.		
4. How were the projection numbers reached?	<ul style="list-style-type: none"> • We have planners that work with projected numbers as well as the numbers we currently have at the school. • Demographics used to calculate the projected student growth • Local knowledge of the dynamics of the community are used 		
5. Would the Staff from St. Michael School go to St. Paul Site?	It would depend on the total number of students. The teacher collective agreement would guide this decision		
6. Based on current and projected numbers. Please provide a staffing model	To be provided for the next December meeting.		
7. Request for Transportation when the school moves to St. Paul.	Answer will be provided at the next meeting.		
8. Does St. Paul have a daycare on site? Do they have a before and after school program?	<ul style="list-style-type: none"> • Ms. Dutil-Hoffman stated that St. Paul has a B and A school program • on-site and that there would be space for all the children requiring it • Ms. Thomson said that if parents wanted to continue at their current • care programs that children could access bussing. 		
9. If we move St. Michael to St. Paul what would be the rationale for 2017 as opposed to 2018?	<ul style="list-style-type: none"> • Ms Thomson spoke about the advantages for the children to move now: no longer requiring the Annex , safety issues of the Annex would be resolved, no longer a loss of 35+ minutes of curriculum due to the 2 block walk. • Ms. Thomson stated that the advantage of staying is for the parents, the community feel that would be lost, the opportunity to walk your children to school. 		
10. How would you know what the vote would be for the move or not move?	The community should give their feedback to their CSPC. Both Principals of St. Michael and St. Paul will work out a plan for the upcoming move. This plan can be discussed at the next meeting		

11. The last move that was done was very traumatic for the both the students and parents. What is the plan the vision for both the students and community for this next move?	<ul style="list-style-type: none"> Ms Campbell shared that Ms. Dutil-Hoffman and Ms. Thomson have plans to bring the children and communities together to assist in community building and to support the children in the transition 		
12. What would the class sizes, staffing be at the new school.	Answer will be provided at the next meeting.	J. Brighton	
13. Would a letter go out to the community regarding the move?	Yes		
14. To encourage the community through the committee to send home a package of info regarding the move.	M. Silva would be available to come out to CSPC meeting and go over a PowerPoint presentation and ask for feedback.		
15. Proposed new boundary for the Jamestown area to be included in Our Lady of Lourdes area. To make this official	Answer will be provided at the next meeting.		
16. When will we know if we will receive funding for a new school	The Board would know sometime in April 2017.		
17. Why are we having these PARC meetings?	The St. Michael School is oversubscribed and St. Paul is under subscribed.		
18. For the next meeting would it be possible to have some drawings available to the community of how the Duke of York site would look it with a new school.	Yes, samples of what is being done around the board, not specific to this school, as those have not been drawn.	Next Public mtg. December 7 th Milka Zlomislic	
19. Would there be possible partnership with another source to share the cost of a new building	Yes		
20. Community would like the committee to send home a questionnaire and be able to get feedback from the community.	A commitment was made to send something home to get feedback from families.		
Adjournment: 9:20 pm			



REPORT TO

REGULAR BOARD

MULTI-YEAR STRATEGIC PLAN NEW GRAPHIC 2016-2021

When you send forth your spirit, they are created; and you renew the face of the ground. Psalm 104:30

Created, Draft	First Tabling	Review
December 12, 2016	January 26, 2017	Click here to enter a date.

Nick D'Avella – Superintendent of Student Success

Lori DiMarco – Superintendent of Curriculum Leadership & Innovation; ICT

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

The TCDSB Multi-Year Strategic Plan was updated for 2016-2021. This report recommends an update to the graphic for the MYSP.

B. PURPOSE

Given the recent update of the Multi-Year Strategic Plan for 2016-2021 this report recommends the adoption of a new graphic that captures the new Multi-Year strategic directions for 2016-2021.

C. BACKGROUND

1. The TCDSB 2012-2015 Multi-year strategic plan was updated for 2016-2021.
2. A new template for the graphic is required as a result of the changes.
3. While updating the graphic, a new look for the graphic was proposed.
4. The graphic for the 2012-2015 MYSP is shown in Appendix A.
5. The proposed graphic for the 2016-2021 MYSP is shown in Appendix B.

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

The proposed new graphic would be used to replace the previous graphic on all board documents and the board website.

E. STAFF RECOMMENDATION

Staff recommends the adoption of the proposed new graphic for the TCDSB 2016-2021 Multi-Year Strategic Plan in Appendix B.

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 to lead lives of faith, hope and charity.



OUR VISION

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

OUR STRATEGIC DIRECTION 2012 - 2015

LIVING OUR VALUES

To apply Catholic Social Teachings to all that we do

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in meeting the Ontario Catholic Graduate School Expectations

STRENGTHENING PUBLIC CONFIDENCE

To create enhanced, regular communications that reaches all stakeholders

PROVIDING STEWARDSHIP OF RESOURCES

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

INSPIRING AND MOTIVATING EMPLOYEES

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

ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance

OUR MISSION

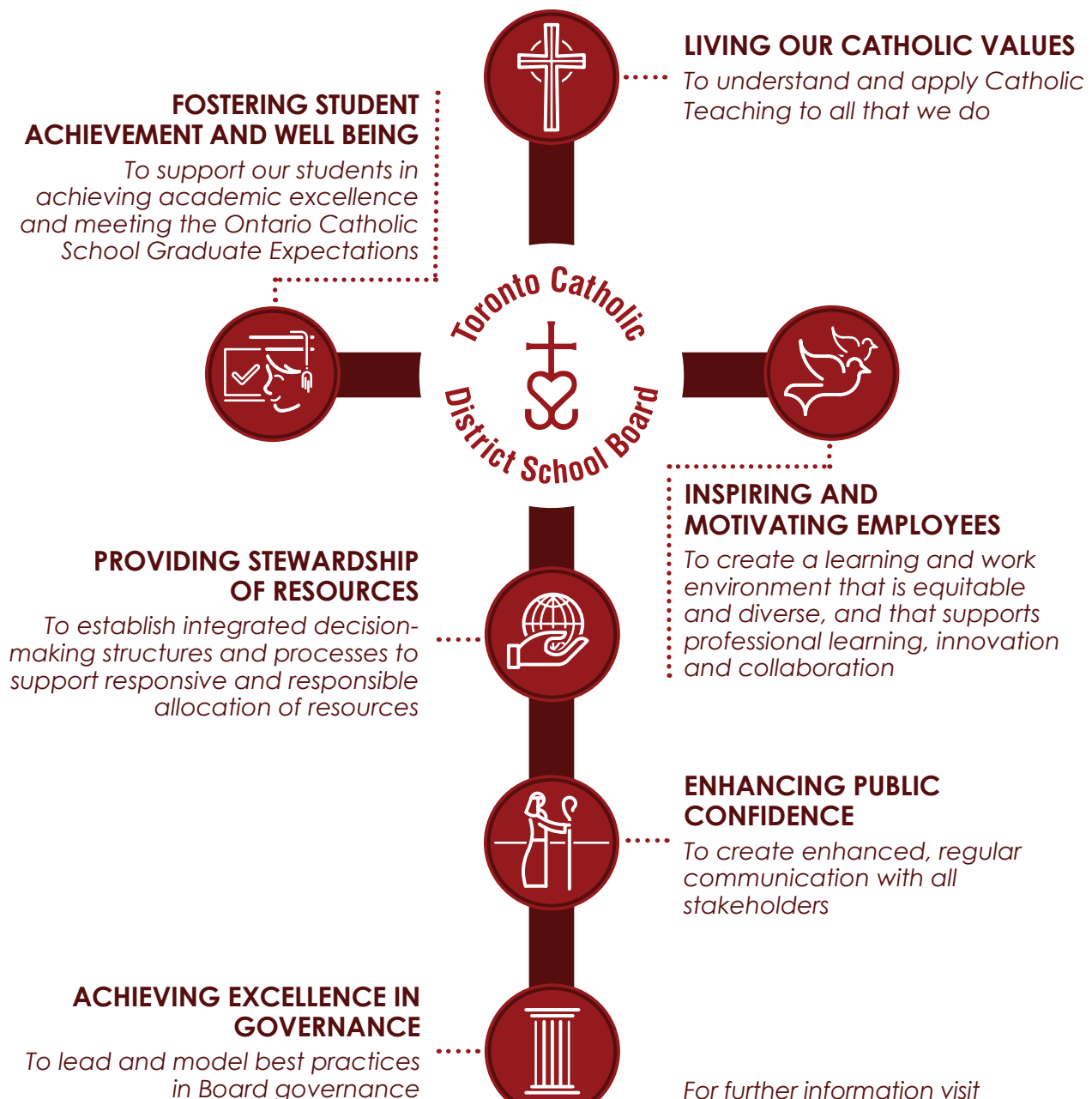
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OUR VISION

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

OUR STRATEGIC DIRECTION

2016-2021



For further information visit
tcdsb.org/MYSP



REPORT TO

REGULAR BOARD

REVISED - SEAC REQUEST FOR COMMUNICATIONS TO THE MINISTRY OF EDUCATION

“My grace is sufficient for you, for my power is made perfect in weakness.” (2 Corinthians 12:9)

Created, Draft	First Tabling	Review
December 8, 2016	1/26/2017	Click here to enter a date.

Cristina Fernandes, Superintendent of Education, Special Services

RECOMMENDATION REPORT

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R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report provides two template letters that Special Education Advisory Committee (SEAC) recommended by the committee to be sent to the Minister of Education. The first on behalf of the Board of Trustees and the second letter be provided to the associations with representation on the Special Education Advisory Committee for submission to the Ministry.

This cumulative staff time dedicated to developing this report is 4 hours.

B. PURPOSE

1. On November 16th, 2016, at the regular meeting of the Special Education Advisory Committee the following motion was made:
 - a) *A response letter to the Ministry of Education be prepared for the approval of the Board without paragraphs two and three on page two.*
 - b) *A response letter be prepared that could potentially be shared with Associations with paragraphs two and three on page two, so that the Associations may use it as a template to send a letter if they wish, and that the package includes copies of the Toronto Catholic District School Board's (TCDSB) letter to the Ministry of Education, the Ministry of Education's response of August 24, and the TCDSB's reply.*
2. This report contains two template letters to be submitted to the Minister of Education. The first letter (Appendix A) would be submitted on behalf of the Board of Trustees.
3. The second communication is an Association Template letter (Appendix B) which would be provided as a template to the Associations with representation on SEAC for their submission to Ministry of Education.

C. BACKGROUND

1. The two letter templates included in this report were drafted in response to the reduction to the former High Needs Amount, currently called the Differentiated Special Education High Needs Amount (DSENA) of the Grants for Student Needs (GSN).

D. STAFF RECOMMENDATION

That the trustees consider the approval of the letters as attached in appendices A and B as per SEAC's request.

December XX, 2016

The Honourable Mitzie Hunter, M.P.P.
Minister of Education
Ontario Ministry of Education
900 Bay Street
22nd Floor, Mowat Block
Toronto, Ontario M7A 1L2

Dear Minister Hunter:

We have had the opportunity to review your letter of August 24, 2016, in response to the Toronto Catholic District School Board's written request for the Ministry of Education to reconsider the significant cuts being made to Special Education funding that is adversely impacting the 17,000 students with exceptionalities who receive essential learning support services.

The Ministry claims the overall increases in Special Education Grant funding benefits boards across the Ontario. For the record, the real fact is that this has been achieved on the backs of major urban boards like the TCDSB. A prime example is the Special Education High Needs (HNA) funding now called the DSENA Grant, has been spiralling downwards over the past three years: from \$51.7M in 2012-13 to \$47.4M in 2016-17. That is \$4.169M which has been taken from the TCDSB budget and redistributed to other school boards!

Special Education funding has also not kept pace with the special needs associated with Ministry's introduction of new programs such as Early Years learning (aka FDK). There has been a marked increase in the number of students in Kindergarten arriving with special needs. Many of these students have higher needs requiring additional human resources and intensive support programs. In particular, this is reflected in the 35 percent increase in the number of students diagnosed with autism since the Ministry mandated introduction of FDK. However, due to the nature of the age of these students, they are supported within the regular classroom which places significant pressures on in-class support for all students.

Over the past two years, ongoing Ministry of Education cuts to TCDSB's Special Education High Needs (HNA) Grants totalled close to \$7 million. This chronic underfunding by the Ministry jeopardizes the TCDSB's ability to provide adequate support to its most vulnerable students and poses a significant challenge supporting the growing number of special needs students.

Despite this underfunding, the TCDSB has made a concerted effort over the past two years to reduce its overspend in special services programming. These reductions have come at a significant cost to schools and school communities who are feeling the strain of having to do more with less staff.

The Board has not only reduced support staff, but also eliminated 90 percent of agency workers. In addition, Educational Assistant usage has been cut by approximately 100 staff members to deal with the removal of \$1.5 million high needs amount funding (Differentiated Special Education Needs Amount). This is an untenable situation as the number of students requiring special learning support services identified through an IEP has grown exponentially to 17,433 students, or close to 20 percent of the TCDSB's total student population of 90,000.

Your attention to this urgent request is appreciated.

Sincerely,

Cc: TCDSB Board of Trustees

Angela Gauthier, Director of Education

Cristina Fernandes, Superintendent, Special Services

Education Council

December XX, 2016

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Minister of Education
Ontario Ministry of Education
900 Bay Street
22nd Floor, Mowat Block
Toronto, Ontario M7A 1L2

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Over the past two years, ongoing Ministry of Education cuts to TCDSB's Special Education High Needs (HNA) Grants totalled close to \$7 million. This chronic underfunding by the Ministry jeopardizes the TCDSB's ability to provide adequate support to its most vulnerable students and poses a significant challenge supporting the growing number of special needs students.

Despite this underfunding, the TCDSB has made a concerted effort over the past two years to reduce its overspend in special services programming. These reductions have come at a significant

cost to schools and school communities who are feeling the strain of having to do more with less staff.

The Board has not only reduced support staff, but also eliminated 90 percent of agency workers. In addition, Educational Assistant usage has been cut by approximately 100 staff members to deal with the removal of \$1.5 million high needs amount funding (Differentiated Special Education Needs Amount). This is an untenable situation as the number of students requiring special learning support services identified through an IEP has grown exponentially to 17,433 students, or close to 20 percent of the TCDSB's total student population of 90,000.

Once again, we urge your Ministry to honour the rights of special needs students. The **<insert # of members>** members of **<insert name of association>** respectfully request that your Ministry reconsider the cuts you have made and restore Special Education HNA funding to previous levels.

Should the Ministry continue to refuse to restore Special Education funding to appropriate levels, we will have no option but mobilize the thousands of parents of special needs students through our association and other partners to ensure this is top of mind for all voters and candidates during the next provincial election.

Your attention to this urgent request is appreciated.

Sincerely,

REGULAR BOARD

*Do not be anxious about anything, but in everything by prayer and supplication with
thanksgiving let your requests be made known to God.
Philippians 4:6*

Nancy Crawford, Chair
Ann Andrachuk, Vice Chair
Jo-Ann Davis, Trustee Ward 9
Maria Rizzo, Trustee Ward 5
Angela Kennedy, Ex-Officio
Frank D'Amico, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updating the Opening and Closing Exercises policy (S.S.02) to include daily recognition in school opening and closing exercises that we live, work, play and learn on indigenous lands.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Opening and Closing Exercises Policy (S.S.02) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Opening and Closing Exercises Policy (S.S.02) as amended and proposed in Appendix A.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

Date Approved: September 6, 2001	Date of Review: January 26, 2022	Dates of Amendment: Sept. 6, 2001; November 14, 2002; August 27, 2015; January 26, 2017
<p>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</p> <p>Attachments: Appendix A: Exemption Request Form: Parent Appendix B: Exemption Request Form: Student</p>		

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 SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

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 Catholic Values

Fostering Student Achievement and Well Being

Strengthening Public Confidence

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 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 **or with musical accompaniment, as deemed appropriate.**



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

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."
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 cappella, **or with musical accompaniment, as deemed appropriate**, singing of O Canada and/or the recitation of the Pledge of Citizenship; for example: stop, stand respectfully, remove hat, etcetera.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

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 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. **The TCDSB stands in solidarity with Indigenous peoples of Canada and acknowledges that all stakeholders live, work, play and learn on Indigenous lands. The following daily acknowledgement will be incorporated into each school's Opening Exercises:**
Out of our deep respect for our Indigenous heritage, we acknowledge <insert your school name> is situated upon traditional territories. The territories include the Wendat, Anishinabek (A-ni-shna-bek) Nation, the Haudenosaunee (hoh-DEE-noh-Shoh-nee) Confederacy, the Mississaugas of the New Credit First Nations, and the Métis Nation. We also recognize the enduring presence of Aboriginal Peoples on this land.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

11. 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.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

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



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

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: _____



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

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

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO REAL PROPERTY POLICIES (R.01, R.04, R.05, R.07, R.08, R.09, R.10)

*Let the wise hear and increase in learning, and the one who understands obtain guidance
Proverbs 1:5*

Created, Draft	First Tabling	Review
January 18, 2017	January 26, 2017	
Nancy Crawford, Chair, Governance and Policy Committee Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development		
RECOMMENDATION REPORT		

Vision:

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

Mission:

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

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



Members of the Committee:

Nancy Crawford, Chair
Ann Andrachuk, Vice Chair
Jo-Ann Davis, Trustee Ward 9
Maria Rizzo, Trustee Ward 5
Angela Kennedy, Ex-Officio
Frank D'Amico, Ex-Officio

A. EXECUTIVE SUMMARY

During the January 18, 2017 Governance and Policy Committee meeting, Trustees moved receipt and referral of staff's recommendation regarding Real Property policies to Board. The report recommended:

1. that the following policies be rescinded: Sharing (R.01), Site Acquisition (R.04) and School Sites Expansion (R.05) (Appendix A);
2. that the following policies be amended and consolidated into a new policy, Real Property (R.01): Expropriation of Real Property (R.07), Disposal of Surplus Real Property (R.08), School Sites – Operating Budget Surplus (R.10) (Appendix B); and
3. that Alternative Arrangements for School Facilities policy (R.09) be amended and updated in meta policy format to reflect updated legislation and operational procedures (Appendix C).

B. PURPOSE

This report is on the Order Paper of the Regular Board as staff recommend policies to be rescinded, amended and consolidated.

C. APPENDIX

APPENDIX A: Real Property policies currently on policy register

APPENDIX B: Real Property policy (R.01) as proposed

APPENDIX C: Alternative Arrangements for School Facilities policy (R.09) with proposed amendments

D. STAFF RECOMMENDATION

That the Board accept staff's recommendations and:

1. rescind: Sharing (R.01), Site Acquisition (R.04) and School Sites Expansion (R.05) (Appendix A);

2. approve the Real Property policy (R.01) as proposed in Appendix B, consolidating Expropriation of Real Property (R.07), Disposal of Surplus Real Property (R.08), School Sites – Operating Budget Surplus (R.10); and
3. approve the Alternative Arrangements for School Facilities policy (R.09) as amended and proposed in Appendix C.

TCDSB Policy Register – Current Policy

Sharing R.01

Policy

The TCDSB may lease a distinct viable unit of a school - a floor or a wing - on a shared basis where student accommodation needs are beyond those which can be provided by the Board and where an entire school building is not available for purchase or lease.

Regulations:

1. The lease for the sharing arrangement shall be for a minimum of five years, renewable for an additional five years.
2. The shared school shall have a separate entrance with the Catholic school name on the exterior of the school easily visible from the street.
3. The rental fee as determined by the lease/rental formula of the MET shall apply to the shared facility.
4. The sharing of the facility shall allow for the preservation of the milieu and integrity of the Catholic school.
5. A long term plan shall be worked out which will lead to a permanent solution to remove the landlord-tenant arrangement.

BM p 126, 19 Jun 86; BM, May 72.

Site Acquisition R.04

Policy

The Toronto Catholic District School Board shall develop annually a site acquisition program.

Regulations:

1. The site acquisition program will be developed annually through the Capital Expenditure Forecast process which is submitted to the Ontario Ministry of Education in the fall of each year.
2. Size of Sites:
 - a) Elementary school sites will be:
 - 1) a minimum of five acres in size, or
 - 2) a minimum of three acres where it is adjacent to a public park and there is municipal agreement to use the park as a playing campus.

3) a minimum of four acres if adjacent to a proposed church where part of the site will be severed and sold.

b) Secondary school sites will be:

1) a minimum of ten acres in size, or

2) a minimum of six acres where it is adjacent to a public park and there is municipal agreement to use the park as a playing campus.

c) where a school site in a suitable location becomes available which is less than the sizes referred to in a) and b), prior Board of Trustees approval is required before acquisition may be initiated.

3. The Toronto Catholic District School Board will cooperate with the Roman Catholic Episcopal Corporation in locating potential combined school/church sites.

4. The location and suitability of a site will be approved by the Board of Trustees.

5. The Toronto Catholic District School Board will proceed in accordance with the Education Act and the appropriate regulations of the Ontario Ministry of Education.

6. The cost of a school site will be approved by the Toronto Catholic District School Board before a purchase is finalized.

7. The Toronto Catholic District School Board may also acquire school sites through the process of expropriation if required.

BM p 34, 22 Jan 87; BM p 964, Jun 71.

School Sites Expansion R.05

SITE ACQUISITION AND EXPANSION - PLAY AREAS 1403

Policy

It is the policy of the Toronto Catholic District School Board that all schools have adequate play area to service the needs of the school community.

SITES - SIZE 1701

Policy

School sites owned by the Board, whether occupied by a school or not, shall not be reduced to less than five acres.

URBAN SITES - MINIMUM PLAY AREAS AND EXPANSION 1702

Policy

All schools located in the urban areas of the City of Toronto shall be expanded, where feasible, to a minimum standard of 65 square feet of playable area per pupil, provided the total footage does not exceed 1-1/2 acres.

SUBURBAN SITES - AREAS AND EXPANSION 1703

Policy

(1) The Deputy Director, Business Services, in accordance with the site purchasing policy of the Toronto Catholic District School Board shall acquire on the open market, properties offered to the Toronto Catholic District School Board provided:

- (a) the property will increase the playable area to the minimum of 175 square feet per pupil and/or,
- (b) the property will enhance the shape and/or condition of the Board's site and/or,
- (c) if an addition to the existing school is contemplated within two years and the said addition will reduce the playable area below the minimum of 175 square feet per pupil,
- (d) each site will not exceed four acres of playable area.

2. Where a school site is less than 175 square feet per pupil playable area, before an addition is placed on the site, additional property shall be obtained where possible, so that the site shall contain no less than the existing playable area.

BM p 1145, Sept 68., BM p 1028, Aug 68., BM p 165, Feb 68.

Expropriation of Real Property R.07

Site Acquisition- By Expropriation 1501

Policy

(1) The Administrative and Corporate Services Committee shall submit to the Board for approval:

- (a) the Committee's choice of site location, size and boundaries, number of rooms and other facilities to be provided;
- (b) an estimate of the cost to be incurred;
- (c) the name of the surveyor proposed, in accordance with the memorandum of policy related to appointment;
- (d) the name of the Appraiser, Agent and/or Consultants to be retained, and alternates, in accordance with the memorandum of policy related to appointment;
- (e) after consultation with the Administrative and Corporate Services Committee in respect of demolition and site clearance, plan preparation and construction time, the date upon which possession of all properties on the site will be required.

(2) Upon the receipt of all appraisal reports in respect of the properties on the site, the Deputy Director, shall report to the Administrative and Corporate Services Committee the anticipated

total budget requirements for the site, by adding to the aggregate of the appraisal figures an amount of not less than 10%. The figure approved by the Board for the site shall be known as the total budget.

(3) The Deputy Director, upon receipt of the appraisal reports, shall send one copy to the Solicitor, instructing the Solicitor to give the required notice under the Expropriation Procedures Act offering to pay compensation to the owners in an amount equal to the appraisal price for the individual property.

(4) The Deputy Director shall be authorized to settle the amount of compensation to be paid to the individual owners of expropriated properties

(a) without any prior approval or consent, if the settled amount does not exceed 110% of the appraised value of the property;

(b) with the approval of the Administrative and Corporate Services Committee if the settled amount, although exceeding 110% of the appraised value of the property, will not cause the total budget to be exceeded;

(c) with the approval of the Ad Hoc Committee if the settled amount, although exceeding 110% of the appraised value of the property will not cause the total budget to be exceeded by more than 5% provided the claim for compensation for the property has, at that time, been referred to the Board of Negotiation;

The Ad Hoc Committee shall be composed of the Chair of the Board, the Chair of the Administrative and Corporate Services Committee, and one member of the Administrative and Corporate Services Committee.

(d) with the approval of the Ad Hoc Committee if the settled amount, although exceeding 110% of the appraised value of the property will not cause the total budget to be exceeded by more than 8% (in addition to the 5% increase set out in paragraph 4(c) of this memorandum), provided the claim for compensation for the property has, at that time, been submitted to arbitration; and to pay the owner's legal and appraisal fees where requested.

(5) The Board, irrespective of settlement of compensation, shall offer to the owners, prior to taking possession, an amount equal to 75% of his/her equity based on the value established by the Board's appraisal, and further offer to discharge encumbrances.

(6) Upon settlement of compensation by the Ad Hoc Committee at Board of Negotiation or Arbitration, the Board shall receive a full report of the settlement, setting out the appraisal report, the number of offers and counter offers submitted by the Agent, a report from the Coordinator of Facilities Management and/or the Deputy Director, and the Solicitor for the Board.

(7) Where compensation has not been settled but vacant possession has been delivered to the Board, the Deputy Director may order an inspection by any accredited appraiser for the purpose of obtaining evidence for arbitration.

(8) No specific procedure can be laid down in respect of possession where no agreement is made with the owner in this regard. The Board is required to give ten days' notice of possession, but in practice in the past has usually given more. The Board is entitled to take possession after the time set out in the notice.

The act provides that where resistance or opposition is encountered by the Board in taking possession, the Board may apply to a Judge for a warrant to put down the resistance, i.e., put the owner on the street. Since there could be a great deal of unfavourable publicity involved, each situation should be dealt with on its own merits.

BM p 908, July 68.

Expropriation- Payment of Legal and/or Appraisal Fees 1502

Policy

With Respect to properties in which the Board indicates an interest and wishes to acquire through expropriation:

- (1) the Board may pay the legal fees of the vendor for the transfer of said property, reserving the Board's right to have any solicitor's bill taxed;
- (2) the Board shall produce an initial objective appraisal of the property which should be made available to the vendor, and the vendor shall be apprised of his/her right to an independent appraisal;
- (3) the Board may pay for an appraisal where requested by the vendor, and staff shall be empowered to settle any expropriation action within the limits of the Board's initial objective appraisal plus 10% for forceful taking, and all other offers outside these figures shall be presented to the Committee for a recommendation to the Board.

BM p 1564, Nov 67.

Expropriation- Use of Real Estate Agents 1503

Policy

Qualified real estate persons shall be retained to negotiate the compensation to be paid to expropriated owners of properties for the Board; except those properties which will be negotiated by the Board or its own staff. Where the negotiations of expropriated properties are to be carried out by staff personnel, the properties shall be appraised by qualified appraisers on the basis of "Market Value".

- (1) The brokers and/or agents of the Board shall be designated appropriate brokers of property to be suitably appraised at no cost to the Board, and thereby enter into negotiations with the principals in view of successfully concluding sales that are satisfactory to the Board.
- (2) The appraisal fee on individual property negotiations (including a written appraisal) shall be \$500, based on an acceptable purchase price.

(3) If, for any reason, a negotiation to the ending property by the agent or broker is unsuccessful, only the payment of a fee of \$150 per property will be paid for a qualified written appraisal.

(4) The broker and/or agent shall be subject to appearance at any official Board of Arbitration to substantiate his/her appraisal at no cost to the Board.

(5) The appointment of retaining broker-agents in these negotiations shall be the consideration of the Administrative and Corporate Services Committee to be approved by the Board. The broker-agents shall be appointed, with Board approval, by letter with suitable solicitor's terms of reference.

All appraisals shall be submitted within 14 days to the responsible staff official for deliberation. The appraisals, with suitable staff comment, shall be presented to the committee for procedural approval. Secondary negotiations, subject to staff and committee appraisals, shall be fully completed by October 31st, 1967. An extension period of not more than two weeks shall be allowable for properties requiring special attention.

BM p 980-1, Aug 67.

Expropriation- Appraisals 1504

Policy

Appraisals shall not be presented to expropriated owners at the time of the initial presentation of an offer by the Board's agent.

BM p 206 Feb 69.

Expropriation- Payment 1505

Policy

The Board shall offer 75% of the equity of expropriated owners as payment prior to taking possession of the property, as recommended by the Deputy Director, Business Services.

BM p 814, Jun 68.

Disposal of Surplus Real Property R.08

Policy

1. The Toronto Catholic District School Board shall dispose of surplus real properties after having been previously declared surplus by public offering and in such a manner as to obtain the maximum benefit to the Board in terms of financial benefit, or other equally significant consideration.

2. The disposal of all surplus real properties shall be in accordance with all relevant Statutes, Regulations and Ontario Ministry of Education Memoranda.

3. The Toronto Catholic District School Board shall utilize the most appropriate method, usually by sale, to dispose of surplus real properties in order to give due consideration to the unique nature of the specific real property.

4. The Toronto Catholic District School Board shall approve the method of sale to be used for the disposal of each specific real property prior to marketing, usually one of the following:

- a) Buyer Proposal Call;
- b) Negotiated Sale Call;
- c) Listed Sale Call

5. Where:

- a) a trustee of the Toronto Catholic District School Board has, and
- b) an employee of the Toronto Catholic District School Board, if a trustee, would have an obligation pursuant to the Municipal Conflict of Interest Act to disclose an interest in any offer, proposal, contract or other type of disposition of surplus real property of the Toronto Catholic District School Board, every such trustee, in addition to the statutory obligations, and employee, shall give written notice upon becoming aware of such interest, to the Secretary of the Toronto Catholic District School Board.

6. Where the Board established and approves a confidential reserve bid, as required by the Listed Sale Call Method of Disposal, the Deputy Director of Education shall have the authority to accept an offer to purchase provided that the offer to purchase is no less than the confidential reserve bid.

7. In the event of any conflict between the provision of this policy and the provisions of any other Board Policy, this Policy shall supersede.

Regulations:

1. Definition of Terms

a) **A Sale** shall mean any of the following:

- i) Transfer of freehold title upon payment of the total purchase price on closing;
- ii) Transfer of title with part payment in cash and the balance by mortgage;
- iii) By agreement, with part payment in cash and the balance due at a later date prior to transfer of freehold title;
- iv) Conveyance of real property by long term lease with, or without, an option to obtain freehold title upon payment of a price previously established, or to be negotiated;
- v) Exchange of real property.

b) **Real Property** shall mean block land, building lots, relocatable schools, administration buildings and all other forms of real estate, and shall include all rights which flow from its ownership.

c) **Public Offering** shall mean a public offering of real properties which shall be advertised in:

i) A local public newspaper (i.e., one or more of the Toronto Star, the Sun, or the Globe and Mail); and ii) A daily newspaper of the Canadian Construction Industry (i.e., the Daily Commercial News); iii) Other appropriate advertising media.

d) **Buyer Proposal Call** shall mean a publicly advertised indication of the Board's intent to sell, soliciting submissions for the purchase of specific real properties at prices and terms to be negotiated.

e) **Negotiated Sale Call** shall mean a publicly advertised offer requesting submissions to purchase specific real properties. An asking price and terms shall be stipulated, which may be negotiated.

f) **Listed Sale Call** shall mean a publicly advertised listing, either open or exclusive, of a specific property through a Real Estate Board Multiple Listing Service, or an individual registered real estate broker. The asking price and terms shall be specified and may be negotiated, subject to a confidential reserve price previously established by the Board.

g) **Other** shall mean any other method of disposing of real properties which the Board may choose to use from time to time upon the recommendation of the Administrative and Corporate Services Committee.

2. The Board's solicitor shall prepare a title search of the subject lands to verify the legal description and site dimensions, and to ensure that the title is free from any restrictions and to confirm that the Board is able to convey clear marketable title.

3. All Ontario Ministry of Education disposal procedures shall be initiated.

4. Where deemed appropriate, the Board may appoint a planning consultant to determine the development potential of the surplus property.

5. The Board shall appoint an accredited appraiser to determine the fair market value of the property. The appraisal report shall take into account the planning consultant's report, if applicable.

6. The Board may appoint other specialized consultants, if deemed necessary. These may include, but not be limited to, surveyors, financial consultants and engineers.

7. The Board shall request the approval of the Ministry of Education to dispose of surplus real property.

8. The Board shall request the Ministry of Education to waive the negative grant on the proceeds of the sale. In the event that the Ministry of Education does not waive the negative grant, a report shall be submitted to the Board prior to any further action being taken respecting the surplus real property.

9. Regulations 2 through 8 shall be completed prior to the Board entering into an agreement to dispose of the real property.

10. The method of sale to be used in the disposition of the surplus real property shall be recommended by staff and approved by the Board.

11. If the method of sale is to be other than a Listed Sale Call, Negotiated Sale Call, or a Buyer Proposal Call, staff will prepare a report for the Administrative and Corporate Services Committee detailing the alternative method and requesting approval for such. The method employed will give due consideration to the nature of the asset and the existing, as well as anticipated, market conditions.

12. Where the Listed Sale Call method is used to dispose of surplus real property, the Board shall establish a confidential reserve bid based on information contained in the appropriate consultant's reports.

13. A prospectus shall be prepared on each real property offered for sale. The prospectus shall be forwarded to each trustee and made available to all interested persons. The prospectus shall contain:

- a) Location and description of the real property concerned;
- b) An area map and site plan of the real property concerned;
- c) Instructions to potential purchasers on the procedures to be followed;
- d) Terms and conditions which may be acceptable to the Board;
- e) Current zoning;
- f) Current official plan designation;
- g) Potential development schemes based on a planner's analysis, if applicable, and dates for the last day for receipt of offer;
- h) The following statements:
 - i) that the real property shall be accepted in its present condition, which implies a knowledge of contours and subsoil conditions,
 - ii) that the onus is on the prospective purchaser to verify the accuracy of information provided,
 - iii) that the Board is not required to provide a survey,
 - iv) that when offers are received through registered real estate brokers, the Board will not pay real estate commissions until such time as the transaction is closed, or an agreement for sale is completed,
 - v) that the deposit amount of the successful proponent shall be forfeited to the Board if, through the fault of the bidder, the transaction is not completed,
 - vi) that the highest, or any, offer shall not necessarily be accepted,

vii) that a disclosure of principals shall be required to be submitted with the offer.

14. When the Board is utilizing a local newspaper for marketing a property, the advertisement shall be published not less than fifteen working days prior to the closing date, if any, and shall include:

- a) The method of sale;
- b) Location of the real property;
- c) A general description of the real property being offered for sale;
- d) The location and person to whom the proponent must submit his/her offer;
- e) The closing date and time, if applicable;
- f) Instructions for obtaining further information and/or a prospectus.

15. Where the Board specifies the closing date and time for the receipt of offers, all offers received shall be opened in public in the presence of no less than two of the following persons:

- a) Director of Education;
- b) Deputy Director of Business Services;
- c) Deputy Director of Education;
- d) The Chair of the Administrative and Corporate Services Committee, or delegate;
- e) Superintendent of Planning and Facilities;
- f) Coordinator of Planning and Facilities.

16. All offers received shall be reviewed by the Board's solicitor.

17. Prior to the presentation of offers to the Board, circulation of offers and reports thereon shall be limited to:

- a) Director of Education;
- b) Deputy Director of Business Services;
- c) Deputy Director of Education;
- d) Superintendent of Planning and Facilities;
- e) Coordinator of Planning and Facilities;
- f) Recording Secretary of the Board;
- g) Consultants as required.

18. Reports presented to the Board for consideration will contain a detailed analysis of each offer including the following information:

- a) Purchaser's Name;
- b) Agent;
- c) Terms and Conditions of Offer;
- d) Financial Considerations.

19. Original copies of each offer will only be available for inspection, upon request by individual trustees, as follows:

- a) At the Administrative and Corporate Services Committee meeting;
- b) In the Director of Education's office after the Administrative and Corporate Services Committee meeting and prior to the Board meeting.

20. Reports dealing with the sale of surplus real property will be dealt with at a special meeting of the Administrative and Corporate Services Committee which is no more than four days prior to any special or regular meeting of the Board at which the sale is to be considered.

21. Where the Board has established a date and time for the final receipt of offers, that date and time shall be a minimum of two days and a maximum of four days prior to the forty-eight-hour requirement for the receipt of agendas by trustees.

22. Procedures Governing Disposal by Buyer Proposal Call

a) Real properties, which have been declared surplus by the Board shall be advertised in appropriate newspapers at an appropriate date which shall be no later than fifteen working days prior to the final date for the receipt of offers.

b) In addition to the general information, the advertisement shall include:

- i) The closing date, time, location and person to whom the proponent must submit his/her sealed offer to purchase;
- ii) The date, time and location for the opening of offers to purchase;
- iii) A statement that all offers shall remain irrevocable until 12:00 midnight the day following the regular or special meeting of the Board at which all offers will be considered.
- iv) Directions for obtaining further information;

23. Procedures Governing Disposal By Negotiated Sale Call

a) Real properties, which have been declared surplus by the Board, shall be advertised in appropriate newspapers at an appropriate date which shall be no later than fifteen working days prior to the final date for receipt of offers to purchase.

b) In addition to the general information, the prospectus shall contain:

- i) The asking price for the property concerned;

- ii) The closing date, time, location and person to whom the proponent must submit his/her sealed offer to purchase;
- iii) The date, time and location for the opening of offers to purchase;
- iv) A statement that all offers shall remain irrevocable until 12:00 midnight the day following the regular or special meeting of the Board at which all offers will be considered;
- v) Directions for obtaining further information.

24. Procedures Governing Disposal By Listed Sale Call

a) Real properties which have been declared surplus by the Board shall be offered for sale directly through the Real Estate Board Multiple Listing Service with the Board performing the functions of the listing broker or through a registered real estate broker.

b) When the Board utilizes the services of a registered real estate broker, the listing agreement can be either:

- i) Multiple Listing Agreement;
- ii) Exclusive Listing Agreement.

c) In addition to marketing the property through the Multiple Listing Service, the following methods of advertising can be used, when considered appropriate, to market the property:

- i) Real Estate News newspaper;
- ii) Local newspapers;
- iii) Direct Mail Solicitation;
- iv) Any other means of advertising considered appropriate.

d) Sufficient copies of the prospectus shall be supplied to real estate brokers and in addition to the general information, the prospectus shall include:

- i) The asking price for the property concerned;
- ii) Availability of possession in the case of a tenanted property;
- iii) Directions for obtaining further information.

25. Procedures For Disposal By Other Means

a) The Board may wish to dispose of real property in a manner other than

- i) Buyer Proposal Call;
- ii) Negotiated Sale Call;
- iii) Listed Sale Call;

b) A detailed report shall be submitted through the Administrative and Corporate Services Committee to the Board for approval. The detailed report shall contain:

- i) The reason(s) for recommending the particular method of sale;
- ii) The procedures to be followed.

BM, 18 Oct 84; BM p 108, Jan 80.

Alternative Arrangements for School Facilities R.09

Date Approved: January 20, 2000 – Board Meeting	Dates of Amendment:
Cross Reference:	

Background

(1) A number of legislative provisions encourage school boards to consider alternate arrangements for the accommodation of elementary and secondary school pupils to the usual arrangement under which a school site is acquired and a stand-alone school is built on it.

(2) Ontario Regulation 20/98 provides that the education development charge background study contain:

6. A statement of the board's policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils estimated under paragraph 3 of section 7, without imposing education development charges, or with a reduction in such charges.

7. If a previous education development charge background study completed by the board included a statement under paragraph 6, a statement of how the policy referred to in the statement was implemented and, if it was not implemented, an explanation of why it was not implemented.

(3) Regulation 446/98 (Reserve Funds) permits a school board to utilize proceeds in the Pupil Accommodation Allocation Reserve Fund for the acquisition of "school sites that are acquired as part of transactions under which the board also acquires school buildings on the school sites".

(4) Section 210.1 of the *Municipal Act* authorizes municipalities and school boards to enter into arrangements under which they can provide for exemptions from taxation for municipal and school purposes of land or a portion of it that is “entirely occupied and used or intended for use for a service or function that may be provided by a “school board” or municipality”. It also authorizes an exemption to be given from municipal and education development charges in certain circumstances.

(5) The TCDSB recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These include a variety of acquisition strategies such as forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.

(6) The TCDSB’s record demonstrates this commitment:

	<u>AGENCIES INVOLVED</u>
· Humberwood Centre	<ul style="list-style-type: none"> - TCDSB(elementary school) - TDSB (elementary school) - City of Toronto (community centre) - Library Board (library branch)
· Mary Ward Catholic Secondary School	<ul style="list-style-type: none"> - TCDSB (secondary school) - City of Toronto (community centre)
· Lakeshore Grounds Campus (future school(s)/recreation centre/park campus)	<ul style="list-style-type: none"> - TCDSB (secondary & if necessary, elementary school) - Humber College (Lakeshore Campus) - City of Toronto (recreation centre and park)
· Railway Lands (future schools/park/ community centre campus)	<ul style="list-style-type: none"> - TCDSB (elementary school) - TDSB (elementary school) - City of Toronto (community centre and park)
· Port Union Village (future schools/park campus)	<ul style="list-style-type: none"> - TCDSB (elementary school) - TDSB (elementary school) - City of Toronto (park)

Policy

The TCDSB will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the Regulations set out below.

Regulations

- (1) The arrangement must be cost effective and advantageous for the TCDSB compared to other possible arrangements including an acquisition of a school site and the construction of a free standing building.
- (2) The arrangement shall comply with any guidelines issued by the Ministry of Education and Training.
- (3) The TCDSB may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.
- (4) The TCDSB shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils, and to ensure that its identity, ambience and integrity are preserved.
- (5) The facility shall have a separate entrance with the school name on the exterior of the school easily visible from the street."

School Sites - Operating Budget Surplus R.10

Background

(1) Section 9(1) paragraph 8 of O. Reg 20/98 (Education Development Charges - General) provides that an education development background charge study must contain:

8. A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

(2) It is therefore necessary that the review referred to in section 9(1) paragraph 8 be conducted annually as part of the process of setting the estimates.

(3) Under the General Legislative Grant Regulation, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites, thereby reducing the "growth related net education land cost" and the education development charge that may be levied by the TCDSB.

Policy

Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the TCDSB in a fiscal year, the Board shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.

Regulations

(1) If there is, or it appears that there will be a surplus in the operating budget, the Board shall pass a motion substantially as follows:

Whereas it appears that there has been or that there will be a surplus in the non-classroom part of the budget;

Moved that:

(i) The Board may designate an amount as available for the purpose of acquiring school sites by purchase, lease or otherwise;

(ii) The Board's reasons for so deciding are as follows:

[The Board may choose to direct some funds to the purchase of school sites or may decline to do so. Reasons for the decision should be included which indicate where the board will be directing the funds and its basic reasons for doing so. The purpose for this part of the motion is to ensure that a clear record of the board's decision and its reasons are available as part of the public record for inclusion in the education development charge background study. This is particularly necessary as evidence for the Ontario Municipal Board in the event of an appeal of the by-law.]

(2) If there is no surplus, or it appears that there will not be a surplus in the operating budget, no further action is required with respect to this Policy."

BM p. 20 Jan 2000



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: Real Property

POLICY NO: R. 01

Date Approved: January 26 2017	Date of Next Review: January 2022	Dates of Amendments:
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Cross References:

Amending and Consolidating: R. 07 Expropriation of Real Property, R. 08 Disposal of Surplus Real Property, R. 10 School Sites—Operating Budget Surplus

Purpose:

This policy is intended to provide guidance to the Board with respect to the expropriation, disposition and leasing of Real Property.

Scope and Responsibility:

This policy applies to all school sites and other TCDSB property as well as TCDSB's ability to acquire additional property. The Director of Education is responsible for this policy with the support of the Planning and Development Services.

Alignment with MYSP:

Strengthening Public Confidence

Providing Stewardship of Resources

Policy:

The TCDSB is committed to ensuring planning for school sites and other TCDSB property is developed in accordance with relevant legislation and in conjunction with the plans of municipal councils, other school boards and other authorities to achieve maximum service to the community.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: Real Property

POLICY NO: R. 01

Regulations:

1. Expropriation of Real Property:

- a. The Expropriations Act, R.S.O., 1990, C.E.26 defines the process requirements a school Board, as an expropriating authority, must adhere to.
- b. All expropriations are subject to Board approval.
- c. The procedure for hiring of consultants for expropriation such appraisers, surveyors, and real estate brokers follow the Board's Material Management procurement *Purchasing Policy FP01*.

2. Disposal of Surplus Real Property:

- a. The TCDSB shall dispose of surplus real properties in accordance with the requirements of section 194(3) of the *Education Act*.
- b. The TCDSB shall approve the method of disposition, sale or lease, and issue a proposal in accordance with *Ontario Regulation 444/98; Disposition of Surplus Property*, made under the Education Act.
- c. Should no offers in compliance with the *Ontario Regulation 444/98; Disposition of Surplus Property* be received, and subject to Ministry of Education approval, the TCDSB may proceed with the disposition of the property, at fair market value, to any other body or persons.
- d. All Purchase and Sale Agreements and/or Lease Agreements are subject to Board approval.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: Real Property

POLICY NO: R. 01

3. School Sites - Operating Budget Surplus:

- a. Section 9(1) paragraph 8 of O. Reg 20/98 (Education Development Charges - General) provides that an education development background charge study must contain:

A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

It is therefore necessary that the review referred to in section 9(1) paragraph 8 be conducted annually as part of the process of setting the estimates.

Under the **Grants for Student Needs**, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites, thereby reducing the "growth related net education land cost" and the education development charge that may be levied by the TCDSB.

- b. Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the TCDSB in a fiscal year, the Board shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.
- c. If there is, or it appears that there will be a surplus in the operating budget, the Board shall pass a motion substantially as follows:

Whereas it appears that there has been or that there will be a surplus in the non-classroom part of the budget;



POLICY SECTION: REAL PROPERTY

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POLICY NAME: Real Property

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d. Moved that:

(i) The Board may designate an amount as available for the purpose of acquiring school sites by purchase, lease or otherwise;

(ii) The Board's reasons for so deciding are as follows:

[The Board may choose to direct some funds to the purchase of school sites or may decline to do so. Reasons for the decision should be included which indicate where the board will be directing the funds and its basic reasons for doing so. The purpose for this part of the motion is to ensure that a clear record of the board's decision and its reasons are available as part of the public record for inclusion in the education development charge background study. This is particularly necessary as evidence for the Ontario Municipal Board in the event of an appeal of the by-law.]

c. If there is no surplus, or it appears that there will not be a surplus in the operating budget, no further action is required with respect to this Policy."

Definitions:

Real Property shall mean block land, building lots, relocatable schools, administration buildings and all other forms of real estate, and shall include all rights which flow from its ownership.

A Sale shall mean any of the following:

- i) Transfer of freehold title upon payment of the total purchase price on closing;
- ii) Transfer of title with part payment in cash and the balance by mortgage;
- iii) By agreement, with part payment in cash and the balance due at a later date prior to transfer of freehold title;



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: Real Property

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iv) Conveyance of real property by long term lease with, or without, an option to obtain freehold title upon payment of a price previously established, or to be negotiated;

v) Exchange of real property.

Expropriation is the forced purchase of land by a public authority from a private owner.

Disposition is the act of disposing; transferring to the care or possession of another. The parting with, alienation of, or giving up of property.

Evaluation and Metrics:

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

Development Services will continue to monitor and review the policy to ensure compliance with current Statutory and Regulatory requirements with respect to Real Property.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES

POLICY NO: R. 09

Date Approved: January 20, 2000- Board	Date of Next Review: January 2022	Dates of Amendments: January 26, 2017
Cross References: <i>Real Property, R. 01</i>		

Purpose:

The purpose of this policy is to guide Senior Administration in the identification of partnerships that support Board priorities, within the specified requirements outlined in this policy.

Scope and Responsibility:

This policy applies to all school sites and other TCDSB property. The Director of Education is responsible for this property with the support of Planning and Development Services.

Alignment with MYSP:

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Policy:

Legislative provisions encourage school boards to consider alternate arrangements for the accommodation of elementary and secondary school pupils to the usual arrangement under which a school site is acquired and a stand-alone school is built on it.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES

POLICY NO: R. 09

Regulations

1. Ontario Regulation 20/98 provides that the education development charge background study contain:

6. A statement of the board's policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils estimated under paragraph 3 of section 7, without imposing education development charges, or with a reduction in such charges.

7. If a previous education development charge background study completed by the board included a statement under paragraph 6, a statement of how the policy referred to in the statement was implemented and, if it was not implemented, an explanation of why it was not implemented.

Paragraph referencing Regulation 446/98 (Reserve Funds) removed as it was revoked on September 15, 2010.

2. Section 210.1 of the *Municipal Act* authorizes municipalities and school boards to enter into arrangements under which they can provide for exemptions from taxation for municipal and school purposes of land or a portion of it that is "entirely occupied and used or intended for use for a service or function that may be provided by a "school board" or municipality". It also authorizes an exemption to be given from municipal and education development charges in certain circumstances.
3. The TCDSB recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These include a variety of acquisition strategies such as



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POLICY NO: R. 09

forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.

4. The TCDSB's record demonstrates this commitment:

	<u>AGENCIES INVOLVED</u>
· Humberwood Centre	<ul style="list-style-type: none"> - TCDSB(elementary school) - TDSB (elementary school) - City of Toronto (community centre) - Library Board (library branch)
· Mary Ward Catholic Secondary School	<ul style="list-style-type: none"> - TCDSB (secondary school) - City of Toronto (community centre)
· Lakeshore Grounds Campus (future school(s)/recreation centre/park campus)	<ul style="list-style-type: none"> - TCDSB (secondary & if necessary, elementary school) - Humber College (Lakeshore Campus) - City of Toronto (recreation centre and park)
· Railway Lands (future schools/park/ community centre campus)	<ul style="list-style-type: none"> - TCDSB (elementary school) - TDSB (elementary school) - City of Toronto (community centre and park)
· Port Union Village (future schools/park campus)	<ul style="list-style-type: none"> - TCDSB (elementary school) - TDSB (elementary school) - City of Toronto (park)

5. The TCDSB will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the procedures set out below.



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SUB-SECTION:

POLICY NAME: ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES

POLICY NO: R. 09

- a. The arrangement must be cost effective and advantageous for the TCDSB compared to other possible arrangements including an acquisition of a school site and the construction of a freestanding building.
- b. The arrangement shall comply with any guidelines issued by the **Ministry of Education**. The TCDSB may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.
- c. The TCDSB shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils, and to ensure that its identity, ambience and integrity are preserved.
- d. The facility shall have a separate entrance with the school name on the exterior of the school easily visible from the street."

Evaluation and Metrics:

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

Development Services will continue to monitor and review the policy to ensure compliance with current Statutory and Regulatory requirements with respect to Real Property.



Robin Pilkey

Chair and Trustee, Ward 7, Parkdale-High Park

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November 21, 2016

Catholic Education Centre
80 Sheppard Avenue East
North York, ON M2N 6E8

Dear Chair Angela Kennedy

Attached is a letter to the Minister of Education with a motion from the Board of Trustees October 26, 2016 meeting *addressing systemic racism and implementing meaningful change through the curriculum review process*.

We hope you will support this motion by discussing this at your board and by sending a letter to the Minister of Education asking for her support.

Please contact or Trustee Neethan Shan Neethan.shan@tdsb.on.ca if you have any questions concerning this motion.

Yours truly

A handwritten signature in black ink, appearing to read 'Robin Pilkey'.

Robin Pilkey
Chair of the Board

cc: Trustee Neethan Shan – Ward 21 Scarborough-Rouge River
Ontario School Board Chairs
OSPBA



November 21, 2016

Robin Pilkey

Chair and Trustee, Ward 7, Parkdale-High Park

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The Honorable Mitzie Hunter
Minister of Education,
Government of Ontario
14th Floor, Mowat Block
900 Bay Street
Toronto, ON, M7A 1L2

Dear Minister Hunter:

At the October 26, 2016 meeting of the Toronto District School Board discussion was held on addressing systemic racism and how to implement meaningful change through the Curriculum Review Process.

Among the issues raised were the following:

- the current curriculum being taught in public schools from Grade 1 to Grade 12 does not adequately reflect the ethno-racial diversity of Ontario; and
- many racialized students, parents and educators feel that they, their experiences and their contributions are not represented and reflected in the content of what is being taught in their classrooms; and
- despite the slow progress being made, there is a long way to go in making sure that the staffing of the education system is reflective of the student population; and
- student achievement is tied to how the students feel about themselves and their identities, the level of their self-esteem and the sense of belonging in their schools and in the education system; and
- racial inequities and systemic discrimination continue to be an important issue in the education system;


On behalf of the Toronto District School Board of Trustees, I am writing this letter to bring to your attention the following motion that was passed at our October 26th 2016 Board meeting:

Be it resolved that the Chair send a communication to the Minister of Education requesting that the Ministry undertake an ethno-racial, equity-based, comprehensive review of the curriculum beginning with Grade 1 and continuing to Grade 12 in all major subjects;

- (i) *That the review be conducted with the objective of putting forward concrete recommendations that can help make the curriculum become more reflective and representative of the diverse ethno-racial communities in Ontario;*
- (ii) *That educators, anti-racism advocates, parents/guardians and students from the diverse racialized communities be engaged in the review process;*
- (iii) *That a copy of the request be sent to the Minister Responsible for the Anti-Racism Directorate;*
- (iv) *That a copy of the Board's decision be sent to the chairs of all Ontario school boards, with a request for support;*
- (v) *That a copy of the Board's decision be sent to the Ontario Public School Boards' Association with a request for support and advocacy of the resolution.*

I look forward to hearing from you on this important issue.

Yours truly



Robin Pilkey
Chair of the Board

cc: Minister for Anti-Racism Directorate
Ontario School Board Chairs
OSPBA

MASTER PENDING LIST AND ROLLING CALENDAR TO JANUARY 26, 2017

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Dec-14 Corporate Services	Deferred until such time that deficit is under control	Corporate Services	Report regarding System-Wide Approach to Digital School Signage	Associate Director of Planning and Facilities
2	Jan -16 Corporate Services	Apr-17	Corporate Services	Request to the TTC to reduce transit rates for our students.	Associate Director Planning and Facilities
3	March-16 Corporate Services	Apr-17	Corporate Services	Report back to the Board on progress made to make TCDSB a “net zero” school Board	Associate Director Planning and Facilities
4	June-16 Corporate Services	Nov-16	Corporate Services	Comparison of new leasing rate model vs the old model	CFO and Executive Superintendent, Business Services
5	June-16 Corporate Services	Feb-17	Corporate Services	That staff begin collection of day-today temperature data regarding Passive Cooling for Schools Without Air Conditioning (All Wards)	Associate Director Academic Affairs
6	Nov-16 Corporate Services	Feb-17	Corporate Services	Report regarding Toronto and York Region Labour Council	Associate Director Planning and Facilities
7	Nov-16 Regular Board	Feb-17	Corporate Services	Report regarding Status of Wait Lists for Over Subscribed Elementary Schools (All Wards)	Associate Director Planning and Facilities

8	Jan-16 Regular Board	Sep-16	Regular Board	Report advising the Board on Recommendation #30 of the Safe Schools Inquiry regarding the Official Spokesperson during Crisis Situation	Legal Counsel
9	Jan-16 Regular Board	Jan-17	Regular Board	Report on the Impact of the MYRP on students, teachers and principals and the gap between funding received and salaries and benefits	Legal Counsel/ Comptroller Business Services
10	Mar-14 Student Achievement	LTAPP Oct-16	Regular Board	That the director initiate meetings with community colleges and high schools that provide culinary programs to pursue educational opportunities and report back to the Board	Associate Director, Academic Affairs
11	Nov-16 Regular Board	Jun-17	Regular Board	The final committee submission regarding the Parent/Student Bill of Rights, as vetted by the Board's legal counsel to the Board of Trustees and that the documents be sent out for public feedback before coming back to the Board.	Director of Education
12	Jan-17 Student Achievement	June-17	Regular Board	Report regarding an update on the Strategic Objectives and Priorities identified in the background of the Report of October 20, 2016 regarding Trustee and Staff Strategic Planning Session at the May 2017 Strategic Planning Session and in a report to Full Board in June 2017.	

13	June-16 Student Achievement	Apr-17	Student Achievement	<p>Report regarding the results of the data being tracked and monitored since September 2016, which informs us of the system and student impacts on those areas where Trustees have approved cuts for 2016-2017.</p> <p>This report to be included as an Appendix to the 2017-2018 Budget reductions options with the following information for each reduction option;</p> <ul style="list-style-type: none"> - Risks to students, schools and the system (including risks to achievement, well-being and learning opportunities); - - Our proposed response (s) to identified risks. 	Associate Director Academic Affairs & CFO, Executive Superintendent, Business Services
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14	June-16 Student Achievement	Apr-17	Student Achievement	<p>Report regarding a review of Educational Assistant efficiencies Board-wide in both elementary and secondary including</p> <ul style="list-style-type: none"> - details on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests. - A dollar unit cost per special education student, and if possible, comparisons with other Boards. 	Associate Director Academic Affairs and CFO/Executive Superintendent, Business Services
15	June-16 Student Achievement	In advance of setting the budget for future years	Student Achievement	Report regarding costs for materials and how they can be reduced by department in the future	Associate Director Academic Affairs/CFO and Executive Superintendent, Business Services

16	Oct-16 Student Achievement	Feb -17	Student Achievement	<ol style="list-style-type: none"> 1. Report regarding possible program changes which could be implemented to achieve cost savings going forward. The report to include potential impacts to the Board, to students and to instructors 2. Report outlining how the extended day international language programs could be transitioned to an afterhours program, recognizing the limitations in the collective central agreement 3. Staff to provide a transition for 20%, 40% and 60% of students with comparative costs and potential savings to the Board 	Associate Director Academic Affairs
17	Oct-16 Student Achievement	June-17	Student Achievement	Staff to implement a survey for the parents and students involved in the Pilot Project for Jump Mathematics	Associate Director Academic Affairs

ANNUAL REPORTS

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Affairs
2	January (A)	Corporate Affairs	Monthly Financial Report	Executive Superintendent Business Services
3	February (A)	Student Achievement	External Research Report	Associate Director Academic Affairs
4	February (A)	Student Achievement	Accountability Framework for Special Education	Associate Director Academic Affairs
5	March (A)	Corporate Affairs	Planning Enrolment Projection	Associate Director of Planning and Facilities
6	February (A)	Corporate Affairs	Legal Fees Report	Executive Superintendent Business Services
7	February (A)	Corporate Affairs	Statement Reserves Accumulated Surplus	Executive Superintendent Business Services
8	February (A)	Corporate Affairs	Monthly Financial Report	Executive Superintendent Business Services
9	February (A)	Regular Board	Policy Budget Timeline and Public Consultation Survey	Executive Superintendent Business Services
10	February (A)	Regular Board	Metrics for MYSP 6 Strategic Directions	Director of Education

11	March (A)	Corporate Affairs	Monthly Financial Report	Executive Superintendent Business Services
12	<i>March (A)</i>	<i>Student Achievement</i>	<i>Staffing Status Report for Next School Year</i>	<i>Associate Director Academic Affairs</i>
13	April (A)	Student Achievement	Conflict Resolution Department Report	Associate Director Academic Affairs
14	April (A)	Corporate Affairs	Monthly Financial Report	Executive Superintendent Business Services
15	April (A)	Regular Board	Non-Resident VISA Student Fees for September 2013	Associate Director Academic Affairs
16	April (A)	Regular Board	Education Development Charges Policy Review	Associate Director of Planning and Facilities
17	May (A)	Student Achievement	Report regarding Updates on items referred to in Ministry of Education Operational Review	Associate Director Academic Affairs
18	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive Superintendent Business Services
19	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Affairs
20	May (A)	Corporate Affairs	Monthly Financial Report	Associate Director Academic Affairs
21	June (A)	Student Achievement	21 st Century Learning Update	Executive Superintendent Business Services

22	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Affairs
23	June (A)	Regular Board	Budget Estimates	Associate Director Academic Affairs
24	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
25	September (A)	Student Achievement	Full Day Kindergarten Enrolment Report	Associate Director Academic Affairs
26	September (A)	Corporate Affairs	Enrolment for September Report	Associate Director Academic Affairs
27	September (A)	Corporate Affairs	Trustee Honorarium Report	Associate Director Academic Affairs
28	September (A)	Corporate Affairs	Monthly Financial Report	Executive Superintendent Business Services
29	September (A)	Regular Board	Angel Foundation for Learning Year In Report	Executive Superintendent Business Services
30	September (A)	Student Achievement	Community Engagement	Director of Education
31	September (A)	Student Achievement	Elementary and Secondary School Enrolment Report	Associate Director Academic Affairs & Associate Director Planning and Facilities
32	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
33	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Affairs
34	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Affairs

35	October (A)	Student Achievement	Information Report on the International Languages Program to include dates, statistical trends, surveys, results of previous assessments in changing demographics (city-wide population and home language dynamics) and immigration patterns in all wards.	Associate Director Academic Affairs
36	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) ·Grade 9 Assessment of Mathematics (second semester and full-year students) and OSSLT Assessment (EQAO)	Associate Director Academic Affairs
37	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
38	October (A)	Corporate Affairs	Trustee Honorarium Report	Executive Superintendent Business Services
39	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Affairs
40	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Affairs
41	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Affairs
42	November (A)	Corporate Affairs	Monthly Financial Report	Executive Superintendent Business Services

43	November (A)	Corporate Affairs	Parent/Guardian and Student Transition Surveys	
44	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
45	November (A)	Regular Board	Audited Financial Statements	Executive Superintendent Business Services
46	December (A)	Corporate Affairs	Revised Budget Estimate for Consideration	Executive Superintendent Business Services
47	December (A)	Regular Board	Director's Annual Report	Director of Education
48	December (A)	Student Achievement	Status of Monitoring Team for the Safe School Inquiry Recommendations	Associate Director Academic Affairs