

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA MARCH 30, 2017

Angela Kennedy, Chair
Trustee Ward 11

Frank D'Amico, Vice Chair
Trustee Ward 6

Ann Andrachuk
Trustee Ward 2

Patrizia 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

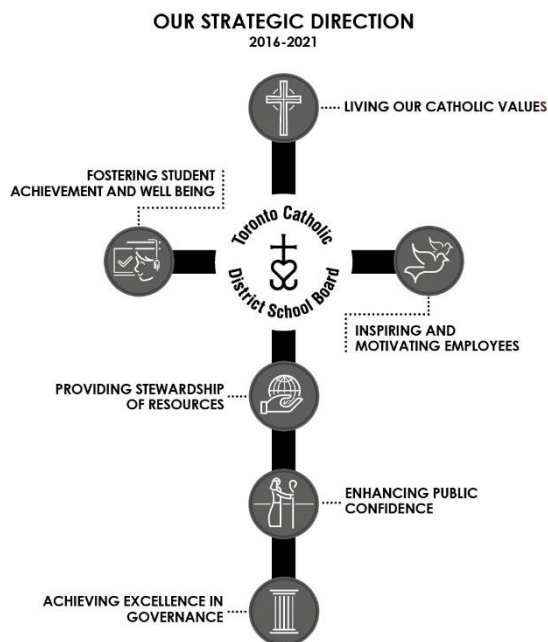
Sal Piccininni
Trustee Ward 3

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Asst. Recording Secretary: 416-222-8282 Ext. 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, March 30, 2017

7:00 P.M.

Pages

1. Call to Order
2. Memorials and Opening Prayer
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
 - 7.a Reconsideration of Motion passed at the Corporate Services Committee Meeting on March 9, 2017 regarding School Cash Online - Survey Results

That the TCDSB embark on the implementation of the School Cash Online suite using scenario #3 enhanced with credit card option, provided in Section F, and that the addition of alternative payment options be considered at a later date upon further review of annual operational costs.

8. Declarations of Interest	
9. Approval and Signing of Minutes of the Previous Meetings	1 - 60
9.a Special Board - February 1, 2017	
9.b Special Board (Student Achievement) - February 2, 2017	
9.c Special Board - February 15, 2017	
9.d Special Board (Corporate Services) - February 15, 2017	
9.e Regular Board - February 23, 2017	
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15. Matters referred/deferred from Committees/Board	
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16.a Report regarding Elementary School Attendance Boundary Review: St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus	74 - 130

and Our Lady of Sorrows – (Wards 1, 2)

16.b	New Policies and Guidelines January 2017 - Before and After School Programs	131 - 157
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17.d	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)	228 - 255
17.e	Report of the Governance and Policy Committee on Update to Religious Education Course Requirement for Secondary Pupils Policy (S.P.12)	256 - 260
17.f	Report of the Governance and Policy Committee on Rescind of School Safety Patrols Policy (S.P.09)	261 - 263
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21.	Closing Prayer	
22.	Adjournment	

**MINUTES OF THE SPECIAL MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
HELD FEBRUARY 1, 2017
PUBLIC SESSION**

PRESENT:

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

A. Gauthier
A. Sangiorgio
R. McGuckin
J. Yan
P. DeCock
M. Silvo
A. Della Mora
K. Malcolm
J. Shanahan
P. Aguiar

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

MOVED by Trustee Davis, seconded by Trustee D'Amico, that the agenda, as amended, be approved.

CARRIED

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D’Amico
 Davis
 Del Grande
 Kennedy
 Tanuan

The Motion was declared

CARRIED

Apologies were received on behalf of Trustees Piccininni, Poplawski and Rizzo and Student Trustees Dubrovskaya and Carlisle.

MOVED by Trustee Del Grande, seconded by Trustee Davis, that Items 11a), 11b), 11c), 11d), 11e) and 11f) be adopted as follows:

- 11a) Yvonne Fiamengo regarding Pupil Accommodation Review**
- 11b) Process – St. Matthias, Holy Redeemer and Our Lady of**
- 11c) Guadalupe Catholic Schools** (Represented Rachana Dhavale,
- 11d) Marcin Michalik, Cecilia Frank, Nour Beidas and Ioulia Bacinello) –**
- 11e) all received and referred to staff to be included in the report to the**
- 11f) Board of Trustees on February 23, 2017.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Items 11g), 11h), 11i), 11j), and 11k) be adopted as follows:

- 11g) **Stephen Colavincenzo regarding the Proposed Closure of Holy**
- 11h) **Redeemer Catholic School** (Represented Anna Mann, Paul Mann,
- 11i) Lidia Cancelliere and Deb Hutton) – received and referred to staff to
- 11j) be included in the report to the Board of Trustees on February 23,
- 11k) 2017.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Del Grande, that Item 111) be adopted as follows:

- 111) **Reza Shah regarding Pupil Accommodation Review Process St. Michael Catholic School** – received and referred to staff to be included in the report to the Board of Trustees on February 23, 2017.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino

Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that Item 11m) be adopted as follows:

- 11m) **Judith Campbell regarding Pupil Accommodation Review for St. Michael Catholic School** – received and referred to staff to be included in the report to the Board of Trustees on February 23, 2017.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees	Andrachuk
	Bottoni
	Crawford
	D’Amico
	Davis
	Del Grande
	Kennedy
	Martino
	Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Bottoni, that the Agenda be reopened to include Delegations from Lisa Brylowski and Dionne Grant.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Martino, that Item 11n) be adopted as follows:

11n) **Lisa Brylowski regarding Pupil Accommodation Review for St. Paul Catholic School - received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni

Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Martino, that Item 11o) be adopted as follows:

11o) **Dionne Grant regarding Pupil Accommodation Review Process for St. Michael Catholic School – received.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 15a) be adopted as follows:

- 15a) Interim Report regarding Pupil Accommodation Review: Holy Redeemer, Our Lady of Guadalupe and St. Matthias (Wards 7, 11) – received and referred to the February 23, 2017 Board Meeting.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 15b) be adopted as follows:

- 15b) Interim Report regarding Pupil Accommodation Review: St. Michael, St. Paul and Our Lady of Lourdes (Ward 9)** – received and referred to the February 23, 2017 Board Meeting with the word “submission” being replaced with “approval” in the first sentence of recommendation number 1.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D’Amico
 Davis
 Del Grande
 Kennedy
 Martino
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Martino, seconded by Trustee Andrachuk, that Item 15c) be adopted as follows:

- 15c) Report regarding Pupil Accommodation Review: Don Bosco Catholic Secondary School (Ward 1)** – received and referred to the February 23, 2017 Board Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

CARRIED

SECRETARY

CHAIR

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

HELD THURSDAY, THURSDAY, FEBRUARY 2, 2017

STUDENT ACHIEVEMENT

PRESENT:

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

A.Gauthier
 R. McGuckin
 A. Sangiorgio
 P. Matthews
 P. DeCock
 J. Yan
 N. D'Avella
 C. Fernandes
 K. Malcolm
 D. Yack
 A. Della Mora
 L. Di Marco
 S. Campbell
 V. Burzotta
 M.Caccamo
 P. Aguiar

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

An apology was received on behalf of Trustee Martino.

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

MOVED by Trustee Poplawski, seconded by Trustee Tanuan, that the items dealt with in PRIVATE session regarding Organizational Charts and CUPE Motions – Ratification of the Central and Local Terms consistent with the CUPE Extension Agreement be approved.

Trustee Del Grande wished for it to be recorded that both he and Trustee Kennedy had declared an interest in the Private Session on the HR matter as their family members are employees of the Board. Trustees Del Grande and Kennedy did not participate in the discussion of the item nor voted on the item.

On the vote being taken as follows:

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

The Motion was declared

CARRIED

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

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 Kennedy, seconded by Trustee Tanuan, that the matters dealt with in PUBLIC SESSION be approved.

On the vote being taken as follows:

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

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting held January 12, 2017 – approved

Delegation from Domenico Paglia regarding International Language –received and referred to staff.

Delegation from Zoya Trofimenko, Chair of the Joysf Cardinal Slipyj CSPC, regarding International Languages Extended Day Program – received.

Report regarding International Languages (Elementary) Program Models and Cost Savings – received and that our unique, valued International Language Program continue both in the Extended Day and After Hours programs.

Interim Report regarding Safe Schools Inquiry Implementation received and

1. That we send a letter to the Federal Government urging them to do everything possible to eliminate all illegal handguns in Canada and
2. That we send a letter to the Mayor of the City of Toronto and to the Toronto Community Housing Authority to assert responsibility as landlord to keep the buildings at 2063 and 2067 Islington Avenue, Toronto, safe for the community who live at those addresses and for other people in the neighbourhood.
3. That we reinforce a culture of life ministry in schools in support of the Safe School Program.
4. That staff ensure that positive Re-enforcement and corrective measures be part of every progressive discipline plan and that it be recorded in writing and available to Suspension and Expulsion Review Committees.

Report regarding External Research Conducted in the Toronto Catholic District School Board – Policy S.19 – received.

Report regarding Metrics for the Toronto Catholic District School Board Multi-Year Strategic Plan (MYSP) – received.

Multi-Year Strategic Plan (MYSP) New Graphic 2016-2021 received and that the proposed new graphic for the TCDSB 2016-2021 Multi-Year Strategic Plan in Appendix B be adopted.

Long-Term Program Plan (LTPP) for Proposed French Immersion Schools – received and

1. That the Board of Trustees approve the creation of French Immersion sites at the following elementary schools for September 2017:
 - i. Cardinal Leger
 - ii. St. Benedict
 - iii. St. Eugene
 - iv. St. Gerald
 - v. St. Jerome
 - vi. St. Vincent de Paul
2. That the Board of Trustees approve the creation of French Immersion sites at the following elementary schools for September 2018:
 - i. St Alphonsus
 - ii. St Ambrose
 - iii. St Brigid
 - iv. St Jane Francis
 - v. St Mary
3. That the Board of Trustees delay the implementation of the Extended French program at St. Angela until 2018.
4. That the Board of Trustees approve the creation of a secondary French Immersion site at Blessed Cardinal Newman and Bishop Marrocco/Thomas Merton for September 2017.

5. That we add to recommendation number one, Part vii: that staff do the appropriate consultation to look for a school that would include French Immersion in the southeast part of the city, Ward 11, and
6. That a fifth recommendation be added: That the Board approve the creation of French Immersion sites at St Patrick Secondary School.

Canada 150 (Sesquicentennial) and Toronto Archdiocese 175th Celebrations – received and that the Board’s Nurturing our Catholic Community Committee be designated as the group responsible for coordinating the 150th and 175th celebrations so that all our schools can have access, with membership extended to individuals wanting to contribute new ideas related to the TCDSB’s Canada 150th programming and 175th Anniversary celebrations of the Archdiocese.

MOVED by Trustee Andrachuk, seconded by Trustee D’Amico, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR

MINUTES OF THE SPECIAL MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
HELD FEBRUARY 15, 2017
PUBLIC SESSION

PRESENT:

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

A. Gauthier
A. Sangiorgio
R. McGuckin
C. Jackson
P. Matthews
P. DeCock
D. Koenig
J. Yan
M. Puccetti
M. Silvo
A. Della Mora
L. DiMarco
P. Caccamo
C. Fernandes
K. Malcolm
S. Campbell
J. Wujek

N. D'Avella
J. Shain

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

MOVED by Trustee Piccininni, seconded by Trustee Andrachuk, that the agenda, as amended, be approved.

CARRIED

Apologies were received on behalf of Trustee Bottoni and Student Trustees Dubrovskaya and Carlisle.

MOVED by Trustee Poplawski, seconded by Trustee Crawford, that Item 11a) be adopted as follows:

- 11a) **Dan Fisher regarding Conducting Parent Consultations on whether to Launch French Immersion at St. Vincent de Paul Catholic School – received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees	Andrachuk
	Crawford
	D'Amico
	Davis
	Del Grande
	Kennedy
	Martino
	Piccininni

Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Poplawski, that Item 11b) be adopted as follows:

- 11b) **Delegation from Jenny Muccioli and Elisete Bettencourt, Co-Chairs of CSPC, regarding Deferring the Decision of French Immersion at St. Vincent de Paul Catholic School – received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees	Andrachuk Crawford D’Amico Davis Del Grande Kennedy Martino Piccininni Poplawski Rizzo Tanuan
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The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Del Grande, that Item 11c) be adopted as follows:

- 11c) **Delegation from Iuliana Calin, representative of CSPC, regarding Early French Immersion at St. Vincent de Paul Catholic School – received.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Del Grande, that Item 11d) be adopted as follows:

- 11d) **Chris Perez, representative of CSPC, regarding Delayed Implementation of French Immersion at St. Vincent de Paul Catholic School – received.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that Item 16a) be adopted as follows:

16a) **Delayed Implementation of Board-Approved New French Immersion Sites: St. Vincent de Paul Catholic School and Bishop Marrocco/Thomas Merton Catholic Secondary School** – received and

1. That the Board of Trustees delay the implementation of the French Immersion program at Bishop/Marrocco/Thomas Merton Catholic Secondary School, pending further consultation until September 2018.
2. That the Board of Trustees delay the implementation of the French Immersion program at St. Vincent de Paul Catholic School, pending further consultation until September 2018.

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that the meeting recess to move into Corporate Services Public Meeting.

CARRIED

The Special Board meeting continued with Trustee Kennedy in the Chair.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Poplawski, to add a third item: That we review our Consultation Policy, add specific language to the policy regarding implementation for specific programs in individual schools, and for it to be referred to the Governance and Policy Committee for review.

MOVED in AMENDMENT to the AMENDMENT by Trustee Del Grande, seconded by Trustee Crawford, that staff review and report back to the Board of Trustees on the communication process regarding French Immersion at St. Vincent de Paul Catholic School.

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

In Favour

Opposed

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

The Amendment to the Amendment was declared

CARRIED

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

In Favour

Opposed

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

The Amendment was declared

CARRIED

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that Item 17a) be adopted as follows:

- 17a) **Communication from Lori McIndoe regarding Concerns about the Potential French Immersion Program at St. Vincent de Paul Catholic School** – received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

- 17b) **Communication from Mira Connell regarding French Immersion at St. Vincent de Paul Catholic School** – received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Del Grande, that Item 17c) be adopted as follows:

- 17c) **Communication from Isabel Perez-Doherty regarding French Immersion Program at St. Vincent de Paul Catholic School** – received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Del Grande, 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, FEBRUARY 15, 2017

Corporate Services

PRESENT:

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

A. Gauthier
A. Sangiorgio
C. Jackson
P. Matthews
A. Della-Mora
D. Koenig
P. DeCock
M. Silva
J. Yan
N. D'Avella
M. Puccetti
J. Wujek
C. Fernandes
L. DiMarco
P. Aguiar

K. Malcolm
S. Campbell
J. Shain

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

Apologies were received on behalf of Trustee Bottoni and Student Trustees Carlisle and Dubrovskaya who were unable to attend the meeting.

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

Trustee Del Grande wished for it to be recorded that both he and Trustee Kennedy had declared an interest in the PRIVATE Session regarding the HR matter as their family members are employees of the Board. Trustees Kennedy and Del Grande did not vote nor participate in the discussion of the item.

·
MOVED by Trustee Davis, seconded by Trustee Andrachuk, that the items dealt with in PRIVATE SESSION regarding Former St. Leonard – Ward 7 – Disposition of Surplus Property and Audit Committee's Annual Report to the Board of Trustees for the Year Ended August 31, 2016 be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Andrachuk
 Crawford
 D'Amico

Opposed

Davis
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

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.

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino
 Piccininni

Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting held January 19, 2017 for Public Session-
approved.

Delegation from Joe DaSilva, representative of Etobicoke Basketball Association, regarding Toronto Catholic District School Board's Permit Fees
– received.

Delegation from James Medeiros regarding the Transfer of His Children from St. John Bosco Catholic School to St. Cecilia Catholic School – received and referred to staff.

Report regarding Liquor Permit Request for St. Joseph Annual Silent Soiree for April 21, 2017 – received and that the Liquor Policy be waived to serve alcohol at an Annual Soiree Event on April 21, 2017 at St. Joseph Catholic School, from 6:30 p.m. to 11:00 p.m. – received.

Report regarding Liquor Permit Request for Brebeuf College for May 5, 2017– received and that the Liquor policy be waived to serve alcohol at an event on May 5, 2017 at Brebeuf College Catholic Secondary School, from 6:00 p.m. to 12:00 midnight - received

Report regarding Liquor Permit Request for St. Cecilia for June 8, 2017– received and that the Liquor policy be waived to serve alcohol at a Fun Fair event on June 8, 2017 at St. Cecilia Catholic School from 4:00 p.m. to 8:00 p.m. – received.

Report regarding Response to Not-for-Profit Youth Sports Organizations Permit Concerns – received and

1. That Category B2 youth sports organizations permit rates not be adjusted;
2. That Category B2 youth sports organizations permit holders who have claimed financial hardship be invited to apply for a fee reduction as outlined in this report.

Report regarding Evaluation Matrix for New Larger Gymnasiums – received and

1. That gymnasium size in relation to the school enrolment/OTG become a criteria within the Capital Priorities evaluation matrix.
2. That the criteria matrix to prioritize future gymnasium replacements be approved as details in the report.
3. That a 10th criteria be added to the Criteria Matrix to include Utilization.
4. That staff provide a lower ranking for schools with community centres on sites and a higher ranking for those without community centres on site.

Report regarding Status Update regarding Interior Air Temperature in Non Air-Conditioned Schools (ALL WARDS) – deferred to the March 9, 2017 Corporate Services Committee meeting.

Financial Report as at December, 2016 – deferred to the March 9, 2017 Corporate Services Committee meeting.

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

The Motion was declared

CARRIED

SECRETARY

CHAIR

MINUTES OF THE REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
HELD FEBRUARY 23, 2017

PUBLIC SESSION

PRESENT:

Trustees	<p>A. Kennedy, Chair</p> <p>F. D’Amico, Vice Chair</p> <p>A. Andrachuk</p> <p>P. Bottoni</p> <p>N. Crawford</p> <p>J. Davis</p> <p>M. Del Grande</p> <p>J. Martino</p> <p>S. Piccininni</p> <p>B. Poplawski</p> <p>M. Rizzo</p> <p>G. Tanuan</p> <p>R. Carlisle - Student Trustee</p> <p>A. Gauthier</p> <p>A. Sangiorgio</p> <p>C. Jackson</p> <p>R. McGuckin</p> <p>D. Koenig</p> <p>C. Fernandes</p> <p>K. Malcolm</p> <p>M. Puccetti</p> <p>M. Silva</p> <p>D. Yack</p> <p>A. Della Mora</p> <p>M. Caccamo</p> <p>N. D’Avella</p>
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V. Burzotta
Lori DiMarco
S. Campbell
P. Aguiar

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

An apology was received on behalf of Student Dubrovskaya who was unable to attend the meeting.

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that the Agenda be amended to include Item 18a) Communication regarding Toronto Catholic District School Board's Anaphylaxis Policy and Item 19a) Inquiry from Trustee Rizzo regarding Secondary School Redirection.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion to approve the Agenda, as amended, was declared

CARRIED

Moved by Trustee Davis, seconded by Trustee Crawford, that Item 6 be adopted as follows:

- 6) **Reports from Private Session** that the items dealt with in PRIVATE SESSION regarding the contract agreements with three union groups, brief discussions on organizational charts and communication from OCSTA relating to Executive Compensation Framework be approved.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

Trustee Del Grande and Trustee Kennedy declared an interest in the second segment of discussions on Item 10b) Organizational Charts, and Items 13a) CUPE Motions Ratification of the Central and Local Terms Consistent with the CUPE Extension Agreement and 14a) Communication from Patrick Daly, President of OCSTA, regarding Executive Compensation Framework, as their family members are employees of the Board. Trustees Del Grande and Kennedy did not participate in the discussion of the items nor voted on the item.

MOVED by Trustee Martino, seconded by Trustee Piccininni, that the Minutes of the following Meetings be approved, as amended, as follows:

- 9a) Special Board (Student Achievement) – January 12, 2017
- 9b) Special Board (Corporate Services) – January 19, 2017
- 9c) Regular Board – January 26, 2017

Results of the Vote taken, as follows:

In favour

Opposed

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

Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

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

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

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that Item 10b) be adopted as follows:

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

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Martino, seconded by Trustee Piccininni, that Item 11a) be adopted as follows:

- 11a) John Grassby, representative of 700 David Hornell VC Squadron Royal Canadian Air Cadets, regarding the Proposed Closure of Don Bosco Catholic School and School Permit Users - received and referred to staff.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that Item 14a) be adopted as follows:

- 14a) Draft Minutes of the Special Education Advisory Committee Meeting Held on February 8, 2017 with a recommendation to the**

Board of Trustees that they examine the Safe Arrival Policy to see how it can protect Special Needs students up to the age of 21 or until graduation – received and referred to the Governance and Policy Committee for a review of the Safe Arrival Policy.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Tanuan, that the reference of the Safe Arrival Policy to the *Governance and Policy Committee* should be replaced with *Staff*.

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

In Favour

Trustees Bottoni
 D’Amico
 Del Grande
 Kennedy
 Poplawski
 Tanuan

Opposed

Andrachuk
 Crawford
 Davis
 Martino
 Piccininni
 Rizzo

The Amendment was declared

LOST

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

In Favour

Trustees Andrachuk
 Bottoni
 Crawford
 D’Amico
 Davis
 Kennedy
 Martino

Opposed

Del Grande
 Piccininni
 Tanuan

Poplawski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee D'Amico, that Item 17a) be adopted as follows:

17a) Final Report regarding Pupil Accommodation Review: Holy Redeemer, Our Lady of Guadalupe and St. Matthias (Wards 7, 11)

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.
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);

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 consolidations and consultation with TECT;
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;
11. Whereas, recommendation for this item assumes that a new school will be built to consolidate St. Matthias, Our Lady of Guadalupe and Holy Redeemer;
12. And whereas, Holy Redeemer is unsustainable at an enrolment of 68 students and would in its natural course be consolidated with St. Matthias School even if a new school was not built;
13. Then be it resolved, should any portables be required that they have air conditioning and WIFI;
14. Be it also resolved, that with the additional number of students the opportunity exists to introduce at least one special program

such as French, gifted, arts and STEM. This introduction with community input to be in place for 2018-2019 school year.

Rationale:

The Board saves money by consolidating and displacing students. A portion of the dedicated savings should be used for a win - win for both the school Board and its students and their parents. There is no guarantee that the Ministry will accept our Business case. In the meantime, we need to deal with the issue at hand which is, disruption for the two communities. There need to be some benefits in exchange for this disruption that are reasonable in costs for the Board. It needs to be palatable if not ideal for both the Board and for St. Matthias and Holy Redeemer communities.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee D'Amico, that Item 17b) be adopted as follows:

17b) Final Report – Pupil Accommodation Review – Don Bosco (Trustee Ward 1):

1. That Don Bosco be closed effective September 2017;
2. That the Grade 11 students attending Don Bosco be accommodated in neighbouring catholic secondary schools for February 2017;
3. That Grade 12 students who require additional time to earn credits, in 2017-18 in order to graduate, be counselled and assisted in placement in geographically proximate schools.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee D'Amico, that Item 17c) be adopted as follows:

17c) Final Report regarding Pupil Accommodation Review: St. Michael, St. Paul and Our Lady of Lourdes (Ward 9) received and:

1. After approval 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. Should Ministry approval be provided after March 31, 2017, the consolidation will take place in September 2018.
3. That the attendance boundaries of St. Michael and St. Paul be combined to form the new boundary for St. Paul.
4. That the boundary for Our Lady of Lourdes be adjusted effective immediately as set out in the Report.
5. 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.
6. That transportation be reassessed and offered in accordance with the Transportation Policy for both timelines above;
7. That the Director of Education develop a Transition Plan including timelines to facilitate both consolidations above;
8. That a name be considered for the replacement school on the Duke of York site in accordance with the School Names (S.07) policy;
9. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the replacement school be assessed.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Piccininni, that Recommendation number 2 be deleted from the motion.

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

In Favour

Trustees Andrachuk
 Bottoni
 D'Amico
 Del Grande
 Martino
 Piccininni

Opposed

Crawford
 Davis
 Kennedy
 Poplawski
 Tanuan

The Amendment was declared

CARRIED

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

In Favour

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

Opposed

The Motion was declared

CARRIED

The Chair declared a five-minute recess.

The meeting continued with Trustee Kennedy in the Chair.

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that Item 17d) be adopted as follows:

17d) Long-Term Accommodation Plan – Results of Stakeholder Consultation - received and

1. That the Board of Trustees approve the LTAP for elementary as per the following table and as detailed in *Appendix 'C'*

Trustee Ward	Net OTG Reduction or Increase
1	204
2	608
3	463
4	-18
5	1346
6	-338
7	-364
8	-1451
9	-1502
10	-1359
11	-103
12	-353
Total	-2867

2. That the Board of Trustees approve the LTAP for secondary as per the following table and as detailed in *Appendix 'D'*.

Trustee Ward	Net OTG Reduction or Increase
1	-840
2	2383
3	569
4	110
5	526
6	Nil*
7	455
8	Nil*
9	21
10	-872
11	759
12	534
Total	3645

3. That the approved LTAP inform the budget setting process.

Results of the Vote taken, as follows:

In Favour

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Kennedy
 Martino
 Piccininni
 Poplawski

Opposed

Rizzo

Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that Item 17e) be adopted as follows:

17e) Long-Term Program Plan – Results of Stakeholder Consultation-
received and

1. That staff complete an assessment of all existing specialized programs in secondary schools and make recommendations to the Board in 2017-2018.
2. That the Board of Trustees approve the program recommendations for **Elementary Schools** contained in the Action section of this report as follows:
 - a. Finalize the *Multi-language school (Maximillian Kolbe)* Program Model for JK/SK and grade 1 in consultation with OECTA-Toronto Elementary Catholic Teachers (TECT) and present the model to the Ministry of Education for approval. Pending timely approval by Ministry of Education staff, anticipate implementation for September 2017.
 - b. Proceed with planning for a specialized Arts program (*at St. Raymond*) through consultation with TECT and with input from the architect for the new school design.
 - c. Proceed with planning for implementation at new Railway Lands School, and explore Reggio Emilia opportunities in other schools in the next 2 years.
 - d. Proceed to investigate the application requirements and cost with International Baccalaureate Ontario (IBO); consult with TECT and school communities to gauge interest.
 - e. Revisit Year Round Elementary programs in 2 years

- f. Central staff will work with schools to explore the enrichment of existing Curriculum Expectations with a focus on Science, Technology, Engineering, Arts and Mathematics.
3. That the Board of Trustees approve the program recommendations for **Secondary Schools** contained in the Action section of this report as follows:
 - a. Central Resource staff will continue to support schools in enriching existing Specialist High Skills Major (SHSM) programs and consult about adding different SHSM programs to secondary schools.
 - b. Central Resource staff will continue to support schools in enriching existing Math/Science/Tech (MST) by introducing Computer Engineering and Technology courses to create a STEM program, and consider adding Arts programs to develop STEAM programs in all interested secondary schools.
 - c. Delay the application to the International Baccalaureate Ontario (IBO) pending further consultation with OECTA-Toronto Secondary Unit (TSU) and James Cardinal McGuigan staff and community, and develop a budget for the implementation and maintenance of the IB program.
 - d. Proceed to develop a co-educational secondary school in partnership with St. Michael's College, University of Toronto and consider developing programs commensurate with programming found at St. Michael's College and the University of Toronto
 - e. Central staff and Partnership Development Department to support those schools with existing Hospitality/Culinary programs develop partnerships with community colleges to align programing. Where there is interest and existing Hospitality/Culinary facilities in schools, support schools in the expansion of such programs.
 - f. Pursue high performance sports programming within an existing secondary school to permit alternative schedules and

- modes of instruction for elite student-athletes, pending consultation with school communities and TSU.
- g. Revisit Year Round Secondary programs in 2 years.
 - h. Creation of a Late Start School is not recommended at this time.
 - i. Incorporate 21st century fluencies, Technology and Arts programming in developing STEM, STEAM and other Science-Technology programs in any interested secondary schools to create a centre of excellence.
 - j. Investigate central funding sources to support curriculum-aligned Robotics activities in schools.
 - k. Consult with Secondary Schools with strong Business Studies programs to develop Entrepreneurial studies and offer Advanced Placement opportunities in Business courses.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Martino:-

That Item 3a) be reworded to: Central Resource staff will continue to support schools in enriching existing Specialist High Skills Major (SHSM) programs and *consultation to include Trustees* about adding different SHSM programs to secondary schools;

That Item 3e) include: *Look at business partnerships using a co-op model*, as the last sentence;

That Item 3j) include: *Contact local colleges/universities as partners in the 2017-18 year e.g. the University of Waterloo and University of Toronto Engineering*, as the last sentence, and

That 3l) be added: *Implement Congregated Advanced Placement programs in every third secondary school, balanced throughout the Board, to provide an equitable opportunity to this program for all students.*

Time for business expired and was extended by majority consent for 15 minutes as per Article 12.6.

MOVED in AMENDMENT to the AMENDMENT by Trustee Davis, seconded by Trustee Poplawski:

- Part 1) That staff come back with a plan on how we are going to engage staff and parents in investigating a pilot project for elementary and secondary year-long learning.
- Part 2) Add Item 2g) that Robotics and Coding be explicitly added to the areas under exploration by Central staff in elementary schools.
- Part 3) That staff investigate piloting late start secondary schools with the appropriate stakeholders.

Results of the Vote taken on the Amendment to the Amendment as follows:

In Favour

Opposed

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

The Amendment to the Amendment was declared

CARRIED

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

In Favour

Opposed

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

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Poplawski, that the following be added as the last sentence in Item 2b):

That staff investigate the possibility of starting specialized elementary art programmes and enhanced music.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Davis:

That *Multi-Language school (Maximillian Kolbe)* be inserted before Program Model in Item 2a) and

That (*at St. Raymond*) be inserted after Arts program in Item 2b).

Time for business expired and was extended by majority consent for 15 minutes as per Article 12.6.

Results of the Vote taken on the second Amendment, as follows:

In Favour

Opposed

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

The second Amendment was declared

CARRIED

Results of the Vote taken on the first Amendment, as follows:

In Favour

Opposed

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

The first Amendment was declared

CARRIED

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that Item 17f) be adopted as follows:

- 17f) School Cash Online** received and that the TCDSB consult with our parent community to gauge interest in this service prior to embarking on the implementation of the School Cash Online suite using scenario number 3 enhanced with credit card option. The addition of alternative payment options may be considered at a later date.

That details in this report and an on-line sample, walking people through the process, be provided to inform comments. Staff to report back with the results of the consultation.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Andrachuk, that the words *prior to engaging the firm* be added to the last sentence.

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

In Favour

Opposed

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

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees	Andrachuk Bottoni Crawford D'Amico Kennedy
----------	--

Poplawski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Time for business expired and was extended by majority consent for 15 minutes as per Article 12.6.

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that Item 18a) be adopted as follows:

18a) Letter from Michael Barrett, Chair of Durham District School Board, regarding Change Fee for OUAC Applications – received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that Item 18b) be adopted as follows:

- 18b) Communication from Sandra Mastronardi, representative of the Special Education Advisory Committee,** regarding the Toronto Catholic District School Board's Anaphylaxis Policy - received and referred to staff for consideration and for referral to the Governance and Policy Committee for review.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Rizzo, that Item 19a) be adopted as follows:

**19a) Inquiry from Trustee Rizzo regarding Secondary School
Redirection – received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D’Amico
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

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

CARRIED

SECRETARY

CHAIR



Chair's Monthly Report February 20 - March 31, 2017

Following are highlights for the period of February 20 to March 31, 2017.

Tuesday, February 28th

- Attended the Canada's Outstanding Principals Gala 2017, recognizing Flora Cifelli, Principal at Dante Alighieri Academy

Tuesday, March 7th

- Had the pleasure of attending the Ordinandi Dinner, along with the Director, Trustees, Senior staff and Students

Wednesday, March 15th

- Attended the North York Historical Society Meeting – The Great War

Wednesday, March 22nd

- Along with the Director and Senior Staff of Early Years met with the Child Care Coalition



Director's Monthly Report February 20 - March 31, 2017

Following are highlights for the period of February 20 to March 31, 2017.

Tuesday, February 21st

- Held OECTA Liaison meeting at the CEC

Monday, February 27th

- Delivered opening remarks at this year's New Teachers Induction Program (NTIP) at the CEC
- Attended a meeting with the Dante and St. Margaret staff

Tuesday, February 28th

- Attended this year's *Canada's Outstanding Principals Gala*, recognizing Flora Cifelli, Principal at Dante Alighieri Academy

Wednesday, March 1st

- Attended the Boards Ash Wednesday service in the chapel
- Held a meeting with the Program Director and Director of Strategy & Communications of Voilà Learning

Friday, March 3rd

- Attended First Friday Mass held in the Board Room
- Site visit to James Culnan for FDK renovations required to accommodate the September 2017 program

Monday, March 6th

- Participated in a Visioning Exercise at the Congregation of St. Basil: Basilian Fathers for a potential partnership
- Attended the Nomination Committee Meeting for Alumni, Merit and Friends of Catholic Education Award

Tuesday, March 7th

- Had the pleasure of attending the Ordinandi Dinner, along with the Chair, Trustees, Senior Staff and Students

Thursday, March 9th

- Attended a remarkable production of Shakespeare presented by the Grade 5 class at Annunciation Elementary School

Monday, March 20th

- Attended a Ministry WE event at St. Francis of Assisi Elementary School
- Delivered greetings at Voices that Challenge at St. Michael's College School

Wednesday, March 22nd

- Participated in the Kairos Blanket exercise at the Mary Ward Centre
- Along with the Chair and Senior Staff of Early Years a meeting was held with the Child Care Coalition

Friday, March 24th

- Delivered opening remarks at the Power of a Girl Conference at the CEC

Monday, March 27th

- Attended the ILite Conference for Student Leadership
- Participated in the Girls on the Rise activity – Empowering young girls to maximize their potential

Wednesday, March 29th

- Held a meeting with UOIT - Teacher Education Advisory Committee

Thursday, March 30th

- Attended Cardboard Races at St. Raymond Elementary School

Friday, March 31st

- Held CUPE Liaison meeting at the CEC



March Student Trustee Report:

On March 20th the CSLIT Executive along with some student volunteers helped to facilitate a successful Voices That Challenge Conference. This leadership conference was one where a diverse group of student leaders from across the TCDSB came together to learn how to use their voices to empower their fellow students. Many members of the board attended including the Director and Associate Director of Education who both shared some words of wisdom with the audience of student leaders.

The students attending this conference were able to take part in many different workshops to develop their leadership skills, as well as listen to two amazing keynote speakers; Stan Wesley (who touched on various issues still seen in Canadian Aboriginal communities and how we, as leaders, can come together to combat these issues) and Sophia Bayjoo (a motivational speaker from WE who spoke about challenging ourselves to get involved in issues we are passionate about). Students were asked to complete a survey relating to student voice at the end of each workshop, the results of which will be included in the Student Trustee Voices That Challenge Board Report.

Subcommittee Updates:

E-CSLIT:

This month, E-CSLIT focused on the virtue of March: Forgiveness. Before the meeting began, student leaders successfully filled 5 boxes with school supplies for students in the Philippines. One keynote speaker, Stephan Martins, gave an educational and eye-opening presentation as he discussed how student leaders can help their schools become eco-friendly. The next face-to-face meeting will be on April 6th, 2017 which will be focused on the virtue of Justice. In addition, for next month's challenge, students are asked to build and design a Rube Goldberg Machine. On March 27th, 2017 the i-LITE conference will be held at the Metro Convention Centre.

Social Affairs:

The Social Affairs Movie Night was successfully held on Friday, March 10th at the CEC in Quigley Hall. The event allowed students to enjoy evening with their friends and other leaders in the school board. The event was executed two both provide an enjoyable evening and additional funds for AFL and Social Affairs for their respective upcoming events. The Social Affairs committee will continue to plan in depth for the upcoming CSLIT Gala potentially taking place on May 26th.

Social Justice:

This month, the Social Justice subcommittee has collected donations for Frontiers Foundation and will continue to do so until March 28th. Social Justice has also been working on the creation of an Aboriginal workshop which would raise awareness about the injustices and social inequalities that Native Peoples of Canada face, and encourages student leaders to advocate for change. In addition, Social Justice has worked in collaboration with the Equity subcommittee to plan a trip to visit Mohawk Institute, a former residential school in Brantford, Ontario.

Equity:

The Inclusion and Belonging Retreat is scheduled for Friday, April 7th at Don Bosco. With keynote speakers such as Jenna Tenyuk, Emmet, and a former Equity Director. Equity and Social Justice are currently organizing a trip to a Northern Residential school (see above). We also have student leaders going to PAST camp May 1st-3rd.

Angel Foundation:

This month, the AFL subcommittee is planning another fundraising event, "Glow in the Dark Dance" which will happen April 7th. Furthermore, the AFL sweaters will be sold until the end of the month and will be promoted throughout the following weeks. All profits from these sweaters will go towards the Angel Foundation for Learning.

Faith:

In the month of March, the Faith aspect of CSLIT attended the Lift Jesus Higher Rally where the TCDSB organized a table to "advertise" all the teachings of the catholic board, including all the service trips and events held through CSLIT and the board itself. The Ordinandi lunch also occurred within the month of March, where students across the board were able to learn more about the importance of the Catholic faith, and were able to bring stories and lessons learned back to their schools.

This month the group has been able to contact women shelters to organize a fundraiser dedicated to them, and the group plans to promote a small donation at the next General Assembly. Additionally, they have been able to contact sisters who are willing to work with the subcommittee and provide small rosaries to the group to potentially sell at an upcoming meeting, all proceeds would go to the Archdiocese of Toronto.

CSLIT General Assembly:

On February 28th, CSLIT held yet another successful General Assembly with a diverse group of secondary students from across the board in attendance. This meeting was filled with keynote speakers to help expand the way student leaders perceive various situations. Father Brian, a representative from the Missionaries of the Poor, spoke to the students about the board wide mission for hope in Haiti. Dwayne Matthews, also came to speak to the students about the importance of using your imagination to reach their goals. At the end of the February General Assembly, students were encouraged to come out and attend the next GA which will be held on March 28th.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING
RECORDED

For Board Use
Only

Delegation No. _____

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

Name	Elio Freitas	
Committee	Regular / Special Board	
Date of Presentation	3/30/2017	
Topic of Presentation	Trustees must respect parents for the well-being of students	
Topic or Issue	Love and Respect God	
Details	Stop the repression of Catholic values	
Action Requested	Policy in our Catholic Board that defines marriage as God's creation: a man and a woman become one in marriage	
I am here as a delegation to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Advisory Committee (CSAC)	{2} I am an official representative of the Catholic School Advisory Committee (SAC) } {CSAC Position }	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
Submittal Date	3/16/2017	



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday Jan 16, 2017

~ Catholic Education Centre ~

7:00 P.M.

Meeting Time & Location:	7:00 PM to 10:00 PM	CEC – Catholic Teachers Centre
Chair:	Geoffrey Feldman	
Secretary (note-taker):	NTC Reporting & Transcription Inc.	

Parent & Community Members Present (voting Members):	W1 – O P E N W2 – Geoffrey Feldman – Chair W3 – W4 – Annalisa Crudo-Perri W5 – Jana Seymour W6 – W7 – David Rodriguez W8 – Ruth Oliveros W9 – W10 – Kana Muthiah W11 – Ben Xavier ☎ W12 – PMAL 1 – PMAL 3 – Ana Bela Da Silva (W5) Com Rep 1 – Shayann Boodoo (OAPCE-T) ☎ Com Rep 3 – Dennis Hastings - Communications	W1 – O P E N W2 – W3 – W4 – Joe Fiorante – Treasurer ☎ W5 – Cheryl Bristol-Matte -Vice Chair ☎ W6 – W7 – O P E N W8 – W9 – W10 – O P E N W11 – W12 – John Del Grande ☎ PMAL 2 – PMAL 4 – Com Rep 2 – O P E N ☎ Telephone Symbol
	Other Members In Attendance (<i>ex officio</i> and non-voting): TCDSB Director of Education – Angela Gauthier TCDSB Director Designate - John Wujek TCDSB Trustee Representative – Garry Tanuan TCDSB Parent Engagement & Toronto CPIC Liaison – Carla Marchetti	
Apologies for Absence:	Sandra Mastronardi (W2), Nilo Ang (W3), Manny Ching (W9), Lalit Lobo (W11), Paulina Corpuz (W12), Rosanna Del Grosso (PMAL1)	
Absent:	Luciano Asenjo (W3), Melissa Hardwyk (W6), Nelson Goncalves (W6), Monina Lim Serrano (W8),	

Guests and Public in Attendance:	Emmy Szekeres-Milne (TCDSB Communications); Alistair Robertson (TCDSB Staff Parliamentarian) Desmond Alvares, Arnold Rodrigues (W7) No other guests present
Next Meeting:	Monday Mar 06, 2017 Location: CEC @ 7:00 PM

AGENDA ITEMS	DISCUSSION & DECISIONS
1 Welcome, Call to Order, Roll Call, Declaration of Quorum and Prayer	The Chair welcomed everyone, called the meeting to order and led the roll call at 07:10 PM . After a determination of Members present, the Chair declared that as quorum was confirmed, the meeting was duly convened and legally constituted. R. Oliveros led the opening prayer.
2 Adoption of Proposed Agenda	After those present had an opportunity to read and review the proposed Agenda, and a call for additions and changes was made, the following motion was proposed: Motion 16/01-01 MOVED THAT the proposed Agenda, including additions and changes, be formally adopted as the Meeting Agenda. Approved as a “procedural item” by Consent Carried

APPROVED MONDAY MARCH 06, 2017 MOTION 17/03-02



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday Jan 16, 2017

~ Catholic Education Centre ~

7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
<p>3 Review, Approval & Confirmation of Minutes of Prior CPIC Meetings</p>	<p>The Minutes of the Meeting of Monday, December 19, 2016 were distributed</p> <p>After those present had an opportunity to review the Minutes, the following was proposed:</p> <p>Motion 16/01-02 MOVED THAT the Minutes of the Meeting of December 19, 2016, with corrections and changes, be formally approved and confirmed as the official record of proceedings.</p> <p>Approved as a “procedural item” by Consent Carried</p>
<p>4 Report from the Chair</p>	<p>Treasurer presided over the Meeting.</p> <p>G. Feldman reported:</p> <ul style="list-style-type: none"> • Chair attended the Board of Trustee meeting in December. • Reviewed the financial reports with the Treasurer • Reminded members as to Who CPIC is, and What CPIC does. <p>Chair presided over the Meeting.</p>
<p>5 Report from the Trustee Representative or Designate</p>	<p>Trustee Tanuan reported.</p> <p>Many questions related to CPIC were posed at the last Trustee meeting. Members should try to scan the Board Agendas to give CPIC input. For Example at the last Board meeting we discussed a report about reductions of Educational Assistants and about the CPIC elections.</p>
<p>6 Report from the Director of Education or Designate</p>	<p>Director Gauthier reported.</p> <p>Short month with all the December celebrations. Highlight - large number of staff turnover at the end of the year, experienced staff who retired. Ms. Fernandes - corporate secretary for the Board, Ms. Di Taranto - executive assistant to the Chair and Director; Ms. Walker from Communications; Ms. Rocca - executive admin assistant. We will see a lot of new faces in the executive office.</p> <p>January is the start for preparations for budget setting for the 2017-2018 school years and you are encouraged to watch this process. We will inform CPIC members when the proposed budget has been set. We will also try to provide as many opportunities for parents to provide input. There will be Special board meeting to obtain the board’s final seal of approval. That’s the biggest item that we are working on right now.</p> <p>Mr. Wujek may be joining later – he is currently dealing with a Ward commitment.</p> <p>TCDSB Liaison Marchetti (on behalf of Superintendent Wujek) reported.</p> <p>On February 8th we will have a workshop on the transition for grade 7 and 8 parents 6:30 and 8:30 at Bishop Marrocco/Thomas Merton CSS. Newcomers have been invited there to understand the navigating of system. The TCDSB Guidance team will be presenting at that workshop. We are asking parent councils to help advertise this event.</p> <p>On January 27th the TCDSB is hosting with our five partnerships, the settlement workers, and the TCDSB mental health department we are going to be having a workshop to highlight services that need to be provided to newcomers as it pertains to mental health and successful transitioning of students. We are looking at the different roles that the settlement workers have in the school, as well as extra support provided by social services.</p> <p>In the next week will be sending out survey to parent councils looking at the types of operational workshops, parent engagement workshops, and parent council initiatives this will assist us in understanding school data, school priorities, parent engagement strategies, and which timelines -</p>

APPROVED MONDAY MARCH 06, 2017 MOTION 17/03-02



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

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7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
	<p>evenings are best for parents to attend these workshops. We are asking parent councils to complete one survey per school.</p> <p>We are also bring proactive with schools and ensuring that they're well on their way to organizing their initiatives that pertain to ProGrants awarded. We are following up with principals and parent councils to see what assistance they need to ensure the funds are spent and projects completed.</p>
7 Financial Report from the Treasurer	<p>CPIC Treasurer reported.</p> <p>An overview of spending (attached as Appendix "A") as reported by the TCDSB for December 31, 2016 was provided and discussed by the members.</p> <p>Motion # 16/01-03 MOVED THAT the Financial Report as presented be accepted. Mover: D. Rodriguez (W7) Seconded: R. Oliveros W8 Carried</p>
8 Unfinished (Old) Business and Matters Arising Minutes of Prior Meetings	<p>Unfinished Business/Items Deferred from Prior Meeting</p> <p>8.1 TCDSB Delegation process to be more Parent-Friendly Discussion followed on the process and on ideas to make the process more understanding to the Parent. The following Motion was presented</p> <p>Motion # 16/01-04 MOVED THAT Toronto Catholic PIC strike a subcommittee under the leadership of J. Seymour, to work with staff to prepare a pamphlet suitable for parents to understand the process of the current delegation process. Mover: J. Seymour (W5) Seconded: D. Rodriguez (W7) Carried</p> <p>All subcommittees are required to report on a regular basis to the main committee.</p> <p>8.2 RFF for "Proudly Pinoy Event" A. Da Silva presented the details of the \$2,000 budget as approved by the Chair.</p> <p>8.3 Toronto Catholic CPIC Photograph Collection All brochures and posters for Toronto Catholic PIC funded events should contain a note that photographs will be taken and that participants need to ensure that the photographer is aware if they do not wish to have their photograph posted in a public forum.</p> <p>8.4 TCDSB Staff Report on CPIC Elections – October, 2016 Motion # 16/01-05 Moved that Toronto Catholic PIC thank the two TCDSB authors named on the report for a factual and balanced report. Mover: D. Rodriguez (W7) Seconded: D. Hastings (CR3) Carried</p> <p>Motion # 16/01-06 Moved that Toronto Catholic PIC thank Mr. A. Robertson TCDSB Staff Parliamentary for correctly advising the trustees on Regulation 612 as it pertains to Ontario Parent Involvement Committees. Mover: D. Rodriguez (W7) Seconded: D. Hastings (CR3) Motion Withdrawn before the Vote.</p> <p>Motion # 16/01-07 Moved that Toronto Catholic PIC rescind motion 16/01-05. Mover: D. Rodriguez (W7) Seconded: J. Seymour (W5) Carried</p> <p>Motion # 16/01-08 Moved that Toronto Catholic PIC request a formal apology from the Trustee who referred to the members on Toronto Catholic PIC collectively as "creatures" during the public session of a meeting of the Student Achievement and Well Being, Catholic Education and Human Resources Committee on Thursday, January 12, 2017. The formal apology</p>

APPROVED MONDAY MARCH 06, 2017 MOTION 17/03-02



7:00 P.M.

APPROVED MONDAY MARCH 06, 2017 MOTION 17/03-02



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday Jan 16, 2017

~ Catholic Education Centre ~

7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
	There will be subcommittee and Executive meetings as needed. All at the: Catholic Education Centre, 80 Sheppard Avenue East. Room to be announced.
13 Adjournment	Motion # 16/01-09 MOVED THAT the meeting stand adjourned. Mover: D. Rodriguez W7 Seconded: R. Oliveros W8 Carried The Chair declared the meeting adjourned and Members rose at 09:30 PM

Respectfully submitted to the Members of Toronto CPIC,

Geoffrey Feldman, Chair

By resolution of the assembly (#17/03-02) on
Monday March 06, 2017



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday Jan 16, 2017

~ Catholic Education Centre ~

7:00 P.M.

APPENDIX "A" – Financial Report

CPIC Grant & Expenditure Summary	CPIC 2016-17	PRO GRANT 2016-17
As at December 31, 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	561.33	
Speaker Expenses	-	
Telecommunication	128.84	
Translation Services	-	
TTC Tokens - Buses	-	
TOTAL EXPENDITURES	2,973.11	-
CARRYOVER TO NEW YEAR	60,966.79	10,000.00



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

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~ Catholic Education Centre ~

7:00 P.M.

Appendix "B" PRO-Grants Plan

Ward	Title	Speaker	Reps	Date	School	Spent or Budget	Report
W4	A Night of Motivation	Wes Williams	A. Crudo-Perri & J. Fiorante	23-Nov-16	St Jane Francis CS	\$ 800.00	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
W6	Diabetes Information	Diabetes Education Centre	Melissa Hardyk and Nelson Goncalves	24-Nov-16	Stella Maris CS	\$ 400.00	Event was held & involved the Unison Health Community Services, with help of a celebrity cook.
W7	Screenagers Movie		D. Rodriguez	05-Apr-17	Mary Ward CS	\$ 1,000.00	Demonstrated a clip on the movie \$650 USD the event is being planned
W8	Benefits of small and large schools	Annie Kidder	R. Oliveros	18-Jan-17	The Divine Infant CS		30 people attended
W11	Faith in Our Child		B. Xavier & L. Lobo	01-Apr-17		\$ 1,500.00	Event being actively planned



REPORT TO

REGULAR BOARD

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

“They urgently pleaded with us for the privilege of sharing in this service to the Lord’s people.” 2 Corinthians 8:4

Created, Draft	First Tabling	Review
March 16, 2017	March 30, 2017	Click here to enter a date.

J. Peake, Senior Manager of Planning and Assessment
J. Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability
M. Silva, Comptroller of Planning and Development Services
M. Puccetti, Superintendent of Facilities
D. Yack, Superintendent Student Achievement and Well-Being, Area 2

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

At its Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting held on March 2, 2017, the Board considered the report Attendance Boundary Review – St. Gregory, Nativity of our Lord, Mother Cabrini, St. Marcellus, Our Lady of Sorrows – Interim Report (Trustee Wards 1 and 2) (*Appendix A*), in accordance with Board Policy *Elementary School Attendance Boundary Review S.A.03*.

At that meeting staff recommended that the following be considered for approval at the meeting of the Board of Trustees on March 30, 2017:

1. *The attendance boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows remain status quo (unchanged).*
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 report was 4.hours.

B. PURPOSE

1. This report provides an update on the revised dates for public delegations and receipt of the final Boundary Review report affecting St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows schools.

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.

3. An Interim Report was submitted on January 26, 2017 Regular Board meeting and was deferred to the March 2, 2017 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting.

The Action After arising from Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting held on March 2, 2017 (*Appendix B*) is:

1. *That the following recommendations be considered for approval at the meeting of the Board of Trustees on April 26, 2017. A final decision on the attendance boundaries for St. Gregory, Nativity of our Lord, Mother Cabrini, St. Marcellus, Our Lady of Sorrows will be made following input from the community on the new information in this report, the traffic stats and the portable placement information on March 30, and April 6, 2017.*
2. *That, in accordance with the Long Term Accommodation Program Plan (LTAPP), staff continue to investigate and assess possible locations for the South/Central Etobicoke area for a new elementary school location to alleviate enrolment pressures in this area.*
4. A letter dated March 6, 2017 was sent to the school communities with revised dates for public delegations. (*Appendix C*). At the March 9, 2017 Regular Meeting of the Board, delegations were heard by the Trustees representing the first of 3 delegation opportunities.

D. 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.

March 30 and April 6, 2017– DELEGATIONS

Regular Board and Student Achievement and Well Being, Catholic Education and Human Resources Committee

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

April 26, 2017 – FINAL REPORT

Regular Board

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

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

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	March 2, 2017	Click here to enter a date.
J. Peake, Senior Manager of Planning and Assessment J. Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability M. Silva, Comptroller of Planning and Development Services D. Yack, Superintendent Student Achievement and Well-Being, Area 2 M. Puccetti, Superintendent of Facilities		
RECOMMENDATION REPORT		

Vision:

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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

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*.

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.

An Interim report was submitted to the January 26, 2017 Regular Board meeting and recommended 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 (unchanged).*
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 Board approved deferral of the report as follows:

“Deferred to March 2017 Board meeting and that staff bring back the report to include the following items:

- *Traffic report on personal injuries for the intersections of the East Mall and West Mall at Rathburn Rd, on the bridge over 427 and the intersection of Kipling and Rathburn.*
- *Traffic numbers at Kipling and Rathburn. Rationale for the report is the safety of students to travel by car or walk to school.*
- *Review of enrolment caps at Saint Gregory's to control over subscription at school.*

- *Report on the number of portables required as students move through the grades. Include growth numbers of portables if admission goes unchecked. What is the maximum number of students that can be placed in the school?*
- *Include all Boundary scenarios including all updated figures. List area residential developments where available.*

The cumulative staff time dedicated to this endeavour was 130 hours.

B. PURPOSE

To provide a summary of the process undertaken in proposing a boundary solution in an attempt to balance 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.

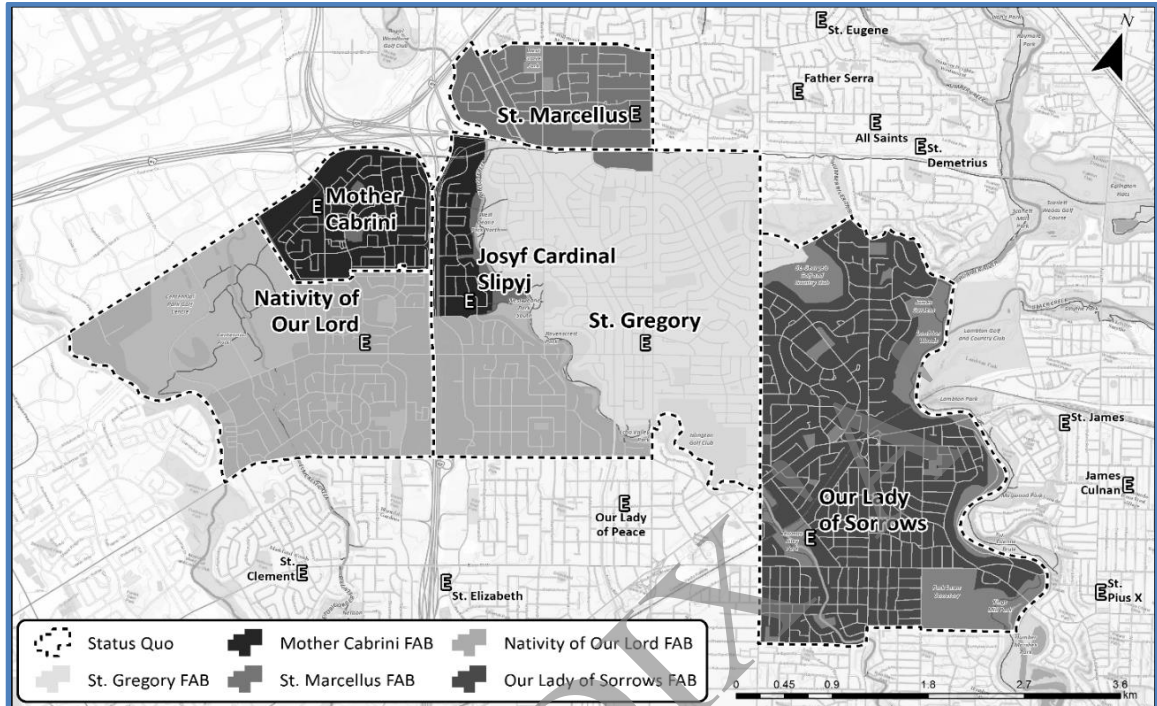
C. BACKGROUND

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 'A'*. 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 assessed and discussed all boundary options including status quo, the staff option, and additional options discussed during the BRC meetings (*Appendix 'B'*). 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 (unchanged). Additionally, staff will continue to investigate possible locations in the South/ Central Etobicoke area to accommodate a new elementary school is consistent with the direction of the LTAPP. A new school in the area will alleviate enrolment pressures. In order to admit approximately 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 which is expected at Board in March 2017.
2. 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.
3. 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%.
4. Mother Cabrini is a small school with an enrolment of 178 students and a utilization rate of 81%.
5. St. Marcellus is operating slightly above capacity with an enrolment of 414 students and a utilization rate of 102%.
6. 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.
7. 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 map and table below 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%

8. Development

Central Etobicoke is an area experiencing significant growth in the City of Toronto. The table below provides forecasted residential development units and associated projected student yields for each school under review. For further detail, refer to *Appendix 'C'*.

School	Total Units	Projected Student Yield
St. Gregory	1,305	83.7
Nativity of Our Lord	196	35
Mother Cabrini	38	12.7
St. Marcellus	152	29.1
Our Lady of Sorrows	1,941	102.8
Total	3,623	263.3

9. **BRC Comments and Feedback**

The BRC conducted an 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.

10. **Traffic Report**

The following is a summary of the traffic reports from the period of January 1, 2012 to December 31, 2016. The full reports are available as *Appendix 'D' and 'E'*.

Intersections of the East Mall and West Mall at Rathburn Rd, on the bridge over 427 and the intersection of Kipling and Rathburn.

- Between 2012 and 2016 there were zero fatalities and 26 personal injuries.
- Of the 26 personal injuries 6 were pedestrian collisions and 2 were cyclist collisions.
- Most collisions occurred between 8am to 9am as well as 3pm to 6pm.
- There were no school bus or school guard collisions.
- Collisions were categorized by minimal or minor and 1 major collision.
- 5 collisions occurred in the 0-4yr age range and 10 collisions occurred from the 5-14yr age range.

Intersection of Kipling and Rathburn.

- a) Between 2012 and 2016 there were zero fatalities and 7 personal injuries.
- b) Of the 7 personal injuries 1 was a pedestrian collision and 1 was a cyclist collision.
- c) Most collisions occurred at 8am as well as at 4pm.
- d) There were no school bus or school guard collisions.
- e) Collisions were categorized by minimal or minor, no major collision.
- f) 2 collisions occurred in the 0-4yr age range and 3 collisions occurred from the 5-14yr age range.

11. **Portable Needs**

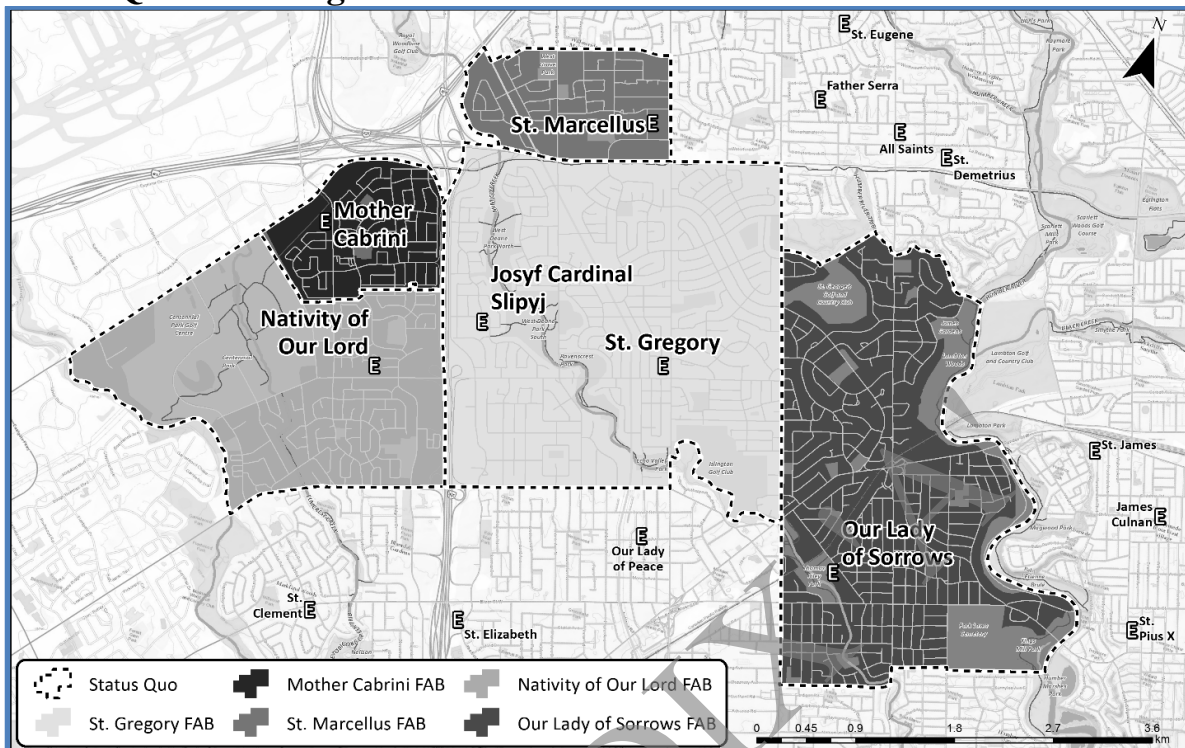
St Gregory currently has 5 purpose built FDK spaces. The projected September 2017 enrolment is approximately 734 students. In order to accommodate the projected enrolment staff have calculated the need for three (3) portables for 2017. However given the current 4.5 FDK allocation cap in place at St. Gregory there will be a requirement for two (2) portables for 2017.

With a cap of 5 FDK classes and added enrolment pressure from the Extended French program, enrolment could grow to over 960 students given current enrolment trends and accounting for residential growth in the area. Although the washroom capacity in the school allows for over 1200 students, the number of portable classrooms required to house this number of students would reach 11 to 12 portables on site. Portable needs are assessed annually based on enrolment projections and needs are confirmed and reported on in April of each year.

12. **Summary**

Resulting from Boundary Review Committee (BRC) discussions, a lack of consensus among the BRC members and community feedback received, 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 (unchanged) as shown in the map below. Additionally, staff will continue to investigate possible locations in the South/ Central Etobicoke area to accommodate enrolment growth. This direction is consistent with the recommendations of the Long-Term Accommodation Program Plan.

Status Quo - Existing Attendance Boundaries



13. 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.

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.

March 2, 2017 – INTERIM REPORT

Student Achievement and Well Being Committee

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

March 9, 2017– DELEGATIONS

Corporate Services, Strategic Planning and Property Committee

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

March 30, 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 March 30, 2017.

1. The attendance boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows remain status quo (unchanged).
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.

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 Eglinton 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

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- 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.

REVIEW OF SCENARIOS

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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

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 'A'

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

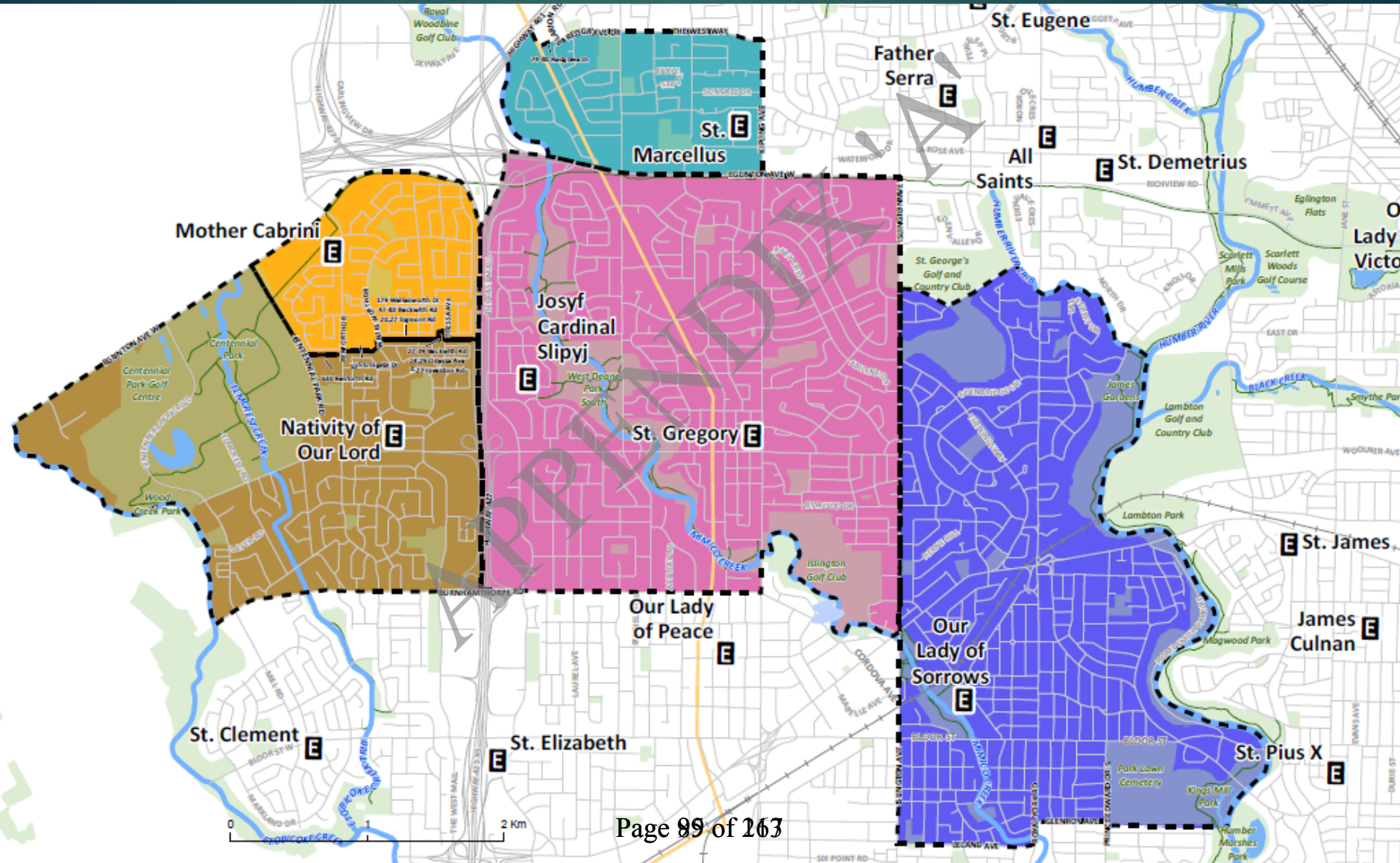
Notes:

- 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.

Status Quo



Projected Student Numbers – Status Quo



ST GREGORY	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	580	700	796	880	894
Status Quo: Rate of Utilization (%)		121%	137%	152%	154%

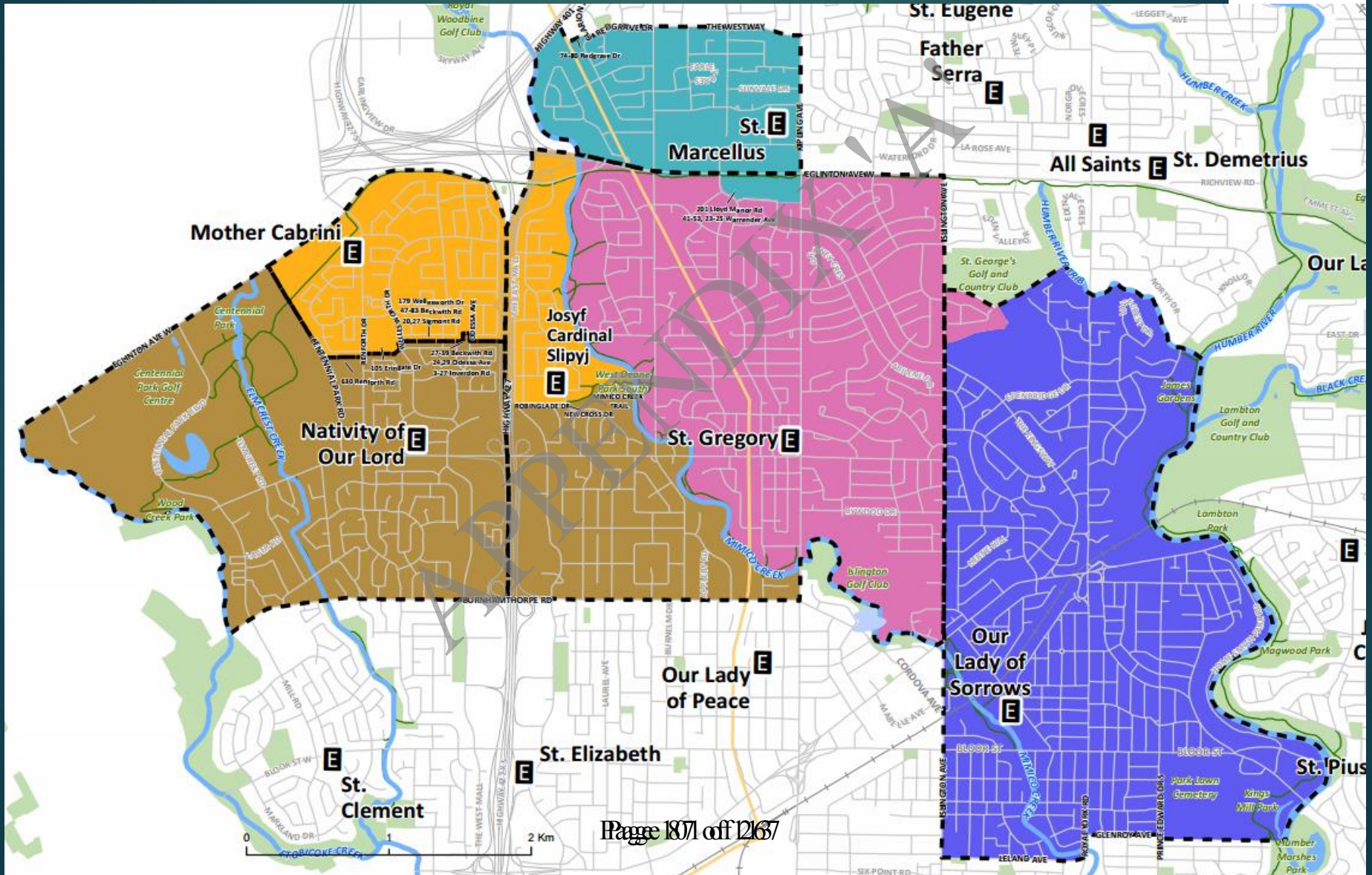
NATIVITY OF OUR LORD	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	541	433	431	425	425
Status Quo: Rate of Utilization (%)		80%	80%	79%	79%

MOTHER CABRINI	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	219	178	202	223	224
Status Quo: Rate of Utilization (%)		81%	92%	102%	102%

OUR LADY OF SORROWS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	568	783	788	731	741
Status Quo: Rate of Utilization (%)		138%	139%	129%	131%

ST MARCELLUS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	407	414	430	428	426
Status Quo: Rate of Utilization (%)		102%	106%	105%	105%

Staff Recommended Boundary Scenario



ST GREGORY	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	580	700	796	880	894
Status Quo: Rate of Utilization (%)		121%	137%	152%	154%
After Boundary Change: Pupil Count			679	657	618
After Boundary Change: Rate of Utilization (%)			117%	113%	107%

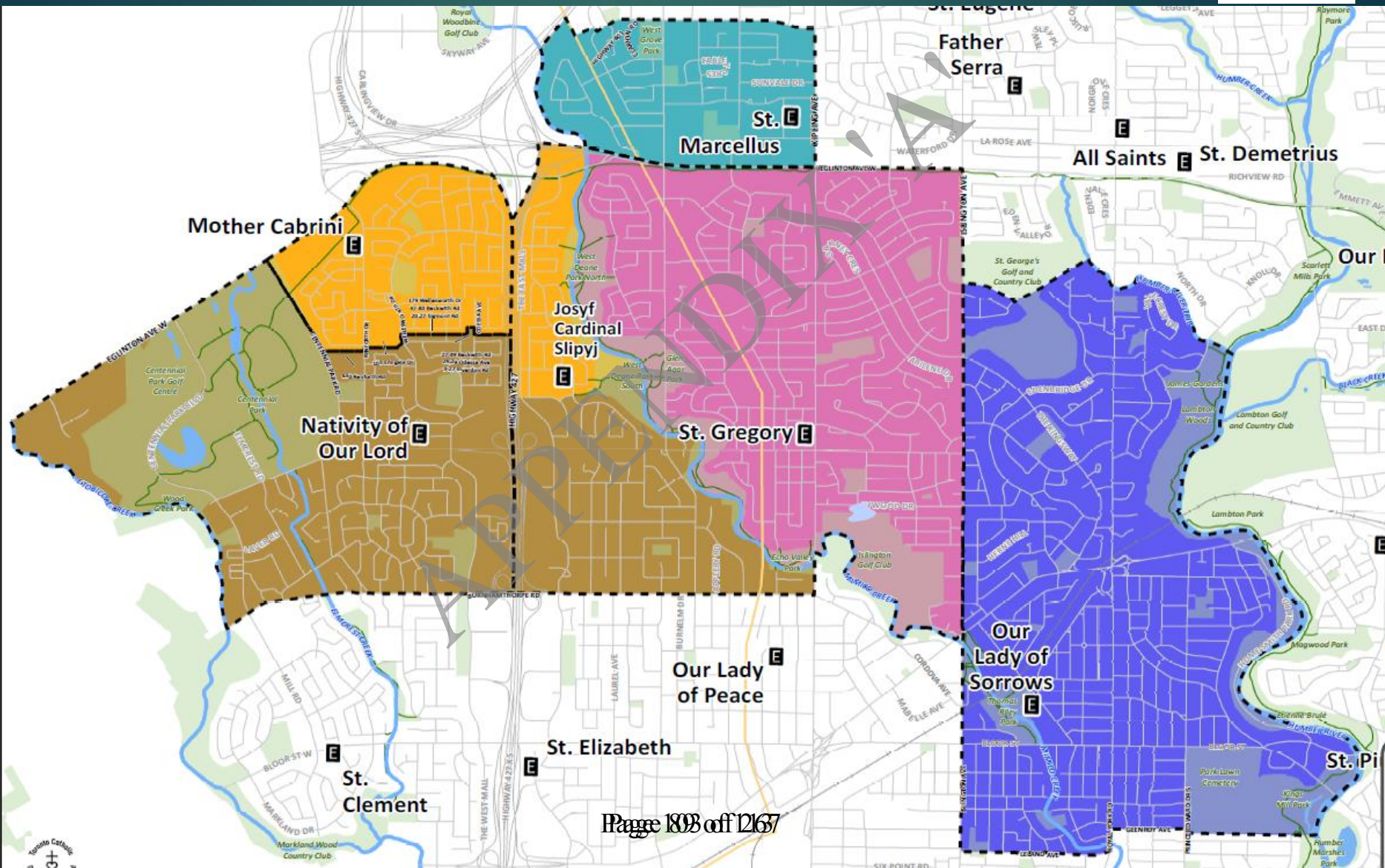
NATIVITY OF OUR LORD	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	541	433	431	425	425
Status Quo: Rate of Utilization (%)		80%	80%	79%	79%
After Boundary Change: Pupil Count			506	575	613
After Boundary Change: Rate of Utilization (%)			94%	106%	113%

MOTHER CABRINI	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	219	178	202	223	224
Status Quo: Rate of Utilization (%)		81%	92%	102%	102%
After Boundary Change: Pupil Count			220	259	269
After Boundary Change: Rate of Utilization (%)			101%	118%	123%

OUR LADY OF SORROWS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	568	783	788	731	741
Status Quo: Rate of Utilization (%)		138%	139%	129%	131%
After Boundary Change: Pupil Count			787	730	739
After Boundary Change: Rate of Utilization (%)			139%	128%	130%

ST MARCELLUS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	407	414	430	428	426
Status Quo: Rate of Utilization (%)		102%	106%	105%	105%
After Boundary Change: Pupil Count			455	466	471
After Boundary Change: Rate of Utilization (%)			112%	115%	116%

Committee Discussion - Scenario 1





ST GREGORY	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	580	700	796	880	894
Status Quo: Rate of Utilization (%)		121%	137%	152%	154%
After Boundary Change: Pupil Count			659	634	602
After Boundary Change: Rate of Utilization (%)			114%	109%	104%

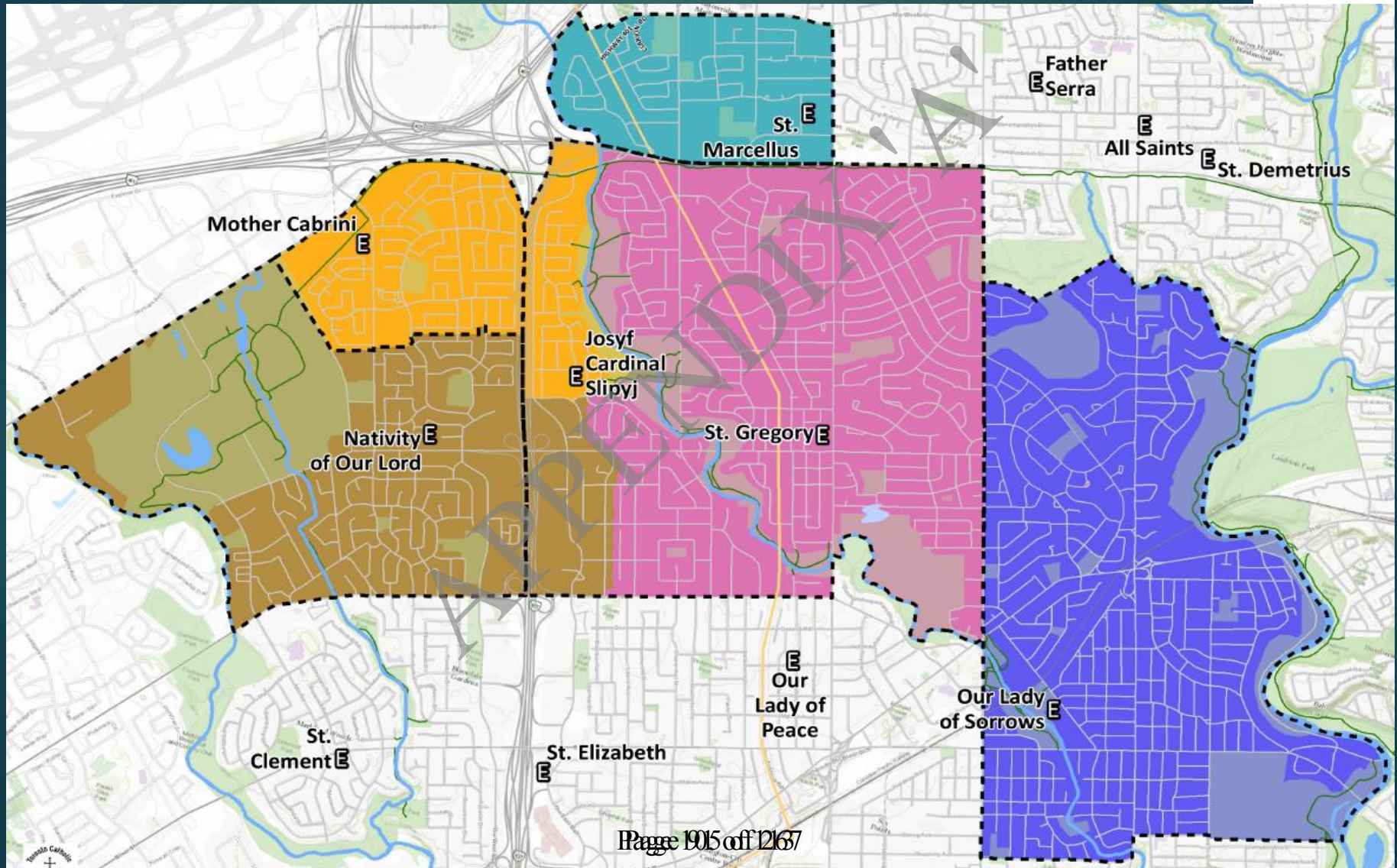
NATIVITY OF OUR LORD	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	541	433	431	425	425
Status Quo: Rate of Utilization (%)		80%	80%	79%	79%
After Boundary Change: Pupil Count			551	635	673
After Boundary Change: Rate of Utilization (%)			102%	117%	124%

MOTHER CABRINI	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	219	178	202	223	224
Status Quo: Rate of Utilization (%)		81%	92%	102%	102%
After Boundary Change: Pupil Count			220	259	269
After Boundary Change: Rate of Utilization (%)			101%	118%	123%

OUR LADY OF SORROWS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	568	783	788	731	741
Status Quo: Rate of Utilization (%)		138%	139%	129%	131%
After Boundary Change: Pupil Count			788	731	741
After Boundary Change: Rate of Utilization (%)			139%	129%	131%

ST MARCELLUS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	407	414	430	428	426
Status Quo: Rate of Utilization (%)		102%	106%	105%	105%
After Boundary Change: Pupil Count			430	428	426
After Boundary Change: Rate of Utilization (%)			106%	105%	105%

Committee Discussion - Scenario 2





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ST GREGORY	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	580	700	796	880	894
Status Quo: Rate of Utilization (%)		121%	137%	152%	154%
After Boundary Change: Pupil Count			681	679	658
After Boundary Change: Rate of Utilization (%)			117%	117%	113%

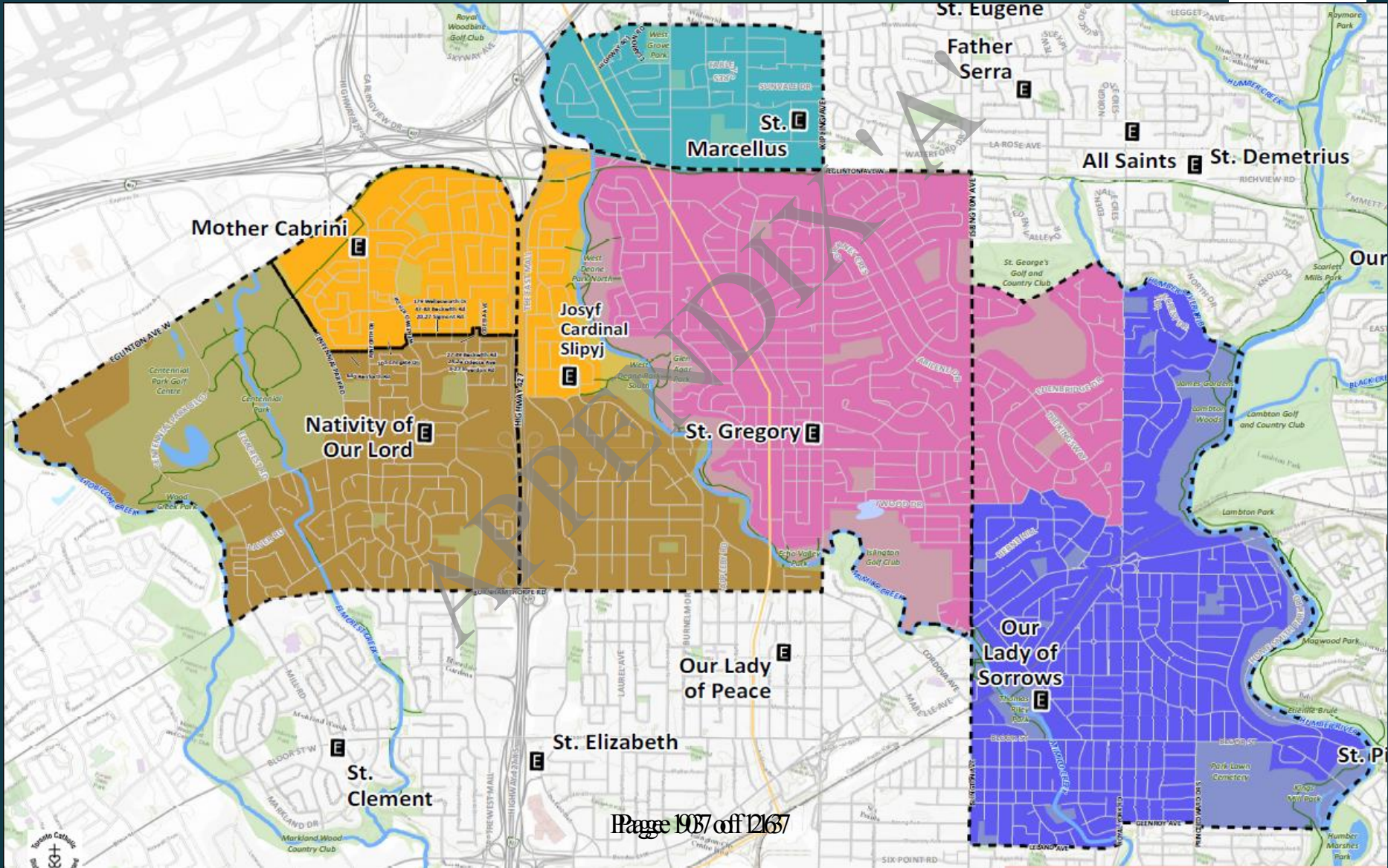
NATIVITY OF OUR LORD	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	541	433	431	425	425
Status Quo: Rate of Utilization (%)		80%	80%	79%	79%
After Boundary Change: Pupil Count			528	590	617
After Boundary Change: Rate of Utilization (%)			98%	109%	114%

MOTHER CABRINI	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	219	178	202	223	224
Status Quo: Rate of Utilization (%)		81%	92%	102%	102%
After Boundary Change: Pupil Count			220	259	269
After Boundary Change: Rate of Utilization (%)			101%	118%	123%

OUR LADY OF SORROWS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	568	783	788	731	741
Status Quo: Rate of Utilization (%)		138%	139%	129%	131%
After Boundary Change: Pupil Count			788	731	741
After Boundary Change: Rate of Utilization (%)			139%	129%	131%

ST MARCELLUS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	407	414	430	428	426
Status Quo: Rate of Utilization (%)		102%	106%	105%	105%
After Boundary Change: Pupil Count			430	428	426
After Boundary Change: Rate of Utilization (%)			106%	105%	105%

Committee Discussion - Scenario 3





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ST GREGORY	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	580	700	796	880	894
Status Quo: Rate of Utilization (%)		121%	137%	152%	154%
After Boundary Change: Pupil Count			688	683	662
After Boundary Change: Rate of Utilization (%)			119%	118%	114%

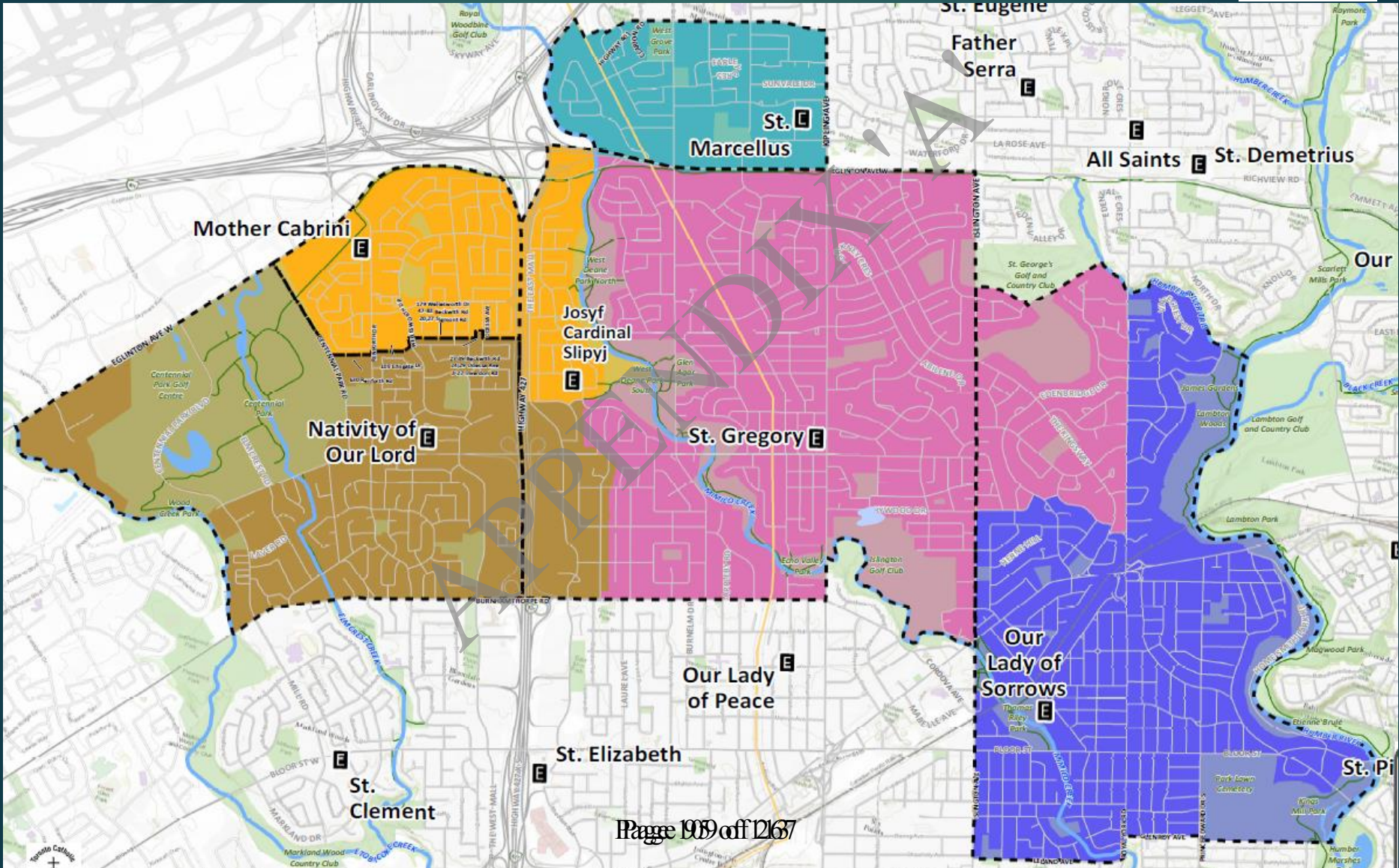
NATIVITY OF OUR LORD	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	541	433	431	425	425
Status Quo: Rate of Utilization (%)		80%	80%	79%	79%
After Boundary Change: Pupil Count			551	635	673
After Boundary Change: Rate of Utilization (%)			102%	117%	124%

MOTHER CABRINI	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	219	178	202	223	224
Status Quo: Rate of Utilization (%)		81%	92%	102%	102%
After Boundary Change: Pupil Count			220	259	269
After Boundary Change: Rate of Utilization (%)			101%	118%	123%

OUR LADY OF SORROWS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	568	783	788	731	741
Status Quo: Rate of Utilization (%)		138%	139%	129%	131%
After Boundary Change: Pupil Count			758	683	681
After Boundary Change: Rate of Utilization (%)			133%	120%	120%

ST MARCELLUS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	407	414	430	428	426
Status Quo: Rate of Utilization (%)		102%	106%	105%	105%
After Boundary Change: Pupil Count			430	428	426
After Boundary Change: Rate of Utilization (%)			106%	105%	105%

Committee Discussion - Scenario 4





ST GREGORY	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	580	700	796	880	894
Status Quo: Rate of Utilization (%)		121%	137%	152%	154%
After Boundary Change: Pupil Count			711	728	718
After Boundary Change: Rate of Utilization (%)			123%	125%	124%

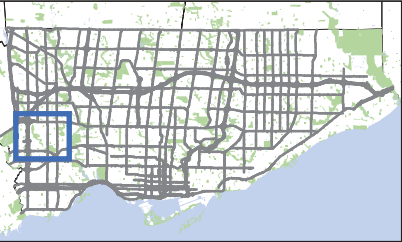
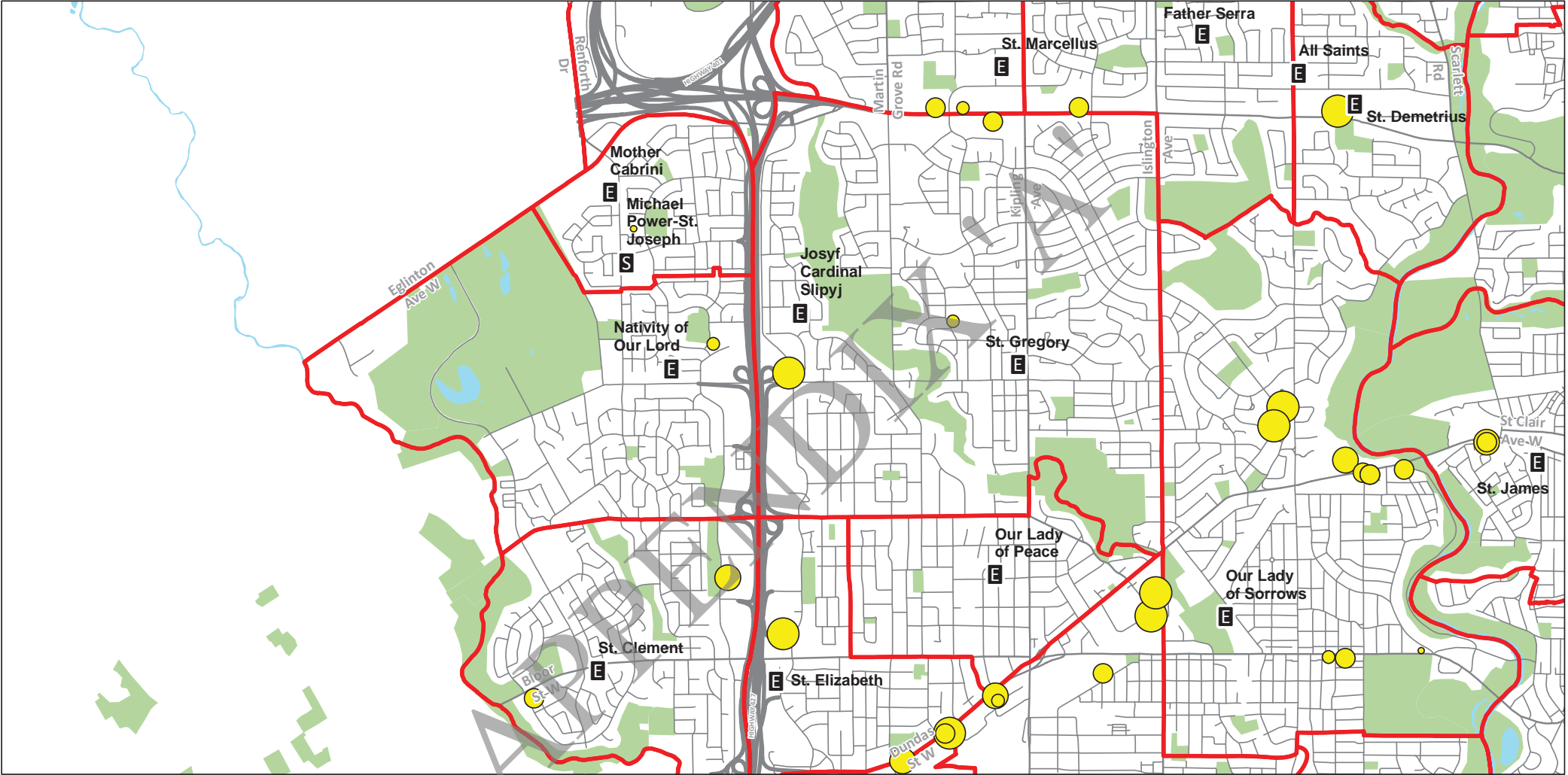
NATIVITY OF OUR LORD	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	541	433	431	425	425
Status Quo: Rate of Utilization (%)		80%	80%	79%	79%
After Boundary Change: Pupil Count			528	590	617
After Boundary Change: Rate of Utilization (%)			98%	109%	114%

MOTHER CABRINI	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	219	178	202	223	224
Status Quo: Rate of Utilization (%)		81%	92%	102%	102%
After Boundary Change: Pupil Count			220	259	269
After Boundary Change: Rate of Utilization (%)			101%	118%	123%

OUR LADY OF SORROWS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	568	783	788	731	741
Status Quo: Rate of Utilization (%)		138%	139%	129%	131%
After Boundary Change: Pupil Count			758	683	681
After Boundary Change: Rate of Utilization (%)			133%	120%	120%

ST MARCELLUS	OTG	2016	2020	2024	2028
Status Quo: Pupil Count	407	414	430	428	426
Status Quo: Rate of Utilization (%)		102%	106%	105%	105%
After Boundary Change: Pupil Count	Page 190 of 267		430	428	426
After Boundary Change: Rate of Utilization (%)			106%	105%	105%

TCDSB Elementary Schools including development - Etobicoke



E

TCDSB Elementary Schools

S

TCDSB Secondary Schools

TCDSB Fixed Attendance Boundaries

Proposed Development Units (To be Built between 2017-2030) - # of Units

- 1-50
- 51 - 100
- 101 - 300
- 301 - 500
- 501 - 2000

012 Km

Development Summary

St Gregory

Plan Number	Address	Total Units	Total Student Yield	Year																
				Phasing and Yield	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
11 248053 WET 03 OZ	600-620 THE EAST MALL	930	59.3	Unit Phasing	-	-	232	232	232	234	-	-	-	-	-	-	-	-	-	
				Student Yield	-	-	14.8	29.6	44.4	59.3	59.3	59.3	59.3	59.3	59.3	59.3	59.3	59.3	59.3	59.3
12 296424 WET 03 SA	41-53 WARRENDER AVENUE	259	19.4	Unit Phasing	-	-	86	86	87	-	-	-	-	-	-	-	-	-	-	
				Student Yield	-	-	6.4	12.9	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4	
15 177458 WET 03 OZ	19 GLEN AGAR DRIVE	116	5	Unit Phasing	-	-	-	-	29	29	29	29	-	-	-	-	-	-	-	
				Student Yield	-	-	-	-	1	2	3	5	5	5	5	5	5	5	5	5
Total		1305	83.7	Units	0	0	318	318	348	263	29	29	0	0	0	0	0	0	0	
				Student Yield	0	0	21.2	42.5	64.8	80.7	81.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7

Development Summary

Nativity of Our Lord

Plan Number	Address	Total Units	Total Student Yield	Year																
				Phasing and Yield	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
12 247275 WET 03 SA	2 HOLIDAY DRIVE	196	26	Unit Phasing	98	98	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Student Yield	18.4	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
16 269174 WET 03 SA	70 Dixfield	88	9	Unit Phasing	-	-	-	-	-	22	22	22	22	-	-	-	-	-	-	
				Student Yield	-	-	-	-	-	2	5	7	9	9	9	9	9	9	9	
Total		196	35	Units	98	98	0	0	0	0	0	0	0	0	0	0	0	0	0	
				Student Yield	0	26	26	26	26	28	31	33	35	35	35	35	35	35	35	

Development Summary

Mother Cabrini

Plan Number	Address	Total Units	Total Student Yield	Year																
				Phasing and Yield	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
12 268621 WET 03 OZ	735 RENFORTH DRIVE	38	12.7	Unit Phasing	12	12	14	-	-	-	-	-	-	-	-	-	-	-	-	
				Student Yield	4	8	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	
Total		38	12.7	Units	12	12	14	0	0	0	0	0	0	0	0	0	0	0	0	
				Student Yield	4	8	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7		

Development Summary
St Marcellus

Plan Number	Address	Total Units	Total Student Yield	Year																
				Phasing and Yield	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
09 198044 WET 04 OZ	63 CALLOWHILL DRIVE	21	4.2	Unit Phasing	6	6	9	-	-	-	-	-	-	-	-	-	-	-	-	
				Student Yield	1.1	2.3	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
12 242978 WET 04 SA	4800 EGLINTON AVENUE WEST	42	7.9	Unit Phasing	42	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Student Yield	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9
14 139493 WET 04 OZ	4780 EGLINTON AVENUE WEST	89	17	Unit Phasing	29	29	31	-	-	-	-	-	-	-	-	-	-	-	-	
				Student Yield	5.5	10.9	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Total		152	29.1	Units	77	35	40	0	0	0	0	0	0	0	0	0	0	0	0	
				Student Yield	14.5	21.1	29.1	29.1	29.1	29.1	29.1	29.1	29.1	29.1	29.1	29.1	29.1	29.1	29.1	29.1

Development Summary
Our Lady of Sorrows

Plan Number	Address	Total Units	Total Student Yield	Year																
				Phasing and Yield	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
07 105069 WET 05 OZ	4187 DUNDAS ST W & 567,569,571 PRINCE EDWARD DR	114	7.5	Unit Phasing	28	28	28	30	-	-	-	-	-	-	-	-	-	-	-	
				Student Yield	1.8	3.7	5.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5
13 185427 WET 05 OZ	2800 BLOOR ST W	37	3	Unit Phasing	-	12	12	13	-	-	-	-	-	-	-	-	-	-	-	
				Student Yield	-	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3
12 111249 WET 04 OZ	259 & 270 THE KINGSWAY, 1144 ROYAL YORK ROAD	604	30.3	Unit Phasing	-	-	200	200	204	-	-	-	-	-	-	-	-	-	-	
				Student Yield	-	-	10	20	30.3	30.3	30.3	30.3	30.3	30.3	30.3	30.3	30.3	30.3	30.3	30.3
13 164210 WET 04 OZ	289 THE KINGSWAY	606	28.6	Unit Phasing	-	-	151	151	151	153	-	-	-	-	-	-	-	-	-	
				Student Yield	-	-	-	-	-	2.3	4.6	7.1	8.8	10.6	12.3	14.2	17.8	21.4	28.6	
15 199682 WET 05 SA	2955-2961 BLOOR STREET WEST	86	4	Unit Phasing	-	-	-	-	28	28	30	-	-	-	-	-	-	-	-	
				Student Yield	-	-	-	-	1.3	2.6	4	4	4	4	4	4	4	4	4	4
14 183631 WET 04 OZ	4208, 4210 & 4212 DUNDAS STREET WEST	389	23.5	Unit Phasing	-	-	-	-	-	129	129	131	-	-	-	-	-	-	-	
				Student Yield	-	-	-	-	-	7.8	15.6	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5
16 110541 WET 05 OZ	4125, 4127-4129 & 4133 DUNDAS STREET WEST	105	5.9	Unit Phasing	-	-	-	-	-	35	35	35	-	-	-	-	-	-	-	
				Student Yield	-	-	-	-	-	2	3.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
Total		1941	102.8	Units	28	28	28	30	0	164	164	166	0	0	0	0	0	0	0	
				Student Yield	1.8	3.7	5.5	7.5	7.5	17.3	27	36.9	36.9	36.9	36.9	36.9	36.9	36.9	36.9	36.9

Collisions by Year Class of Collision

Year of Collision	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
2016	0	1	10	11
2015	0	5	18	23
2014	0	5	6	11
2013	0	6	12	18
2012	0	9	12	21
Total	0	26	58	84

Collision by CRC Unit Class of Collision

CRC Unit of Collision	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
CrcNorth	0	3	40	43
AccidRptgCen	0	12	11	23
C	0	1	3	4
TSV	0	3	0	3
A	0	3	0	3
Uncoded	0	2	0	2
E	0	1	1	2
D	0	1	1	2
CrcEast	0	0	1	1
B	0	0	1	1
Total	0	26	58	84

Road Surface Condition by Class of Collision

Road Surface Condition	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Dry	0	23	41	64
Wet	0	2	13	15
Slush	0	0	1	1
Packed Snow	0	0	1	1
Other	0	1	0	1
Loose Snow	0	0	1	1
Ice	0	0	1	1
Uncoded	0	0	0	0
Spilled liquid	0	0	0	0
Mud	0	0	0	0
Loose Sand or Gravel	0	0	0	0
Blank	0	0	0	0
Total	0	26	58	84

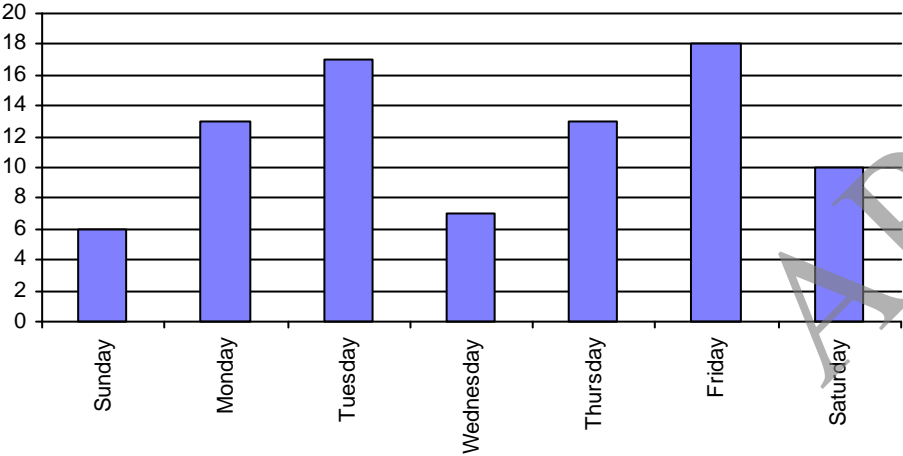
Initial Impact by Class of Collision

Initial Impact Type	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Rear End	0	7	25	32
Turning Movement	0	6	19	25
Angle	0	3	5	8
Sideswipe	0	1	6	7
Pedestrian Collision	0	6	0	6
Cyclist Collision	0	2	1	3
SMV Unattended Vehicle	0	1	1	2
SMV Other	0	0	1	1
Uncoded	0	0	0	0
Other	0	0	0	0
Approaching	0	0	0	0
Total	0	26	58	84

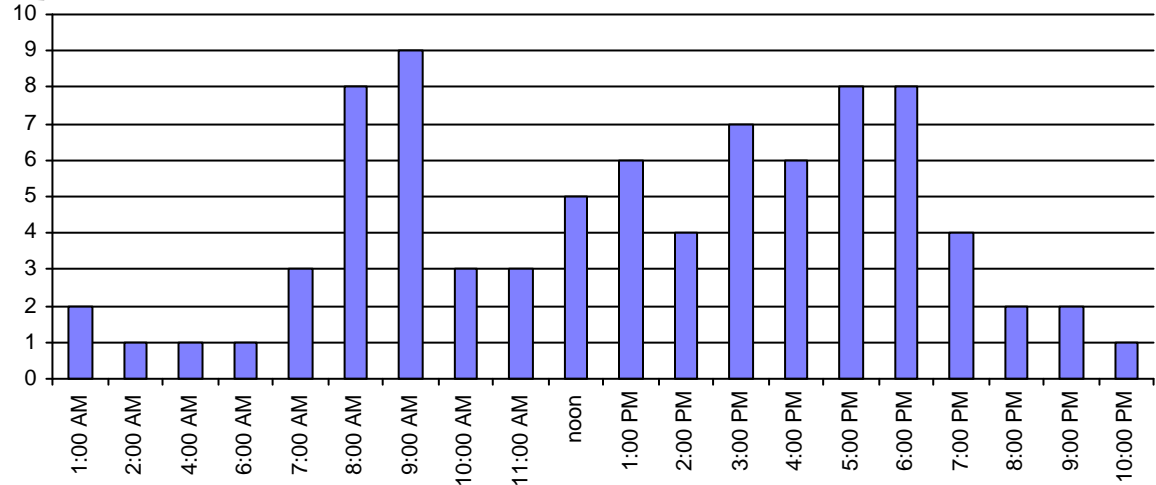
Month of Collision by Class of Collision

Month of Collision	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
January	0	1	4	5
February	0	1	7	8
March	0	2	2	4
April	0	3	8	11
May	0	4	4	8
June	0	2	5	7
July	0	0	4	4
August	0	3	6	9
September	0	3	4	7
October	0	3	6	9
November	0	3	4	7
December	0	1	4	5
Total	0	26	58	84

Collisions By Day of The Week



Collisions by Hour



Initial Impact by Initial Direction of Driver

Initial Impact Type	Initial Direction of Driver					Total
	Northbound	Southbound	Eastbound	Westbound	None Given	
Rear End	13	16	20	18	0	67
Turning Movement	11	11	16	11	0	49
Angle	2	5	6	3	0	16
Sideswipe	2	2	2	8	0	14
Pedestrian Collision	3	2	0	1	0	6
Cyclist Collision	0	0	2	1	0	3
SMV Unattended Vehicle	0	0	0	1	0	1
SMV Other	0	0	1	0	0	1
Other	0	0	0	0	0	0
Blank	0	0	0	0	0	0
Approaching	0	0	0	0	0	0
Total	31	36	47	43	0	157

Traffic Control Device by Class of Collision

Traffic Control Device	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Traffic Signal	0	23	46	69
No Control	0	3	12	15
Yield Sign	0	0	0	0
Uncoded	0	0	0	0
Traffic Gate	0	0	0	0
Traffic Controller	0	0	0	0
Streetcar (Stop for)	0	0	0	0
Stop Sign	0	0	0	0
School Guard	0	0	0	0
School Bus	0	0	0	0
PXO / No Ped	0	0	0	0
Police Control	0	0	0	0
Pedestrian Crossover	0	0	0	0
Blank	0	0	0	0
Total	0	26	58	84

Category of Person By Severity of Injury

Category of Person	Severity of Injury					Total
	None	Minimal	Minor	Major	Fatal	
Animal	0	0	0	0	0	0
Blank; N/A	0	0	0	0	0	0
Company	0	0	0	0	0	0
Cyclist	1	1	0	1	0	3
Cyclist - Not Hit	0	0	0	0	0	0
Cyclist Passenger	0	0	0	0	0	0
Driver	137	4	13	0	0	154
Driver - Not Hit	0	0	0	0	0	0
In-Line Skater	0	0	0	0	0	0
Moped Driver	0	0	0	0	0	0
Moped Passenger	0	0	0	0	0	0
Motorcycle Driver	0	0	0	0	0	0
Motorcycle Passenger	0	0	0	0	0	0
Other	1	0	0	0	0	1
Other Property Owner	0	0	0	0	0	0
Passenger	28	7	10	0	0	45
Pedestrian	0	0	5	1	0	6
Pedestrian - Not Hit	0	0	0	0	0	0
Runaway - No Driver	0	0	0	0	0	0
Trailer Owner	0	0	0	0	0	0
Truck Driver	3	0	0	0	0	3
Unknown - FTR	0	0	0	0	0	0
Vehicle Owner	0	0	0	0	0	0
Victim	0	0	0	0	0	0
Wheelchair	0	0	0	0	0	0
Witness	0	0	0	0	0	0
Total	170	12	28	2	0	212

Category of Person Involved By Age Group

Category of Person	Age Group										Total
	0 - 4 yrs	5-14 yrs	15-19 yrs	20-24 yrs	25-34 yrs	35-44 yrs	45-54 yrs	55-64 yrs	65+	No Age	
Driver	0	1	4	13	19	26	31	20	29	11	154
Passenger	5	7	1	0	2	4	5	2	4	15	45
Other	0	0	0	0	1	0	0	0	0	12	13
Pedestrian	0	0	1	0	0	1	1	0	3	0	6
Truck Driver	0	0	0	0	0	0	1	1	1	0	3
Cyclist	0	2	0	0	0	0	0	0	1	0	3
Pedestrian - Not Hit	0	0	0	0	0	0	0	0	0	0	0
Motorcycle Driver	0	0	0	0	0	0	0	0	0	0	0
Moped Driver	0	0	0	0	0	0	0	0	0	0	0
Driver - Not Hit	0	0	0	0	0	0	0	0	0	0	0
Cyclist - Not Hit	0	0	0	0	0	0	0	0	0	0	0
Total	5	10	6	13	22	31	38	23	38	38	224

Manoeuvre by Initial Direction of Driver

Manoeuvre	Initial Direction of Driver					Total
	Northbound	Southbound	Eastbound	Westbound	None Given	
Going Ahead	10	15	27	16	0	68
Stopped	7	11	8	5	0	31
Turning Left	6	6	5	6	0	23
Slowing or Stopping	3	2	2	8	0	15
Turning Right	3	0	3	2	0	8
Changing Lanes	1	0	0	4	0	5
Reversing	1	1	1	0	0	3
Making "U" Turn	0	1	0	1	0	2
Unknown	0	0	1	0	0	1
Merging	0	0	0	1	0	1
Pulling Away from Shoulder or Disabled	0	0	0	0	0	0
Other	0	0	0	0	0	0
Blank	0	0	0	0	0	0
Parked	0	0	0	0	0	0
Pulling Onto Shoulder or towar	0	0	0	0	0	0
Stopped or Parked	0	0	0	0	0	0
Overtaking	0	0	0	0	0	0
Total	31	36	47	43	0	157

Top 10 Charges Laid by Class of Collision

Charge	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Careless Driving HTA 111	0	7	2	9
Fail to Yield To Pedestrian	0	3	0	3
Turn or Change Lane Not In Safety	0	0	2	2
Red Light - Fail to Stop	0	0	2	2
Driving While Under Suspension	0	0	1	1
Drive M/V, No Currently Val. Permit	0	1	0	1
Class G1 licence holder - unaccompa	0	0	1	1
Class G1 licence holder - drive at	0	0	1	1
Change Lane - Not in Safety	0	1	0	1
Total	0	12	9	21

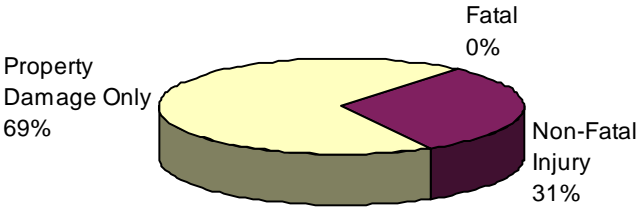
Apparent Driver Condition by Class of Collision

Driver Condition	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Normal	0	32	96	128
Unknown	0	5	10	15
Inattentive	0	7	6	13
Ability Impaired, Alcohol Over .80	0	0	1	1
Uncoded	0	0	0	0
Other	0	0	0	0
Medical or Physical Disability	0	0	0	0
Had Been Drinking	0	0	0	0
Fatigue	0	0	0	0
Blank	0	0	0	0
Ability Impaired, Drugs	0	0	0	0
Ability Impaired, Alcohol	0	0	0	0
Total	0	44	113	157

Apparent Driver Action by Class of Collision

Driver Action	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Driving Properly	0	18	54	72
Following too Close	0	6	19	25
Failed to Yield Right of Way	0	8	13	21
Other	0	1	10	11
Disobeyed Traffic Control	0	5	5	10
Improper Turn	0	3	5	8
Improper Lane Change	0	2	4	6
Lost control	0	0	2	2
Speed too Fast For Condition	0	1	0	1
Exceeding Speed Limit	0	0	1	1
Wrong Way on One Way Road	0	0	0	0
Uncoded	0	0	0	0
Speed too Slow	0	0	0	0
Improper Passing	0	0	0	0
Blank	0	0	0	0
Total	0	44	113	157

Collisions By Classification



Collisions by Year Class of Collision

Year of Collision	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
2016	0	0	10	10
2015	0	2	4	6
2014	0	1	9	10
2013	0	1	8	9
2012	0	3	4	7
Total	0	7	35	42

Collision by CRC Unit Class of Collision

CRC Unit of Collision	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
CrcNorth	0	1	27	28
AccidRptgCen	0	2	2	4
Uncoded	0	2	1	3
D	0	1	2	3
A	0	1	1	2
JA	0	0	1	1
CrcWest	0	0	1	1
Total	0	7	35	42

Road Surface Condition by Class of Collision

Road Surface Condition	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Dry	0	6	26	32
Wet	0	1	6	7
Ice	0	0	2	2
Packed Snow	0	0	1	1
Uncoded	0	0	0	0
Spilled liquid	0	0	0	0
Slush	0	0	0	0
Other	0	0	0	0
Mud	0	0	0	0
Loose Snow	0	0	0	0
Loose Sand or Gravel	0	0	0	0
Blank	0	0	0	0
Total	0	7	35	42

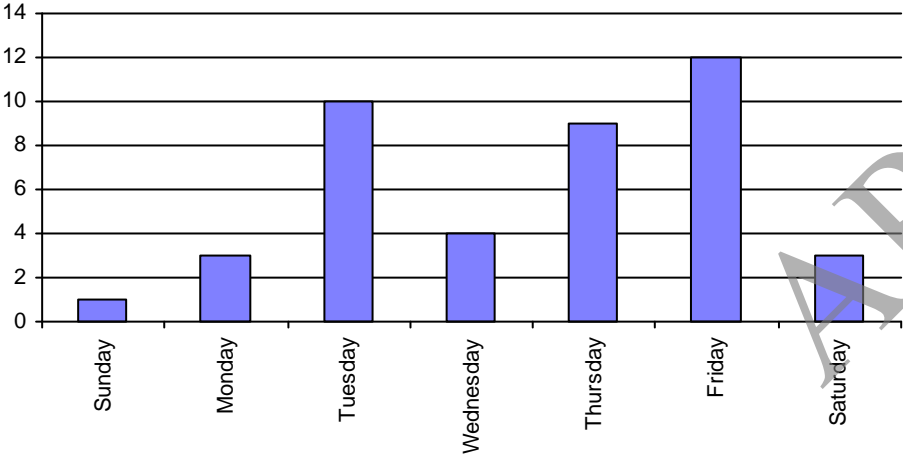
Initial Impact by Class of Collision

Initial Impact Type	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Rear End	0	2	16	18
Angle	0	2	7	9
Turning Movement	0	0	6	6
Sideswipe	0	0	4	4
Other	0	1	1	2
Pedestrian Collision	0	1	0	1
Cyclist Collision	0	1	0	1
Approaching	0	0	1	1
Uncoded	0	0	0	0
SMV Unattended Vehicle	0	0	0	0
SMV Other	0	0	0	0
Total	0	7	35	42

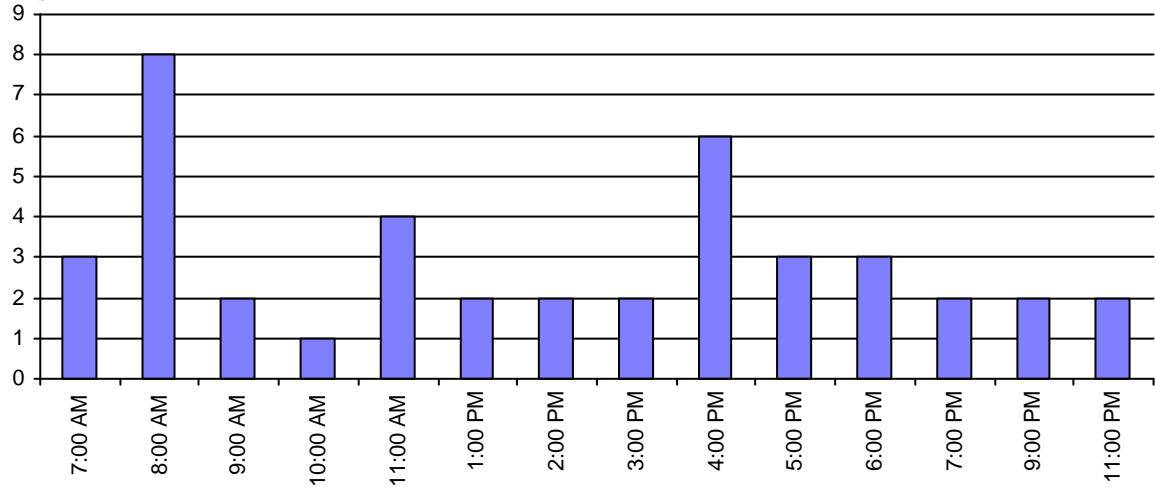
Month of Collision by Class of Collision

Month of Collision	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
January	0	0	7	7
February	0	0	4	4
March	0	0	3	3
April	0	0	5	5
May	0	0	3	3
June	0	5	0	5
July	0	0	2	2
August	0	0	2	2
September	0	0	2	2
October	0	0	3	3
November	0	1	1	2
December	0	1	3	4
Total	0	7	35	42

Collisions By Day of The Week



Collisions by Hour



Initial Impact by Initial Direction of Driver

Initial Impact Type	Initial Direction of Driver					Total
	Northbound	Southbound	Eastbound	Westbound	None Given	
Rear End	9	7	9	6	2	33
Angle	5	4	5	1	1	16
Turning Movement	4	3	5	1	0	13
Sideswipe	3	6	0	0	0	9
Other	1	1	0	1	0	3
Approaching	1	1	0	0	0	2
Pedestrian Collision	0	0	1	0	0	1
Cyclist Collision	0	1	0	0	0	1
SMV Unattended Vehicle	0	0	0	0	0	0
SMV Other	0	0	0	0	0	0
Blank	0	0	0	0	0	0
Total	23	23	20	9	3	78

Traffic Control Device by Class of Collision

Traffic Control Device	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Traffic Signal	0	7	21	28
No Control	0	0	13	13
Stop Sign	0	0	1	1
Yield Sign	0	0	0	0
Uncoded	0	0	0	0
Traffic Gate	0	0	0	0
Traffic Controller	0	0	0	0
Streetcar (Stop for)	0	0	0	0
School Guard	0	0	0	0
School Bus	0	0	0	0
PXO / No Ped	0	0	0	0
Police Control	0	0	0	0
Pedestrian Crossover	0	0	0	0
Blank	0	0	0	0
Total	0	7	35	42

Study Area: KIPLING AVE at RATHBURN AVE
Report Type: Standard Report
Field Sorted: Accident Number
Index: Ascending

City of Toronto Collision Reporting System
COLLISION DIRECTORY TABULATION REPORT

Period: 2012/01/01 to 2016/12/31

Toronto

Date Printed: 17-01-27 16:54
Investigator: XXX

Category of Person By Severity of Injury

Category of Person	Severity of Injury					Total
	None	Minimal	Minor	Major	Fatal	
Animal	0	0	0	0	0	0
Blank; N/A	0	0	0	0	0	0
Company	0	0	0	0	0	0
Cyclist	0	1	0	0	0	1
Cyclist - Not Hit	0	0	0	0	0	0
Cyclist Passenger	0	0	0	0	0	0
Driver	74	1	2	0	0	77
Driver - Not Hit	1	0	0	0	0	1
In-Line Skater	0	0	0	0	0	0
Moped Driver	0	0	0	0	0	0
Moped Passenger	0	0	0	0	0	0
Motorcycle Driver	0	0	0	0	0	0
Motorcycle Passenger	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other Property Owner	0	0	0	0	0	0
Passenger	18	0	4	0	0	22
Pedestrian	0	1	0	0	0	1
Pedestrian - Not Hit	0	0	0	0	0	0
Runaway - No Driver	0	0	0	0	0	0
Trailer Owner	0	0	0	0	0	0
Truck Driver	1	0	0	0	0	1
Unknown - FTR	0	0	0	0	0	0
Vehicle Owner	2	0	0	0	0	2
Victim	0	0	0	0	0	0
Wheelchair	0	0	0	0	0	0
Witness	0	0	0	0	0	0
Total	96	3	6	0	0	105

Category of Person Involved By Age Group

Category of Person	Age Group										Total
	0 - 4 yrs	5-14 yrs	15-19 yrs	20-24 yrs	25-34 yrs	35-44 yrs	45-54 yrs	55-64 yrs	65+	No Age	
Driver	0	0	1	2	15	10	16	14	16	3	77
Passenger	2	3	0	1	3	0	0	1	1	11	22
Other	0	0	0	0	0	1	0	0	0	4	5
Truck Driver	0	0	0	0	1	0	0	0	0	0	1
Pedestrian	0	0	1	0	0	0	0	0	0	0	1
Driver - Not Hit	0	0	0	0	0	0	0	0	0	1	1
Cyclist	0	0	0	1	0	0	0	0	0	0	1
Pedestrian - Not Hit	0	0	0	0	0	0	0	0	0	0	0
Motorcycle Driver	0	0	0	0	0	0	0	0	0	0	0
Moped Driver	0	0	0	0	0	0	0	0	0	0	0
Cyclist - Not Hit	0	0	0	0	0	0	0	0	0	0	0
Total	2	3	2	4	19	11	16	15	17	19	108

Manoeuvre by Initial Direction of Driver

Manoeuvre	Initial Direction of Driver					Total
	Northbound	Southbound	Eastbound	Westbound	None Given	
Going Ahead	9	15	10	3	1	38
Stopped	4	4	5	5	0	18
Turning Left	6	0	4	0	0	10
Slowing or Stopping	3	1	1	1	0	6
Changing Lanes	0	2	0	0	0	2
Unknown	0	0	0	0	2	2
Overtaking	0	1	0	0	0	1
Reversing	1	0	0	0	0	1
Disabled	0	0	0	0	0	0
Making "U" Turn	0	0	0	0	0	0
Merging	0	0	0	0	0	0
Other	0	0	0	0	0	0
Blank	0	0	0	0	0	0
Pulling Away from Shoulder or	0	0	0	0	0	0
Pulling Onto Shoulder or towar	0	0	0	0	0	0
Stopped or Parked	0	0	0	0	0	0
Turning Right	0	0	0	0	0	0
Parked	0	0	0	0	0	0
Total	23	23	20	9	3	78

Top 10 Charges Laid by Class of Collision

Charge	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Turn or Change Lane Not In Safety	0	0	4	4
Red Light - Fail to Stop	0	1	1	2
Drive M/V - No Licence	0	1	1	2
Fail to Surrender Permit for M/V	0	1	0	1
Fail to Surr. Suspended Lic. Minist	0	0	1	1
Careless Driving HTA 111	0	1	0	1
Total	0	4	7	11

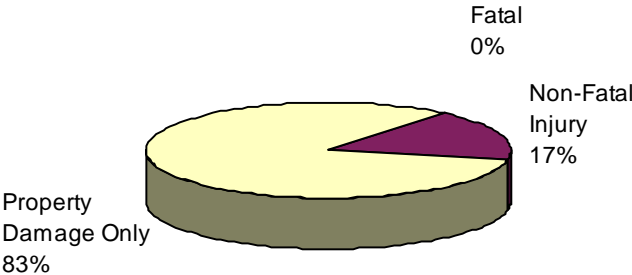
Apparent Driver Condition by Class of Collision

Driver Condition	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Normal	0	11	48	59
Uncoded	0	0	14	14
Unknown	0	1	1	2
Inattentive	0	0	2	2
Medical or Physical Disability	0	1	0	1
Other	0	0	0	0
Had Been Drinking	0	0	0	0
Fatigue	0	0	0	0
Blank	0	0	0	0
Ability Impaired, Drugs	0	0	0	0
Ability Impaired, Alcohol Over .80	0	0	0	0
Ability Impaired, Alcohol	0	0	0	0
Total	0	13	65	78

Apparent Driver Action by Class of Collision

Driver Action	Class of Collision			Total
	Fatal	Personal Injury	Property Damage	
Driving Properly	0	8	29	37
Uncoded	0	0	12	12
Following too Close	0	1	7	8
Other	0	0	5	5
Failed to Yield Right of Way	0	0	5	5
Disobeyed Traffic Control	0	2	2	4
Improper Turn	0	1	2	3
Lost control	0	1	1	2
Speed too Fast For Condition	0	0	1	1
Improper Lane Change	0	0	1	1
Wrong Way on One Way Road	0	0	0	0
Speed too Slow	0	0	0	0
Improper Passing	0	0	0	0
Exceeding Speed Limit	0	0	0	0
Blank	0	0	0	0
Total	0	13	65	78

Collisions By Classification



**STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST AS OF MARCH 2, 2017**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	June-16 Student Achievement	Apr-17	Student Achievement	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.	Associate Director Academic Affairs
	Jan-17 Student Achievement			<p>This report to be included as an Appendix to the 2017 – 2018 budget reductions options and staff to include 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
2	June-16 Student Achievement	Apr-17	Student Achievement	Report regarding a review of Educational Assistant efficiencies Boardwide in both elementary and secondary	Associate Director Academic Affairs
	Jan-17 Student Achievement			1) Report on the impact of EA and CYW reductions already made to include details (in public or private as appropriate) on the individual requests made for EAs	Associate Director Academic Affairs/CFO and Executive

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				and CYWs being made by school staff and parents and our system response to those requests 2) Staff to provide a dollar unit cost per special education student, and if possible, comparisons with other Boards	Superintendent, Business Services
3	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
4	Oct-16 Student Achievement	Jun -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

ACTION AFTER
STUDENT ACHIEVEMENT AND
WELL BEING AND HUMAN RESOURCES COMMITTEE
MARCH 2, 2017

NAME OF REPORT Report regarding Attendance Boundary Review --
St. Gregory, Nativity of Our Lord, Mother Cabrini,
St. Marcellus, Our Lady of Sorrows – Interim Report
(Trustee Wards 1 and 2)

COMMITTEE Student Achievement and Well Being and Human
Resources Committee

DATE OF MEETING March 2, 2017

STAFF RECOMMENDATION TO BOARD

That the following recommendations be considered for approval at the meeting of the Board of Trustees on March 30, 2017.

1. The attendance boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows remain status quo (unchanged).
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 are.

BOARD ACTION/DIRECTION

1. That the following recommendation be considered for approval at the Meeting of the Board of Trustees on April 26, 2017.

A final decision on the attendances boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows will be made following input from the community on the new information in this report, the traffic stats and portable placement information on March 30, and April 6, 2017.

2. That, in accordance with the Long Term Accommodation Program Plan (LTAPP), staff continue to investigate and assess possible locations for the South/Central Etobicoke area for a new elementary school location to Alleviate enrollment pressures in this area.

DELEGATED TO M. Silva, M. Puccetti to implement recommendation.

APPENDIX B



Office of the Director of Education

REVISED DATES

March 6, 2017

Dear Parents/Guardians, Catholic School Advisory Councils, Principals and Staff of *St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows*.

Further to the previous letter of February 28, 2017 regarding the notification of the reporting and delegation timelines for the above mentioned boundary review, the purpose of this letter is to inform the school communities that on March 2, 2017, the Board of Trustees considered the Interim report from the Director. A copy of this report is posted on the board's website. The report recommends no change to the attendance boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows. To date, no decisions have been made by Trustees.

Public input (delegations and written submissions) regarding the Director's report will be held at the following meetings:

March 30th – Regular Board

April 6th – Student Achievement and Well Being

After delegations a final report from the Director of Education will be considered at a Board meeting on April 26, 2017 which will take into account the results of public input provided at the previous meeting. At this meeting, the Board of Trustees can make a final decision on any recommendations.

The boundary review has taken place in accordance with the Toronto Catholic District School Board's Elementary School Attendance Boundary Review Policy (S.A. 03), which can be viewed on the Board's website at <https://www.tcdsb.org/Board/Policies/Documents/SA03.pdf>.

Information about the boundary review for this area is available through the Board's website at: <https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Pages/default.aspx>.

Sincerely,

A handwritten signature in black ink that reads "Angela Gauthier".

Angela Gauthier
Director of Education

CC: Doug Yack, School Superintendent
Angelo Sangiorgio, Associate Director of Planning and Facilities
Rory McGuckin, Associate Director of Academic Affairs
Ann Andrachuk, Trustee
Joseph Martino, Trustee

A. EXECUTIVE SUMMARY

Beginning September 2017, school boards in Ontario are required to ensure the provision of before and after school programs in each elementary school for children from Kindergarten to Grade 6, where there is sufficient demand and/or viability (as per, Part IX.1 of the Education Act, Regulation 221/11).

This report will provide an overview of the Ministry of Education document: “Before and After School Programs Kindergarten – Grade 6, Policies and Guidelines”, January 2017 – **Appendix A**) along with anticipated impact and action plans for the Toronto Catholic District School Board.

B. PURPOSE

1. To provide a summary regarding the new (January 2017) Ministry of Education policies and guidelines for before and after school programs, for children from the ages of 4 – 12, in Ontario schools.
2. To outline the anticipated impact of these policies and guidelines for the Toronto Catholic District School Board.
3. To describe action plans to address the mandate and anticipated impact.

C. BACKGROUND

1. In September 2010, Full Day Kindergarten was first introduced by the Province, phased in over 5 years, with the requirement of Extended Day/Before and After School Kindergarten Programs where there was sufficient demand and offered on a cost-recovery basis.
2. In 2013, the ‘*Ontario Early Years Policy Framework*’ was written to outline a provincial vision for, “...a system of responsive, high-quality, accessible and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow.”
3. In 2014, ‘*Achieving Excellence: A Renewed Vision for Education in Ontario*’, the Ministry of Education focused upon a greater integration between child care, early learning and education services.
4. In December 2014, the **Child Care Modernization Act** was proclaimed which included the overhaul of an outdated, almost 70 year old ‘*Day Nurseries Act*’ into the ‘**Child Care and Early Years Act, 2014** (CCEYA, 2014).

5. The Child Care Modernization Act, 2014, included an amendment to the Education Act to require Ontario school boards to ensure the provision of before and after school programs for students in Grades 1 – 6, in addition to Kindergarten (at sites with sufficient demand and/or viability).
6. In 2014, a provincial resource guide, “How Does Learning Happen”, was released for all early years’ settings (Kindergarten, child care, family support programs and more). The emphasis is on four foundations for optimal learning and development—Belonging, Engagement, Expression and Well-Being for Children, Families and Educators.
7. “*Building a Better Future—A Discussion Paper for Transforming Early Years and Child Care in Ontario*” was distributed in late 2016 to seek input from families, early years agencies and child care partners.
8. And, in January 2017, the finalized, “**Before and After School Programs, Kindergarten – Grade 6, Policies and Guidelines for School Boards**” was released and required to be implemented effective September 2017 (referred to as ‘the document’ in the information below).

D. EVIDENCE/RESEARCH/ANALYSIS

1. The new policies and guidelines for before and after school programs, Kindergarten – Grade 6, include the duty of school boards to provide before and after school care where there is sufficient demand and/or viability.
2. School boards may directly operate programs or enter into agreements with third party operators—either (qualified) non-profit or municipally-run licensed child care (for before and after school care, Kindergarten & 6 – 12 year olds) **OR** authorized recreational and skill building programs (after school only for 6 – 12 year olds).
3. School boards are required to work in collaboration with co-terminus boards (in our case the Toronto District School Board) and the Consolidated Municipal Services Manager (CMSM; City of Toronto, Children’s Services) in assessing the need for B & A programs in schools and in the development of service plans. This is noted as the ‘Duty to Cooperate’ within the document and CCEYA, 2014 Act.
4. Consultation with community partners including operators of existing child care and authorized recreation programs, parents with school-age children and indigenous organizations is required as part of the planning and review process.

5. The policies and guidelines specifically define what is deemed an ‘authorized recreation program’—providers include municipalities (eg. ARC—After School Recreation Care), the YMCA Boys’ and Girls’ Clubs of Canada and Ontario’s After School Program funded by the Ministry of Tourism, Culture and Sport.
6. Other recreation programs or informal types of after school programs may also have to meet various provisions within the CCEYA, 2014 (Refer to: “Parents and Providers—What you need to know about recreation programs” on the Ministry of Education’s website: Ontario.ca/childcare)
7. A significant mandate within the document sets out new programming requirements and expectations for authorized recreation programs such as, minimum staff qualifications and adult-to-child ratios; vulnerable sector checks for all staff; consistency with “How Does Learning Happen?” Ontario’s Pedagogy for the Early Years. (pages 12 – 17 in the document, Appendix ‘A’).
8. Another significant obligation states that where school boards choose to enter into an agreement with an authorized recreation provider, a number of programming requirements and conditions must be included within the agreements (eg. Ensure agencies provide healthy and nutritious food, vulnerable sector screening and certified in first aid/CPR for all staff, training in WHMIS and conflict resolution, etc.).
9. The difference between licensed child care programs and authorized recreation programs is that the latter is not overseen nor monitored by any government body. Authorized recreation programs self-monitor at this time. Licensed child care is inspected by the Ministry of Education, Licensing Unit and assessed by the municipality (if the agency has a subsidy agreement in place—‘Purchase of Service Agreement with the City’).

E. METRICS AND ACCOUNTABILITY

1. Although the Ministry has not mandated that surveys to all parents be employed to determine interest in before and after school programs, TCDSB determined that it was the most efficient and effective way to reach all parents to assess need for B & A programs in our schools.
2. Online surveys were made available to TCDSB parents of children from Kindergarten to Grade 6 in every TCDSB elementary school as of January 18, 2017. Paper surveys were to be distributed to parents of currently-enrolled Kindergarten students. Survey results were due February 17, 2017 and are in the process of being tallied.

3. Sufficient interest will require a minimum of 20 positive surveys for both before and after school Kindergarten and/or 25 positive surveys for both before and after school School-Age (Grades 1 – 6) at any one school site.
4. A joint TCDSB/TDSB and City, Children's Services B & A work group has been meeting since the Spring 2016 to work through the Ministry of Education's new requirements (which were in draft format at the time) with the goal of working in collaboration to identify gaps where B & A programs could potentially open. This work is on-going and multiple factors will be considered before decisions on opening new programs are made (e.g a sufficient number of positive survey responses, neighbourhood demand and viability of operating a program etc).
5. Consultations with child care agencies and authorized recreation programs, about before and after school program demand and viability, took place in December 2016 and in January 2017 with about 100 people in attendance.
6. Consultations with indigenous agencies occurred in February 2017 at the Aboriginal Advisory Committee table.
7. Feedback has included concerns about the short timelines to implement the 'duty'; concerns about programs sharing space with school staff; worries about staffing B & A programs with a shortage of Early Childhood Educators who are willing to work a split shift (before school & after school); concerns about insufficient fee subsidies for families etc.
8. The work group acknowledges the concerns and will continue to work together to try to address the concerns wherever possible.
9. The TCDSB (Legal, Planning, Facilities & Child Care Services) is reviewing the agreement requirements in relation to authorized recreation programs and will soon determine whether the Board will enter into such agreements. This requires more discussion and evaluation.
10. One after school recreation program (ARC—Operated by the City of Toronto) has requested that the TDSB and the TCDSB not require them to sign an agreement as per Ministry policies. ARC has informed that they are currently unable to meet the requirements. This situation will be brought forward by TCDSB to Ministry representatives for direction.

11. Based upon B & A survey results, TCDSB Child Care Services will pursue the opening of new programs where there is sufficient demand and/or viability in consultation with our partners in the work group. Third party agencies will be offered the opportunity to open these programs.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



Ministry of Education

Before-and-After School Programs Kindergarten – Grade 6

POLICIES AND GUIDELINES FOR SCHOOL BOARDS

January 2017

PREFACE

Beginning September 2017, school boards are required to ensure the provision of before-and-after school programs (i.e. school board-operated and third party programs) in each elementary school in Ontario for students in Kindergarten to Grade 6 where there is sufficient demand.

School boards are required to comply with the provisions for before-and-after school programs set out under [Part IX.1 of the *Education Act*, Regulation 221/11 entitled “Extended Day and Third Party Programs,”](#) and policies set out in this document.

PURPOSE OF THIS DOCUMENT

This document summarizes the provisions set out in the *Education Act* and regulations for before-and-after school programs for students in Kindergarten to Grade 6. It also sets out requirements with regard to reporting and program content for before-and-after school programs and additional considerations to support the implementation of these programs.

INTRODUCTION

Since the introduction of Full-Day Kindergarten (FDK), school boards have been required to ensure the provision of before-and-after school programs for FDK students where there is sufficient demand.

FDK was fully implemented across the province in September 2014, reaching approximately 260,000 students each year, with more than 70% of schools offering FDK also providing a before-and-after school program.

A VISION FOR CHILD CARE, THE EARLY YEARS AND EDUCATION IN ONTARIO

FDK and before-and-after school programs are key parts of the broader provincial vision for “a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow” ([Ontario Early Years Policy Framework](#), 2013).

Greater integration between child care, early learning and education services was also highlighted as a central component of the ministry’s commitment to the success and wellbeing of every student and child in the ministry’s strategic plan for education ([Achieving Excellence: A Renewed Vision for Education in Ontario](#), 2014).

Child Care Modernization Act, 2014

In December 2014, the *Child Care Modernization Act, 2014* was enacted to:

- Replace the outdated *Day Nurseries Act* with the [Child Care and Early Years Act, 2014](#) (CCEYA) as the new legislative framework governing child care and the early years in Ontario; and

- Amend the *Education Act* to extend the current duty for school boards to ensure the provision of before-and-after school programs for FDK students, to also include students in Grades 1 through 6.

Under these legislative changes, regulatory amendments were made to [Regulation 221/11: Extended Day and Third Party Programs](#) (the “regulation”) in May 2016 to set out a framework that supports an integrated approach for the provision of before-and-after school programs for 4-12 year olds.

The regulatory amendments were informed by feedback received from school boards and local partners and will support greater collaboration between partners, including child care and early years service system managers.

WORKING TOGETHER FOR CHILDREN AND FAMILIES

LOCAL SERVICE SYSTEM MANAGERS

Under the [Child Care and Early Years Act, 2014](#), Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs) are designated as service system managers responsible at the local level for the planning and management of early years services, including child care and child and family programs.

Service system managers, in partnership with families, service providers, school boards and community agencies, lead locally-based planning and development to support an integrated approach to child care and early years services that respond to the needs of the community.

The ability to strengthen the quality of child care and early years experiences and enhance system integration requires the strategic leadership of CMSM/DSSABs to initiate, sustain and monitor local planning and development to achieve Ontario’s vision for the early years.

Effective 2019, service system managers will be required to develop Service System Plans in accordance with provincial requirements. Service planning should be done in the context of the full range of coordinated early years and child care services for children and families, including before-and-after school programs for children in Kindergarten to Grade 6.

SCHOOL BOARDS

School boards play a critical role in the child care and early years sector. They provide an environment where services can be co-located and integrated for the purpose of reducing transitions and building stronger connections between children, families, and early years and school professionals and educators.

School board leadership is vital to supporting comprehensive and continuous education that supports children from birth to adulthood.

School boards include district school boards and school authorities as defined under the *Education Act*.

DUTY TO COOPERATE

Under the [Child Care and Early Years Act, 2014 \(CCEYA\)](#) service system managers are required to consult with school boards in the development of service plans. The [CCEYA](#) also states that the service system manager, school boards and other identified child care and early years partners shall cooperate with each other for the purpose of implementing the service plan.

For the past several years, service system managers and school boards have worked in partnership to assess and jointly submit school-based early years capital funding projects to the ministry. As part of this process, CMSMs/DSSABs and school boards work closely together to identify suitable early years capital projects that meet the eligibility and priority requirements of the ministry, then jointly sign off on all proposals which are submitted for approval.

Through greater integration with early years, child care, and education services, more children will benefit from a seamless day and consistent quality of care that supports healthy child development and lifelong success.

1. DUTY: PROVISION OF BEFORE-AND-AFTER SCHOOL CARE

SCHOOLS SUBJECT TO THE DUTY

Requirement:

In accordance with section 2 of the regulation, school boards are required to ensure the provision of a before-and-after school program for every elementary school serving students in the primary and/or junior division (i.e. from Kindergarten to Grade 6) where there is sufficient demand and/or viability.

Programs must be available on every instructional school day.

A before and/or after school program may not be required if there is insufficient demand. Please see section 3 for more information.

Considerations:

Programs may operate on non-instructional days (e.g. professional development days, winter, spring and summer breaks) if there is a need required by families within the community.

ELIGIBLE PROVIDERS: SCHOOL BOARD-OPERATED OR THIRD PARTY

Requirement:

In accordance with the *Education Act* and regulation, school boards may directly operate before-and-after school programs or they may enter into an agreement with a third party that is either:

- A licensed child care centre that is eligible to receive fee subsidy payments for children enrolled in the program; and/or
- An authorized recreational and skill building program for after school programs only serving students in Grade 1 and up (aged 6 or older).

THIRD PARTY PROGRAMS: NOT-FOR-PROFIT OR MUNICIPALITY

Requirement:

In accordance with section 27 of the regulation, third party programs (licensed child care centres or authorized recreational and skill building programs) must be operated by a not-for-profit organization or a municipality. For-profit organizations may only be considered if the school board has made reasonable efforts to find a not-for-profit or municipal operator but was unable to do so.

Additionally, for licensed child care centres, if the school board had a written agreement with a for-profit operator to operate a before and/or after school program for four and five year olds at the relevant school when the duty first came into effect in 2011, the school board may continue to enter into agreements with this operator to meet the duty.

Considerations:

When selecting potential service providers, school boards are encouraged to work with their local service system managers to select not-for-profit organizations that have the capacity to:

- deliver high quality before-and-after school programs
- collaborate and integrate services with community and school partners
- address the diverse needs of all children and families in the community

Where a school board is proposing to work with a licensed child care centre to meet the expanded duty and wishes to license space in the school to deliver the program, providers are encouraged to begin the licensing application process as early as possible to prevent delays.

ENTERING INTO AGREEMENTS WITH ANOTHER SCHOOL BOARD

Considerations:

In accordance with the Act and regulations, two or more school boards may enter into an agreement together for one of the school boards to directly operate or enter into an agreement with a third party to operate a before and/or after school program in a school of the board, for students of another school board.

2. PROGRAM FEES AND ACCESS TO CHILD CARE SUBSIDY

PARENT FEES: SCHOOL BOARD-OPERATED PROGRAMS

Requirement:

In accordance with the *Education Act* and its regulation, every school board shall charge fees to parents of students enrolled in school board-operated programs to recover costs incurred

by the school board.

School boards are also required to ensure that costs associated with accommodating students with special needs are incorporated into the cost of the program.

Considerations:

A school board may also require a deposit or a registration fee to be paid to enroll a student in a school board-operated program.

- Deposits cannot exceed fees charged by the school board for two weeks enrolment in a program.
- Where a parent withdraws an enrolled student before the first day of the program, school boards must refund deposits, less a maximum of \$50 for administrative fees.
- Registration fees cannot exceed \$50.

PARENT FEES: THIRD PARTY PROGRAMS

School boards do not determine third party fees as these are set by the provider. The ministry does not regulate child care fees set by licensed child care centres or recreation providers.

[New regulatory amendments](#) prohibit child care centres from charging a waiting list fee or deposit to parents seeking to be added to or removed from a waiting list.

CHILD CARE SUBSIDY

The ministry provides funding to local service system managers who are responsible for the administration of child care fee subsidies in their communities. Child care subsidy is available for children enrolled in licensed child care, a school-aged recreation program and a school board-operated before and/or after school program. Eligible families may apply for subsidy through their local service system manager. Fee subsidy for eligible families is subject to the availability of subsidy funds within the budget of the CMSM or DSSAB and space availability within a child care program.

Local service system managers have the flexibility to determine how to allocate child care and early years funding to best meet the needs of children, families and service providers within their community. There may be instances where a before-and-after school program is not in receipt of fee subsidy even if it is eligible.

Requirement:

Child care subsidies may only be provided through the local service system manager. School boards are not permitted to directly provide subsidies to families to access a before and/or after school program.

Considerations:

Consistent with the delivery of before-and-after school programs for students in Full-Day Kindergarten, school boards may enter into agreements with a local service system manager to provide subsidies to eligible families with children enrolled in a school board-operated

program. Local service system managers may administer child care subsidy based on local policies and priorities, in accordance with ministry regulations and policies, to best respond to the needs in their community.

3. PLANNING: COMMUNITY ENGAGEMENT

Requirement:

To support an integrated approach to the planning and delivery of before-and-after school programs, school boards are required to consult with the following community partners to determine demand and program viability (section 4 of the regulation):

- Service system manager(s) for the service areas of the school board
- Any First Nation that has a tuition agreement with the school board
- Operators of existing third party programs selected by the school board (e.g. licensed child care programs and authorized recreation program providers)
- Parents with children who are enrolled/they intend to enroll in Kindergarten – Grade 6 with the school board
- Indigenous organizations that provide culturally appropriate programs and services to urban Indigenous communities

School boards are required to include information regarding the estimated daily fee and non-instruction fee for school board-operated and third party programs when assessing demand. School boards are also required to assess demand for non-instructional days.

Prioritizing Indigenous Organizations as Local Partners

On May 30th, the province released *The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*. Under this commitment, the province is working closely with Indigenous and sector partners to address the legacy of residential schools, close gaps and remove barriers, support Indigenous culture and reconcile relationships with Indigenous peoples. This includes a commitment to expand access for Indigenous children and families to child and family programs on reserve as well as licensed child care and culturally relevant child and family programs off reserve.

Ontario's Equity and Inclusive Education Strategy aims to help the education community identify and address discriminatory biases and systemic barriers in order to support the achievement and well-being of all students. The strategy builds on successful ministry, school board, and school policies and practices. Parent engagement is an essential component of Ontario's Equity and Inclusive Education Strategy.

[Ontario's Indigenous Education Strategy](#) was launched in 2007 with the release of the [Ontario First Nation, Metis, and Inuit Education Policy Framework](#). The Strategy has been designed to help improve opportunities for First Nation, Métis and Inuit students – whether they live in remote areas or in urban areas – and to increase the knowledge and awareness of all students

about Indigenous histories, cultures, perspectives and contributions. The Strategy sets the foundation for improving achievement among Indigenous students and for building positive relationships with Ontario First Nation, Métis and Inuit peoples.

In 2014, the ministry released the [*Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan*](#) to advance the goals of the strategy. The [*Implementation Plan*](#) highlights meaningful collaboration with First Nation, Métis and Inuit partners as being critical to success for Indigenous students. The ministry recognizes the ongoing work of all district school boards to establish formalized processes for collaborating with First Nation, Métis and Inuit communities and organizations, such as using their Indigenous Education Advisory Councils to provide input into education programs and policies.

Considerations:

District school boards should engage with their Indigenous Education Advisory Councils and with Indigenous organizations, such as their local Indigenous Friendship Centres, to support Indigenous students who may be accessing before-and-after school programs.

Prioritizing Indigenous organizations will help the province meet its commitments to both reconciliation and its equity and inclusive education policy.

A Consistent Approach for Families

Considerations:

As part of the consultative planning process, school boards must work with their local service system manager and their community partners, including urban Indigenous organizations to develop an approach on how to assess sufficient demand and viability. The regulatory framework provides flexibility for partners to work together to assess viability and demand and develop planning processes that are responsive to the particular qualities and needs of a community. Factors for consideration may include:

- Demand and/or gaps in services:
 - These gaps may include specific populations that face barriers to accessing programs and may require specific programming to accommodate their specific needs
 - Partners may wish to co-create community surveys and share existing information such as waitlist data for child care or enrolment data in schools
 - Interests identified by children and families in programming (programming content, hours of operation, provision of snacks)
- Capacity to expand and/or establishing program
 - Partners may identify existing service providers and their capacity to meet specific programming needs in the community (e.g. culturally responsive, newcomer programs)

- Partners may consider the availability of qualified staff and/or service providers that are able to meet the programming requirements
- School boards may take an inventory of existing programs offered in their schools that operate before-and-after school such as licensed child care centres, nutrition programs, After School Programs funded by the Ministry of Tourism Culture and Sport
- Parent Fees
 - Programs should consider demand for both full-fee paying families and families that require subsidy to access programming
 - Where demand is insufficient in the absence of subsidies, a program may not be viable
 - School boards are encouraged to work with their local service system manager to support equitable access to before-and-after school programs for children

School boards and local service system managers are encouraged to share information to develop a common approach to assessing viability of programs and identify potential solutions at a community level.

School boards may wish to work through their local service system manager to engage with existing third party providers.

Co-Terminus School Boards

Consideration:

School boards are encouraged to work with their co-terminus school boards to ensure a consistent approach to the provision of before-and-after school care for families across the community.

Please note: The regulatory requirement that each parent is surveyed every year has been removed from regulation (though school boards may continue to use the survey to inform planning discussions).

EXEMPTIONS FROM DUTY

Requirement:

A before and/or after school program may not be required for a school if there is agreement between the school board, the local service system manager and any First Nation with a tuition agreement relating to students attending that school that there is insufficient demand.

This assessment must be informed by the consultative process set out above, which includes engagement with urban Indigenous organizations, existing third party providers, and parents.

DETERMINATIONS

Requirement:

Based on the consultative process, school boards must determine:

- The schools in which the school board will offer before-and-after school programs in the next school year for students enrolled in Kindergarten to Grade 6 including:
 - the length of time the program will operate
 - the times in the day during which the before-and-after school portions of the program will operate
 - any non-instructional days on which the school board anticipates before and/or after school program will operate
 - the features the school board-operated program will include (e.g. provision of snack, homework help)
 - The daily fee and non-instructional daily fee for school board-operated program

Reporting requirements set out in section 9 below include an affirmation signed by the school board, relevant local service system manager(s) and First Nations indicating there is agreement that where a before and/or after school program is not offered, the school is exempt from the duty because it is not viable (e.g. there is insufficient demand). See section 9 for more information.

4. SCHOOL BOARD –OPERATED: PROGRAM REQUIREMENTS

PRINCIPLES GUIDING PROGRAMMING

Requirement:

School board-operated programs complement what happens during the regular school day and are guided by [*How Does Learning Happen?: Ontario's Pedagogy for the Early Years*](#) (HDLH). Consistent with HDLH it is expected that school board-operated programs will be guided by the following principles:

- *View of the Child:* All students are competent, capable of complex thinking, curious and rich in potential. Environments and experiences allow students to exercise choice and responds to individual abilities and interests.
- *Positive Interactions:* Programs support students in making connections with their peers and staff in structured and unstructured interactions as well as provide opportunities for students to engage in independent activities. All students, including students with differing abilities feel valued, connected to others, and are able to make positive contributions to the group, community and natural world.
- *Developmentally Responsive:* All students are able to participate fully in ways that are most comfortable for them. Programs support physical and mental health and wellness, and are rooted in an understanding of child development and the broader contexts within which this development is happening (e.g. local, social, cultural,

economic).

- *Safe, Inclusive Spaces:* Programs establish and maintain positive, harassment/discrimination free environments for optimal participant growth so that students, each with differing abilities, interests and perspectives feel that their experiences and strength are valued.

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) provides a comprehensive framework to guide program development and pedagogy in early years settings and support Ontario's vision of high quality programs and services centred on the child and family with a view of children as competent and capable of complex thinking, curious and rich in potential. [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) helps move Ontario towards increasingly integrated programs and services for children and families whether in child care, child and family programs, or Kindergarten, with a shared view of the child, common pedagogical approaches and foundations of belonging, well-being, engagement and expression that are aligned with the Kindergarten program.

STAFFING RATIOS

Requirement:

- The maximum allowable child to adult staffing ratio for a school board-operated program shall be 15:1.
- Where a program unit size exceeds a child to adult ratio of 15:1, the school board shall appoint another staff person to that program unit.
- Each group of children shall not exceed a maximum size of 30 students (this maximum size does not refer to the total number of children served by a program. There may be multiple groups of children, in separate areas, served by one program).

STAFF QUALIFICATIONS AND ADULT SUPERVISION

Requirement:

As set out under Part IX.1 of the *Education Act*, school board-operated programs must have at least one Registered Early Childhood Educator (RECE) to lead the program unit.

For programs only serving children 9 years of age or older, there must be at least one adult to lead the program unit who meets one of the following criteria:

- Has a diploma or degree in child and youth care;
- Has a diploma or degree in recreation and leisure services;
- Is a member in good standing with the Ontario College of Teachers; or
- Is a member in good standing with the College of Early Childhood Educators

Programs must have adult supervision on-site at all times. Additionally, where a program is the sole occupant of the premises, there must be a minimum of two adults onsite at all times.

Considerations:

Programs may wish to exceed the minimum ratio and staffing requirements. Research suggests that smaller group sizes support more meaningful and positive interactions between children. This may also permit greater capacity to support children with higher levels of need.

ACTIVE PLAY

Requirement

School board-operated programs are required to offer a minimum of 30 minutes of active play in daily programming to align with the government's commitment to provide opportunities for increased physical activity for children and youth. Activities should be developmentally appropriate and accommodate fitness levels and interests of students. Emphasis should focus on participation and enjoyment and can include introducing participants to a range of developmentally appropriate physical activities such as sports, dance, free gym time, and active games.

This requirement aligns with the [Public Health Agency of Canada's guidelines](#) recommending 60 minutes of daily moderate to vigorous physical activity for children aged 5-17. It is also consistent with the principles outlined in [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#), which include creating opportunities for children to engage in active play that allow them to connect with the natural world and their community.

OUTDOOR PLAY

Considerations:

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) notes that children thrive where they can engage in vigorous physical play in natural outdoor spaces. In addition to providing physical benefits, active play outdoors strengthens functioning in cognitive areas such as perception, attention, creative problem solving, and complex thinking.

OPTIONAL ACTIVITIES AND PROGRAMS

Considerations:

School boards may wish to offer specific programming based on the needs and interests of the community and participants in the program. This programming can include:

- Academic assistance or time for students to complete school work
- Arts and cultural activities that promote inclusion, knowledge of other cultures, or creative pursuits
- Personal health and wellness education (e.g. anti-bullying, body image, fostering resilience)
- Community involvement
- Providing snacks for students participating in the program. Programs may choose to incorporate hands-on activities about nutrition when snacks are provided. All food should meet [Canada's Food Guide to Healthy Eating](#) or [Eating Well with Canada's Food Guide – First Nations, Inuit and Métis](#)

- Unstructured time to allow children to develop interests, engage with their peers, play independently, and make choices and decisions for themselves

DEVELOPMENTALLY RESPONSIVE SPACES

Considerations:

Programs should ensure spaces are clean and in a good state of repair. Environments should be inviting and designed together with students based on their abilities and interests, allowing for a variety of activities that are responsive to individual development. Spaces should allow for both independent and small group experiences as well as opportunities to participate in larger groups.

Furnishings and materials should support a range of interests that provide for learning, creative expression, recreational activities, and relaxation.

5. AUTHORIZED RECREATIONAL/SKILL BUILDING PROGRAMS

Where a school board chooses to enter into an agreement with a provider to deliver an authorized recreational and skill building program, the school board must ensure that the following programming requirements set out below are included in the agreement between the school board and the recreation program provider.

AUTHORIZED RECREATIONAL AND SKILL BUILDING PROGRAMS

For after school programs that only serve students in Grades 1 and higher, school boards may enter into an agreement with an authorized recreational and skill building program.

Authorized recreation providers include municipalities, the YMCA, Boys and Girls Clubs of Canada, and Ontario's After School Program funded by the Ministry of Tourism, Culture and Sport.

Child Care and Early Years Act, 2014

As defined under [section 6\(4\) of the Child Care and Early Years Act, 2014](#) and [the General Regulation](#), **authorized recreational and skill building programs** may provide **up to 3 hours** of care once a day for children aged 6 and up if they are:

- Operated by a municipality, school board, First Nation, or the Métis Nation of Ontario;
- Operated by the YMCA or Boys and Girls Clubs of Canada;
- An Ontario After School Program funded by the Ministry of Tourism, Culture and Sport (MTCS);
- A member of a provincial sports or multi-sport organization recognized by MTCS;
- Operated by an MTCS agency or attraction (e.g. ROM, Ontario Science Centre); or
- Authorized by the local service system manager or First Nation provided that the program supports the health, safety and well-being of children.

PROGRAM REQUIREMENTS

Research suggests that key factors in quality after school programs include staff qualifications, small group sizes, more adults per child to encourage increased and meaningful interaction, and a variety of activities that stem from self-directed programming.

Principles Guiding Programming

Requirement

Authorized Recreational and Skill Building programs should be consistent with [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#).

- *View of the Child:* All students are competent and capable of complex thinking, curious and rich in potential. Programming allows students to exercise choice and responds to individual interests.
- *Positive Interactions:* Programs support students in making connections with their peers and staff in structured and unstructured interactions, and provide opportunities for students to engage in independent activities. All Students, including students with differing abilities, feel valued, connected to others, and are able to make positive contributions to the group, community and natural world.
- *Developmentally Responsive:* All students are able to participate fully in ways that are most comfortable for them. Programs support physical and mental health and wellness, and are rooted in an understanding of child development and the broader contexts within which this development is happening (e.g. local, social, cultural, economic).
- *Safe, Inclusive Spaces:* Programs establish and maintain positive, harassment/discrimination free environments for optimal participant growth so that students, each with differing abilities, interests and perspectives feel that their experiences and strengths are valued.

Staffing Ratios

Requirement:

Programs must have a minimum of one staff person for every 15 students (1:15). Where the number of students exceeds 15, a second staff person is required.

Each group of children shall not exceed a maximum size of 30 students (this does not refer to the total number of children served by a program. There may be multiple groups of children, in separate areas, served by one program).

Staff Qualifications and Supervision

Requirement:

Each program must have access to at least one adult to lead the program who meets one of the following criteria:

- Is a member in good standing with the College of Early Childhood Educators; or
- Is a member in good standing with the Ontario College of Teachers; or
- Has a diploma or degree in child and youth care; or
- Has a diploma or degree in recreation and leisure services; or
- Has a diploma or degree in social work, psychology, sociology, kinesiology with a focus/experience working with children aged 6-12 years old.

Programs must have adult supervision on-site at all times and at least one adult must meet the requirements above or be enrolled as a student in the fields identified above.

Additionally, where a program is the sole occupant of the premises, there must be a minimum of two adults onsite at all times

Active Play

Requirement:

After school programs must dedicate 30% of program time or one hour of daily active play for students in the program. Activities should be developmentally appropriate and accommodate fitness levels and interests of students. Emphasis should focus on participation and enjoyment and can include introducing participants to a range of developmentally appropriate physical activities such as sports, dance, free gym time, and active games.

This requirement aligns with the [Public Health Agency of Canada's guidelines](#) recommending 60 minutes of daily moderate to vigorous physical activity for children aged 5-17. It is also consistent with the principles outlined in [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#), which include creating opportunities for children to engage in active play that allow them to connect with the natural world and their community.

Outdoor Play

Considerations:

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) notes that children thrive where they can engage in vigorous physical play in natural outdoor spaces. In addition to providing physical benefits, active play outdoors strengthens functioning in cognitive areas such as perception, attention, creative problem solving, and complex thinking.

Optional Activities and Programs

Considerations:

School boards may encourage recreation providers to offer specific programming based on the needs and interests of the community and participants in the program. This programming

can include:

- Academic assistance or time for students to complete school work
- Arts and cultural activities that promote inclusion, knowledge of other cultures, or creative pursuits
- Personal health and wellness education (e.g. anti-bullying, body image, fostering resilience)
- Community involvement
- Providing snacks for students participating in the program. Programs may choose to incorporate hands-on activities about nutrition when snacks are provided. All food should meet [*Canada's Food Guide to Healthy Eating*](#) or [*Eating Well with Canada's Food Guide – First Nations, Inuit and Métis*](#)
- Unstructured time to allow children to develop interests, engage with their peers, play independently, and make choices and decisions for themselves

Developmentally Responsive Spaces

Considerations:

Programs should ensure spaces are clean and in a good state of repair. Environments should be inviting and designed together with students based on their abilities and interests, allowing for a variety of activities that are responsive to individual development. Spaces should allow for both independent and small group experiences as well as opportunities to participate in larger groups.

Furnishings and materials should support a range of interests that provide for learning, creative expression, recreational activities, and relaxation.

HEALTH AND SAFETY REQUIREMENTS

Requirement:

Where a school board chooses to enter into an agreement with an authorized recreational and skill building program for the provision of after school programs for students in grade 1 and up, the agreements must require that the operator meet the following conditions:

Policies and Procedures

Requirement:

Authorized recreation programs must have the following policies in place at each site and reviewed annually with all staff:

- An emergency action plan communicated with the school and visibly posted
- Accident and injury reporting
- Plans for children with medical or special needs
- Safety policies to monitor equipment and facilities
- Reducing risk of and responding to exposure to anaphylactic causative agents
- Safe arrival and departure procedures for children, particularly with regard to transitions after the school day (see below)

- Safe food handling with a minimum of one staff person that has been certified in a licensed safe food handling course
- Vulnerable sector screening for all staff prior to interacting with children
- The provision of healthy and nutritious food and drink for students
- Ensuring protection of privacy of children, youth and their families

Safe Arrival/Dismissal Policy

Requirement:

At a minimum, this policy should include a:

- Daily sign-in/sign-out procedure so that staff are aware of which children are in attendance and which are absent
- Procedure to be followed if a child does not attend and staff have not been notified in advance of the reason (e.g. contact school/parent if child has not arrived by a certain time)
- Process by which parents must inform the program in writing of who is or is not allowed to pick up their children
- Process by which parents must provide written consent for children of any age to sign themselves in and out
- Process by which the authorized recreation provider communicates with the school to support transitions to after the school day

Standard First Aid and CPR

Requirement:

All staff must be certified in Standard First Aid / CPR from a Workplace Safety Insurance Board (WSIB) recognized agency.

Vulnerable Sector Checks

Requirement:

Authorized Recreational and Skill Building programs are required to obtain vulnerable sector checks (VSCs) from all staff, volunteers, and students before they interact with children.

For any person, other than an employee, volunteer or student, who provides services to a child in the program, the program must obtain an offence declaration from the person or an attestation from their employer that a vulnerable sector check has been obtained and reviewed.

Vulnerable sector checks should be renewed every five years and offence declarations should be completed annually except in the year when a vulnerable sector check is obtained.

Authorized Recreational and Skill Building programs are required to have a policy in place to ensure that persons in contact with children in their programs are appropriately screened or supervised.

ORGANIZATIONAL REQUIREMENTS

Professional Learning and Development

Requirement:

Authorized recreational programs must have a staff training plan that ensures orientation, as well as initial and ongoing staff education. A staff training plan must include:

- Yearly after school/organizational orientation where the staff sign off on organization's policies and procedures
- Training in occupational health and safety (WHMIS)
- Training in ways to encourage positive interactions and communication among peers and support students self-regulation abilities; and training on prohibited adult practices (i.e. using harsh or degrading measures withholding physical activity as a form of punishment)
- Training in conflict resolution
- Training in Standard First Aid and CPR certificate from a WSIB recognized agency (i.e. Red Cross, St. John's Ambulance)
- Training in healthy child development (e.g. High Five's "Principles of Healthy Child Development")
- Training on the role of healthy eating for development of healthy behaviours and one staff at each location must be trained in safe food handling
- Training in adapting physical activity opportunities to include children and youth at all levels of athletic ability and those with physical, sensory or intellectual disability
- Training and familiarity with resources on integrating physical activity throughout the program

Liability Insurance

Requirement:

A current certificate of Comprehensive General Liability for at least \$2 million naming "Her Majesty the Queen in right of Ontario, Her Ministers, Agents, Appointees and Employees" as additionally insured.

6. LICENSED CHILD CARE CENTRES

Licensed child care centres are regulated under the *Child Care and Early Years Act, 2014*. Under the Act and its regulations, centres must meet a number of provincial standards including:

- Maximum group size and ratios for staff and children in care
- Staff qualifications
- Policies and procedures to support health, safety and wellbeing of children in care.

These regulations also require that licensed child care centres are guided by [*How Does Learning Happen?: Ontario's Pedagogy for the Early Years*](#) in the development of their

programming for children. Consistent with [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#), licensed child care centres offering before-and-after school care are required to provide a minimum of 30 minutes of outdoor time each day in their programming.

7. THIRD PARTY PROGRAMS: LINKAGES TO THE SCHOOL DAY

TRANSITIONS AROUND THE SCHOOL DAY

Requirement:

Agreements must include how third party programs and schools ensure the safe arrival and departure of children enrolled in third party programs as they transition between the school day, before-and-after school programs, and home.

Considerations:

Children have differing experiences and connections with their school. It is important that school boards and providers are considering transition requirements that support the individual needs of children in the program. A child may have an individualized education plan where specific supports may be required to transition children from the school day to before and/or after school programming.

SAFE SCHOOLS

Requirement:

In accordance with section 28 of the regulation, agreements must include that operators of third party programs must ensure that when its employees or contractors become aware that a student of the school board may have engaged in an activity for which suspension or expulsion must be considered, that these staff or contractors report the matter to the school's principal.

PROGRAMS OFFERED OFF SCHOOL PREMISES (GRADES 1 TO 6 ONLY)

Considerations:

For programs that only serve children aged 6 and over, school boards may choose to offer these programs off school premises. For example, an after school program for 6-12 year olds may be offered at a municipal community centre where there may be space that is more appropriate for developmentally responsive programming for school aged children.

This is intended to recognize existing partnerships between school boards and municipalities and service providers to serve school aged children and better integrate existing services to support local planning, particularly for after school recreation programs.

8. COMMUNICATION TO PARENTS

POSTING INFORMATION

Requirements:

Before the start of May of each year, school boards are required to provide the following information to parents and guardians in writing and post on the school board's website:

- The fees for before-and-after school programs
- The process and approach for determining sufficient demand and viability
- Schools that will and will not be offering a before and/or after school program
- Information on how to apply for financial assistance for before-and-after school programs
- Notice that if a third party program ceases to operate, the school board will ensure that another program will be available but the fees, days and times of operation may change

Considerations:

School boards may wish to work with their Indigenous and community partners to help communicate information to parents.

9. REPORTING TO THE MINISTRY

Requirement:

School boards are required to report the following information to the ministry by the end of each school year:

- For the coming school year:
 - A summary of:
 - How the school board consulted with the local service system manager(s), First Nations with tuition agreements, existing service providers, urban Indigenous organizations and parents
 - What additional information and data was used or collected to support planning (surveys, asset mapping, demographic projections, waitlist information)
 - Total number of schools that will be delivering a before-and after school program
 - The total number of children registered in before-and-after school programs including non-instructional days
 - Names of all schools exempt from the duty
 - Average and range of daily fees for before, after and before-and-after school programs (including non-instructional days)
 - Affirmation signed by relevant local service system manager(s) and First Nations

that:

- Describes how sufficient demand and viability was determined
- There is agreement that the schools that are not offering a before and/or after school program is exempt from the duty because a program was not viable
- Affirmation that, if a school board has entered into an agreement with a for-profit operator, it did so in compliance with the requirements set out in O. Reg. 221/11
- Affirmation that third party and board-operated programs meet the requirements under the *Education Act*
- Beginning May 2018, for the preceding school year for board-operated and authorized recreational and skill-building programs:
 - Name of each school and the name of the operator delivering before and/or after school programs
 - The hours of operation including non-instructional days
 - Updated (if any) names of each school exempt from the duty including revised affirmation signed by the local service system manager(s) and relevant First Nations
 - Number of children registered in each of the before and/or after school programs by age group
 - Daily average and range of fees for each of the before and/or after school programs (including non-instructional days)
 - Wages and number of staff for each program

Boards are not required to provide this information for licensed child care programs as this will be collected through child care licensing.



REPORT TO

REGULAR BOARD

FINANCIAL REPORT AS AT JANUARY 2017

"To do what is right and just is more acceptable to the LORD than sacrifice."
Proverbs 21:3

Created, Draft	First Tabling	Review
March 7, 2017	March 30, 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 January 31, 2017 provides a detailed review of both revenues and expenditures. A more detailed variance summary is attached (Appendix A & B). The overall YTD classroom spending percentage at January 2017 is 49.0% compared to 48.5% in 2016 due to one extra teaching day in January 2017. 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 10 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 January YTD revenues and expenses have been adjusted for known EDU Public Sector Accounting Board (PSAB) requirements.

3. Attached as Appendix A and B is the January 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 with a \$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 5 months' performance at January 31, 2017 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 50% spent (5/10) and expenditures associated with administration and facilities are usually 42% spent (5/12) in January.
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

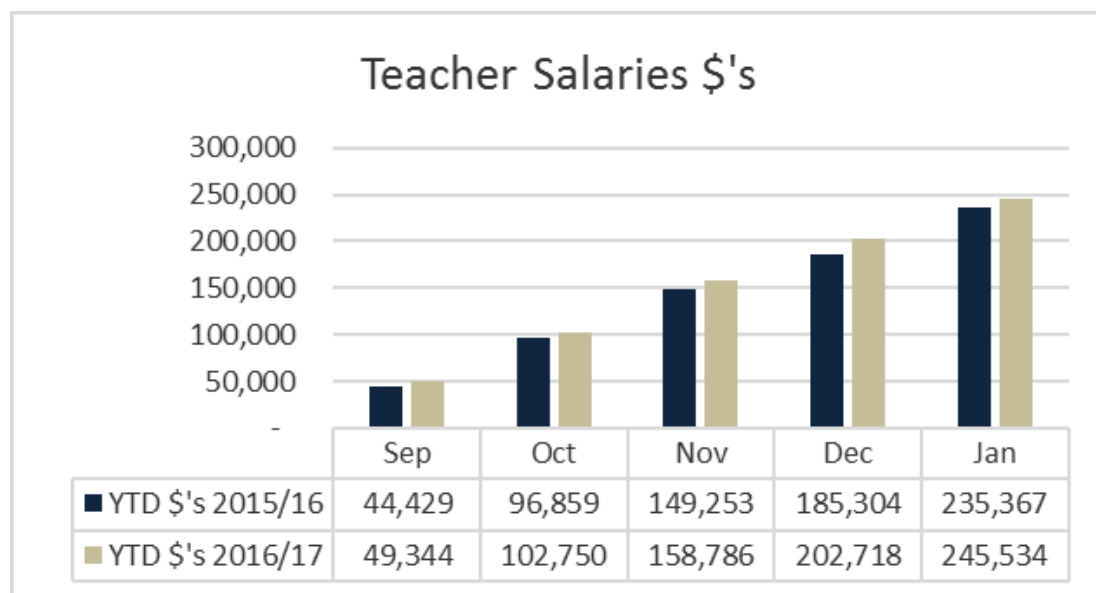
E. METRICS AND ACCOUNTABILITY

In the following examples, when the percentage of budget comparison is used it means actual YTD expenditure divided by total Revised Budget for 2016/17 and actual YTD expenditure divided by total expenditure for 2015/16. This provides us with a more accurate comparator for 2015/16 and assumes any explained variance in 2015/16 has been corrected in the 2016/17 Revised Estimates.

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:



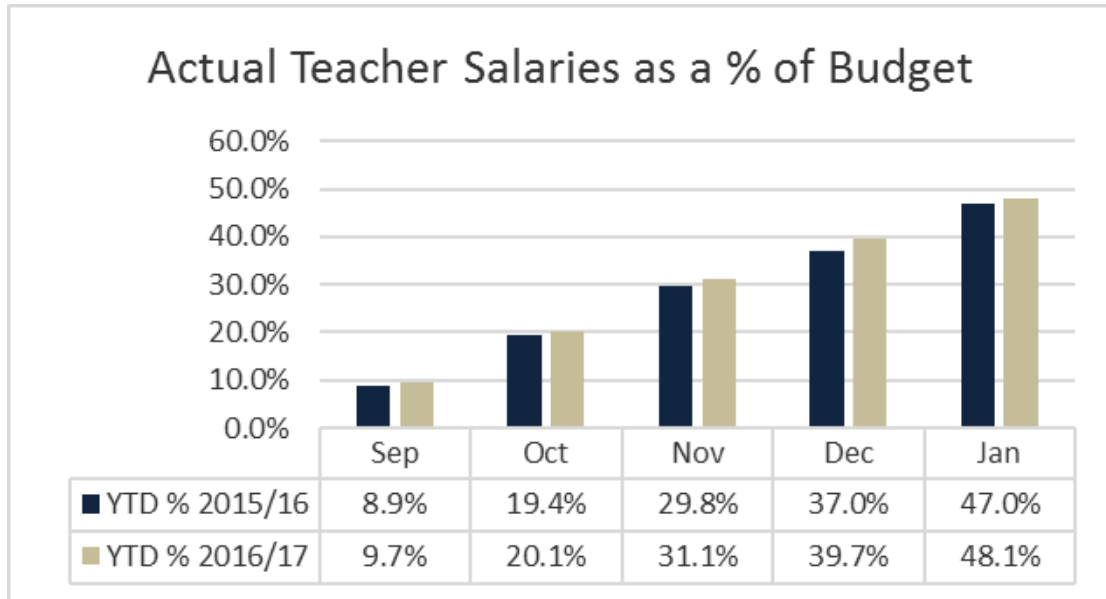


Figure 1 – 15/16 Budget \$512M, 15/16 Actual \$501M, 16/17 Budget \$511M

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 2017. In conclusion, teacher salaries are running approximately .5% ahead of last year's actual but is still under the expected rate of 49%. Last year the collective agreement settlements were implemented towards the end of the year while this year the increases are implemented throughout the year.

2. Occasional Teachers

Occasional Teacher expense is \$0.6 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 8.1% higher than the same period last year.

The percentage spent of 49.8% is slightly above the 49% classroom expenditure benchmark one would expect at this time. The financial situation does not directly reflect teacher absenteeism rates which has seen a larger increase. This increase in absenteeism has not translated into an equivalent increase in financial costs due to the higher number of long term absences and the corresponding inability to fill daily absences by Occasional Teachers.

It is management's commitment to fill teacher vacancies due to illness and efforts have been made and will continue to be made to add more Occasional

Teachers to the roster. As a result, it is likely that this will cause an additional cost pressure, and will require constant monitoring.

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

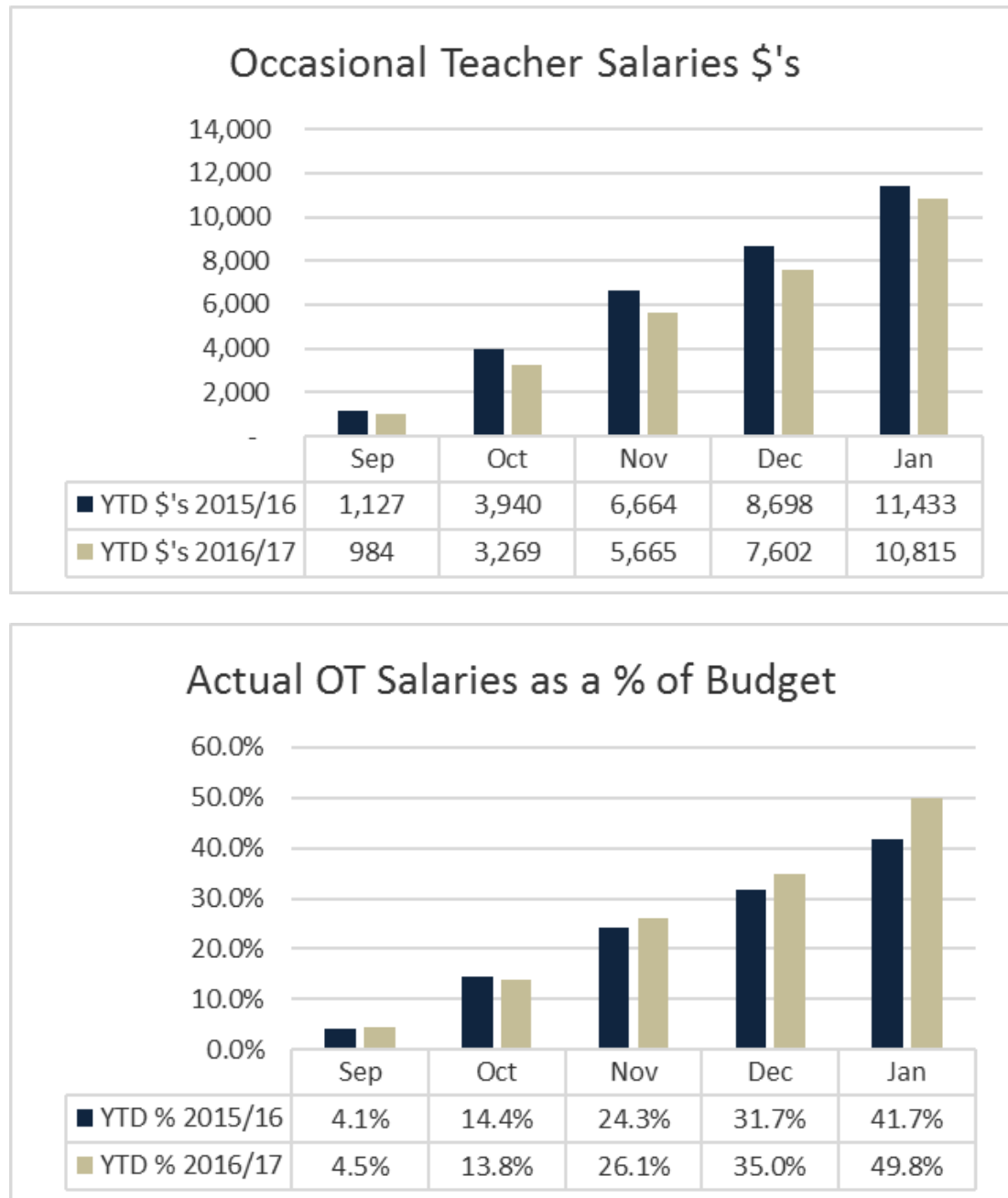


Figure 2 – 15/16 Budget \$20.5M, 15/16 Actual \$29.9M, 16/17 Budget \$26.1M

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/actual:

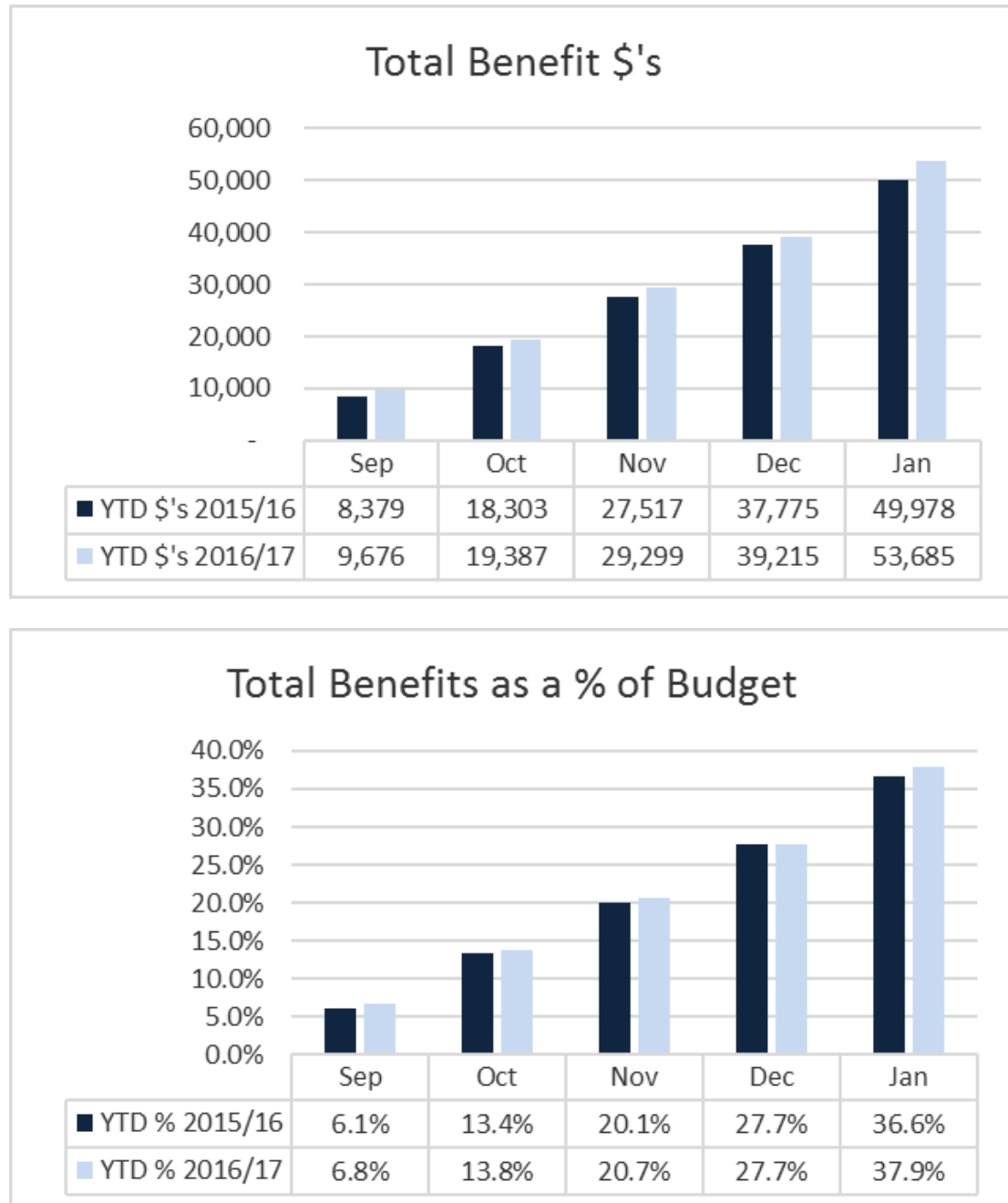


Figure 3 – 15/16 Budget \$141M, 15/16 Actual \$137M, 16/17 Budget \$142M

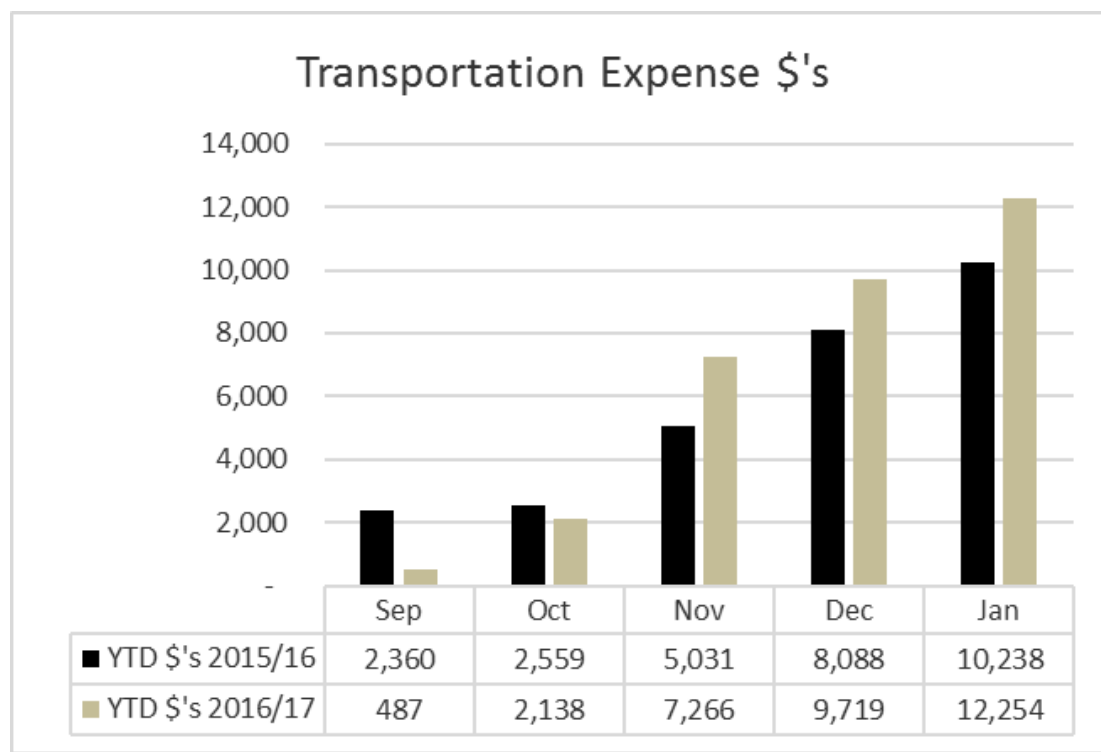
The above graphs indicate that spending is higher this year compared to last year, however last year there was a significant surplus in this line. To date

only 37.9% of the budget has been spent when we are 42 - 50% 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 \$2.0 million higher than the same period last year while the percentage of budget spent is almost identical. The one extra teaching day explains .5% of the variance. There are many variables in transportation this year including, snow days, new contracts, higher rates and varying volumes of accommodations and utilizations for special needs students. At 37.9%, transportation expense is still under the 41.7% that would be expected for the 5 months but will require close scrutiny due to the aforementioned variables.

The following graphs illustrate transportation expense against the same period last year both in dollars and as a percent of budget/actual:



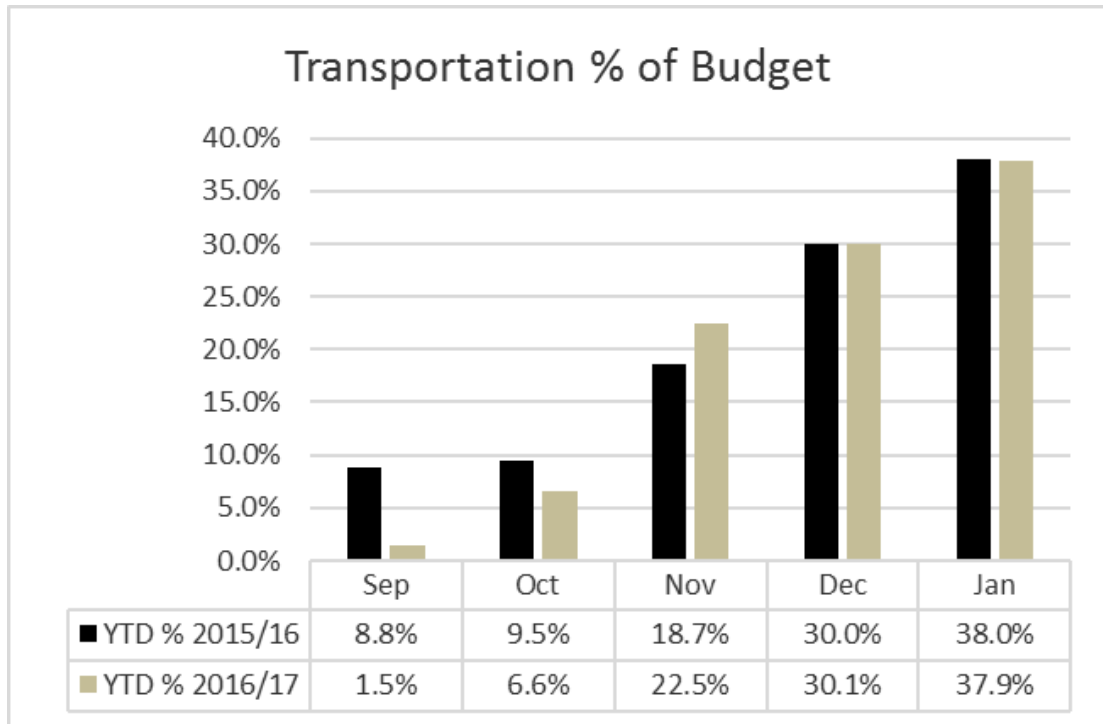


Figure 4 – 15/16 Budget \$27.7M, 15/16 Actual \$27.0M, 16/17 Budget \$32.3M

F. CONCLUDING STATEMENT

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

Toronto Catholic DSB
Interim Financial Report
For the Month Ending January 31, 2017
(\$ thousands)

				Revenue Budget Assessment							
				b		c = b - a		d = c/a			
2015-16				2016-17							
Budget (Rev. Estimates)	Financial Statement (August 31, 2015)	Variance		Revised Estimates	Forecast	Change					
						\$ Increase (Decrease)	% Increase (Decrease)				
Grant Revenues (Section 1)											
Pupil Foundation	475,099	475,570	0.1%	472,853	472,853	-	0.0%				
School Foundation	63,256	63,271	0.0%	62,812	62,812	-	0.0%				
Special Education	124,623	124,321	0.0%	121,563	121,563	-	0.0%				
Language	34,424	31,596	0.0%	31,406	31,406	-	0.0%				
Outlying, Remote and Rural	-	-	0.0%	-	-	-	0.0%				
Learning Opportunities	46,330	46,389	0.0%	46,422	46,422	-	0.0%				
Continuing and Adult Education	15,614	16,550	0.0%	14,892	14,892	-	0.0%				
Teacher Q&E	66,989	68,632	2.5%	78,846	78,846	-	0.0%				
New Teacher Induction program	1,041	1,058	1.7%	847	847	-	0.0%				
ECE Q&E Allocation	3,292	3,614	9.8%	4,358	4,358	-	0.0%				
Restraint Savings	(402)	(402)	0.0%	(402)	(402)	-	0.0%				
Transportation	23,904	23,307	-2.5%	23,818	23,818	-	0.0%				
Admin and Governance	22,484	22,876	1.7%	22,203	22,203	-	0.0%				
School Operations	88,499	88,583	0.1%	87,678	87,678	-	0.0%				
Community Use of Schools Grant	1,225	1,225	0.0%	1,226	1,226	-	0.0%				
Declining Enrolment	3,377	2,750	-18.6%	1,420	1,420	-	0.0%				
First Nation, Metis and Inuit	2,882	2,922	1.4%	3,472	3,472	-	0.0%				
Safe Schools Supplement	2,661	2,663	0.1%	2,653	2,653	-	0.0%				
Permanent Financing - NPF	3,765	3,765	0.0%	3,765	3,765	-	0.0%				
Adjustment to Entitlement - Minor Capital	(24,477)	(24,467)	0.0%	(24,496)	(24,496)	-	0.0%				
Other	2,249	2,352	4.6%	3,525	3,525	-	0.0%				
	956,833	956,573	0.0%	958,858	958,858	-	0.0%				
Grants for Capital Purposes											
Capital - non-Land	38,321	24,436	-36.2%	15,788	15,788	-	0.0%				
Capital - Land	-	279	0.0%	-	-	-	0.0%				
Minor Tangible Capital Assets	24,477	24,467	0.0%	24,496	24,496	-	0.0%				
School Renewal	15,747	15,757	0.1%	15,488	15,488	-	0.0%				
School Condition Improvement	10,563	10,563	0.0%	-	-	-	0.0%				
Temporary Accommodations	-	-	0.0%	-	-	-	0.0%				
Retrofitting	-	45	0.0%	-	-	-	0.0%				
Short-term Interest	1,490	399	-73.2%	-	-	-	0.0%				
Debt Funding for Capital	16,159	16,054	-0.6%	15,989	15,989	-	0.0%				
	106,756	92,000	-13.8%	71,761	71,761	-	0.0%				
TOTAL ALLOCATIONS (Section 1)				1,063,589	1,048,573	-1.4%		1,030,620	1,030,620	-	0.0%

Toronto Catholic DSB
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(\$ thousands)

(\$ thousands)

			Revenue Budget Assessment					
			b		c = b - a		d = c/a	
2015-16			2016-17					
Budget (Rev. Estimates)	Financial Statement (August 31, 2015)	Variance	Revised Estimates	Forecast	Change			
					\$ Increase (Decrease)	% Increase (Decrease)		
Adjustments: (Sec 1A)								
Amounts flowed to DCC	(38,321)	(24,436)	-36.2%	(15,788)	(15,788)	-	0.0%	
Amounts flowed to Deferred Revenue	(195,427)	(194,079)	-0.7%	(187,529)	(187,529)	-	0.0%	
Tax Revenues	(393,290)	(392,545)	-0.2%	(404,321)	(404,321)	-	0.0%	
TOTAL LEGISLATIVE GRANTS	436,551	437,513	0.2%	422,982	422,982	-	0.0%	
Other Revenues								
School Generated Funds	27,355	29,472	7.7%	29,472	29,472	-	0.0%	
Rentals	2,870	2,798	-2.5%	2,798	2,798	-	0.0%	
Continuing Education Fees	66	53	-19.6%	53	53	-	0.0%	
Other Grants	15,919	13,849	-13.0%	26,439	26,439	-	0.0%	
Staff on Loan	3,294	3,504	6.4%	3,504	3,504	-	0.0%	
Tuition Fees	15,497	15,473	-0.2%	18,718	18,718	-	0.0%	
Miscellaneous Revenues	11,311	28,833	154.9%	60,739	60,739	-	0.0%	
Non Grant Revenue	76,313	93,982	23.2%	141,723	141,723	-	0.0%	
Total Taxation	393,290	392,545	-0.2%	404,321	404,321	-	0.0%	
Deferred Revenues								
Deferred Revenues - Legislative Grants	171,233	165,000	-3.6%	170,650	170,650	-	0.0%	
Amortization of DCC	43,381	43,514	0.3%	46,668	46,668	-	0.0%	
DCC on disposal of assets	-	843	0.0%	-	-	-	0.0%	
Net Deferred Revenue / Capital Contribution	214,615	209,357	-2.4%	217,318	217,318	-	0.0%	
TOTAL REVENUES (Schedule 9)	1,120,768	1,133,397	1.1%	1,186,344	1,186,344	-	0.0%	

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Revenue Risk Assessment				
i	e	k	f	g = e - f
Actual Revenue 2016-17	Actual to Jan 31/17	Actual Revenue 2015- 16	Actual to Jan 31/16	Year-to year Increase (Decrease)
	% of Revised Estimates		% of Actual Received	
to Jan 31/17		to Jan 31/16		
214,499	45.36%	213,225	44.84%	0.5%
28,379	45.18%	28,324	44.77%	0.4%
54,052	44.46%	54,817	44.09%	0.4%
16,144	51.40%	14,162	44.82%	6.6%
-	0.00%	-	0.00%	0.0%
21,426	46.15%	20,933	45.13%	1.0%
6,866	46.11%	6,715	40.57%	5.5%
38,046	48.25%	35,554	51.80%	(3.6%)
197	23.24%	382	36.08%	(12.8%)
2,467	56.61%	1,965	54.38%	2.2%
(179)	44.59%	(181)	45.09%	(0.5%)
10,939	45.93%	10,740	46.08%	(0.2%)
10,103	45.50%	10,012	43.77%	1.7%
39,324	44.85%	39,537	44.63%	0.2%
546	44.50%	553	45.15%	(0.6%)
72	5.10%	640	23.28%	(18.2%)
1,782	51.34%	1,565	53.58%	(2.2%)
1,196	45.08%	1,196	44.92%	0.2%
1,679	44.59%	1,698	45.09%	(0.5%)
(11,188)	45.67%	(11,046)	45.15%	0.5%
19	0.54%	1,589	67.57%	(67.0%)
436,368	45.51%	432,381	45.20%	0.3%
1,070	6.78%	571	2.34%	4.4%
224	0.00%	-	0.00%	0.0%
11,188	45.67%	11,046	45.15%	0.5%
7,650	49.39%	6,984	44.33%	5.1%
-	0.00%	-	0.00%	0.0%
1,673	0.00%	-	0.00%	0.0%
-	0.00%	-	0.00%	0.0%
40	0.00%	-	0.00%	0.0%
8,095	50.63%	7,974	49.67%	1.0%
29,940	41.72%	26,576	28.89%	12.8%
466,308	45.25%	458,957	43.77%	1.5%

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(\$ thousands)

Revenue Risk Assessment				
i	e	k	f	g = e - f
Actual Revenue 2016-17	Actual to Jan 31/17	Actual Revenue 2015- 16	Actual to Jan 31/16	Year-to year Increase (Decrease)
to Jan 31/17	% of Revised Estimates	to Jan 31/16	% of Actual Received	
Adjustments: (Sec 1A)				
Amounts flowed to DCC	(11,652) 73.80%	(7,119) 29%		44.7%
Amounts flowed to Deferred Revenue	(85,385) 45.5%	(84,563) 44%		2.0%
Tax Revenues	(175,468) 43.4%	(168,467) 43%		0.5%
TOTAL LEGISLATIVE GRANTS	193,802 45.82%	198,807 45.44%		0.4%
Other Revenues				
School Generated Funds	- 0.00%	- 0.00%		0.0%
Rentals	2,150 76.85%	1,304 46.59%		30.3%
Continuing Education Fees	16 29.73%	25 47.85%		(18.1%)
Other Grants	4,256 16.10%	3,247 23.44%		(7.3%)
Staff on Loan	1,013 28.90%	1,415 40.38%		(11.5%)
Tuition Fees	9,224 49.28%	9,359 60.49%		(11.2%)
Miscellaneous Revenues	16,827 27.70%	3,441 11.94%		15.8%
Non Grant Revenue	33,486 23.63%	18,791 19.99%		3.6%
Total Taxation	175,468 43.40%	168,467 42.92%		0.5%
Deferred Revenues				
Deferred Revenues - Legislative Grants	75,836 44.44%	76,952 46.64%		(2.2%)
Amortization of DCC	21,201 45.43%	19,445 44.69%		0.7%
DCC on disposal of assets	- 0.00%	- 0.00%		0.0%
Net Deferred Revenue / Capital Contributor	97,038 44.65%	96,397 46.04%		(1.4%)
TOTAL REVENUES (Schedule 9)	499,794 42.13%	482,462 42.57%		(0.4%)

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	Budget Assessment						
	b		c = b - a		d = c/a		
	2015-16		2016-17		Change		
	Budget (Rev Estimates)	Financial Statements (August 2016)	Variance	Revised Estimates Budget	Forecast	\$ Increase (Decrease)	% Increase (Decrease)
OPERATING							
Classroom Instruction							
Teachers							
Salary	511,954	500,544	(2.2%)	510,960	510,960	-	0.0%
Benefits	70,367	71,976	2.3%	70,629	70,629	-	0.0%
Other	610	444	(27.2%)	610	610	-	0.0%
Occasional Teachers							
Salary	16,927	27,425	62.0%	21,715	21,715	-	0.0%
Benefits	3,585	2,463	(31.3%)	4,843	4,843	-	0.0%
Other	-	-		-	-	-	0.0%
Educational Assistants and ECEs							
Salary	58,673	59,358	1.2%	58,496	58,496	-	0.0%
Benefits	19,060	17,598	(7.7%)	19,082	19,082	-	0.0%
Other	-	-	0.0%	-	-	-	0.0%
Classroom Computers	8,596	2,190	(74.5%)	8,663	8,663	-	0.0%
Textbooks and Supplies	21,107	22,472	6.5%	22,826	22,826	-	0.0%
Professionals and Paraprofessionals							
Salary	35,030	36,518	4.2%	34,885	34,885	-	0.0%
Benefits	9,141	9,250	1.2%	9,400	9,400	-	0.0%
Other	5,340	3,107	(41.8%)	5,241	5,241	-	0.0%
Library and Guidance							
Salary	14,464	15,904	10.0%	14,381	14,381	-	0.0%
Benefits	2,010	2,114	5.2%	2,534	2,534	-	0.0%
Other	-	1	0.0%	-	-	-	0.0%
Staff Development							
Salary	1,705	2,099	23.1%	2,089	2,089	-	0.0%
Benefits	413	276	(33.0%)	227	227	-	0.0%
Other	861	228	(73.5%)	861	861	-	0.0%
Department Heads							
Salary	2,433	1,125	(53.7%)	2,433	2,433	-	0.0%
Benefits	-	1	0.0%	-	-	-	0.0%
Other	-	-	0.0%	-	-	-	0.0%
Principal and Vice-Principals							
Salary	36,716	37,732	2.8%	36,352	36,352	-	0.0%
Benefits	4,883	5,195	6.4%	5,165	5,165	-	0.0%
Other	139	14	(90.1%)	141	141	-	0.0%
School Office							
Salary	17,798	17,167	(3.5%)	17,389	17,389	-	0.0%

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				Budget Assessment			
				b	c = b - a	d = c/a	
2015-16				2016-17			
	Budget (Rev Estimates)	Financial Statements (August 2016)	Variance			Change	
				Revised Estimates Budget	Forecast	\$ Increase (Decrease)	% Increase (Decrease)
Benefits	5,184	5,047	(2.6%)	5,561	5,561	-	0.0%
Other	1,747	1,282	(26.7%)	1,700	1,700	-	0.0%
Co-ordinators and Consultants					-		
Salary	4,322	4,494	4.0%	4,468	4,468	-	0.0%
Benefits	1,108	964	(13.0%)	851	851	-	0.0%
Other	70	15	(78.6%)	64	64	-	0.0%
Continuing Education					-		
Salary	17,931	18,221	1.6%	17,905	17,905	-	0.0%
Benefits	3,040	3,061	0.7%	2,799	2,799	-	0.0%
Other	1,998	2,260	13.1%	2,450	2,450	-	0.0%
Amortization and Write-downs	4,920	4,623	(6.0%)	4,840	4,840	-	0.0%
Total Instruction	882,129	875,169	-0.8%	889,561	889,561	-	0.0%
Administration							
Trustees							
Salary	257	249	(3.2%)	255.090	255	-	0.0%
Benefits	11	9	(14.3%)	11.184	11	-	0.0%
Other	589	338	(42.7%)	589.833	590	-	0.0%
Director/Supervisory Officers					-		
Salary	2,833	3,005	6.1%	2,889.693	2,890	-	0.0%
Benefits	907	856	(5.6%)	897.403	897	-	0.0%
Other	82	52	(36.5%)	83.680	84	-	0.0%
Board Administration					-		
Salary	12,472	12,603	1.0%	12,724	12,724	-	0.0%
Benefits	3,584	3,335	(7.0%)	3,442	3,442	-	0.0%
Other	3,530	2,961	(16.1%)	3,359	3,359	-	0.0%
Amortization and Write-downs	1,476	243	(83.5%)	255	255	-	0.0%
Total Administration	25,740	23,651	-8.1%	24,507	24,507	-	0.0%
Transportation							
Salary	927	970	4.6%	982	982	-	0.0%
Benefits	243	237	(2.4%)	237	237	-	0.0%
Other	27,662	26,952	(2.6%)	32,343	32,343	-	0.0%
Total Transportation	28,832	28,159	-2.3%	33,562	33,562	-	0.0%

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(\$ thousands)

				Budget Assessment			
				b	c = b - a	d = c/a	
2015-16				2016-17			
	Budget (Rev Estimates)	Financial Statements (August 2016)	Variance			Change	
				Revised Estimates Budget	Forecast	\$ Increase (Decrease)	% Increase (Decrease)
Pupil Accommodation							
School Operations and Maintenance							
Salary	45,702	43,952	(3.8%)	46,532	46,532	-	0.0%
Benefits	14,396	13,379	(7.1%)	14,309	14,309	-	0.0%
Other	33,032	31,435	(4.8%)	32,635	32,635	-	0.0%
School Renewal	2,701	2,263	(16.2%)	729	729	-	0.0%
Other Pupil Accommodation	19,761	19,460	(1.5%)	19,511	19,511	-	0.0%
Amortization and Write-downs	41,983	43,797	4.3%	45,850	45,850	-	0.0%
Total Pupil Accommodation	157,577	154,286	-2.1%	159,565	159,565	-	0.0%
Other							
School Generated Funds -Expenditures	29,472	28,389	-3.7%	-	-	-	0.0%
Salary	8,591	9,592	11.7%	8,591	8,591	-	0.0%
Benefits	2,654	831	(68.7%)	1,701	1,701	-	0.0%
Other	-	11,382	0.0%	1,165	1,165	-	0.0%
Amortizations		-	-			-	0.0%
Loss on disposal of assets		-	0.0%			-	0.0%
Other			0.0%	-	-	-	0.0%
Total Other Expenditures	40,717	50,195	23.3%	11,458	11,458	-	0.0%
TOTAL EXPENDITURES	1,134,996	1,131,460	(0)	1,118,652	1,118,652	-	0.0%
Total Revenue				(1,119,418)	(1,119,418)		
				(765)	(765)		

Toronto Catholic DSB
Interim Financial Report
For the Month Ending January 31, 2017
(\$ thousands)

For the Month Ending January 31, 2017 (\$ thousands)		5/12 41.7%		5/10 50.0%	
Risk Assessment					
	i	e	k	f	g = f - e
	Actual Spending 2016-17	Actual to Jan 31/17	Actual Spending 2015-16	Actual to Jan 31/16	Year-to year Increase (Decrease)
	to Jan 31/17	% of Revised Estimate	to Jan 31/16	% of Actual Spent	
OPERATING					
Classroom Instruction					
Teachers					
Salary	245,534	48.05%	235,367	47.02%	1.0%
Benefits	26,592	37.65%	23,984	33.32%	4.3%
Other	115	18.86%	107	24.07%	(5.2%)
Occasional Teachers					
Salary	10,815	49.80%	11,433	41.69%	8.1%
Benefits	860	17.76%	951	38.61%	(20.8%)
Other	-	0.00%	-	0.00%	0.0%
Educational Assistants and ECEs					
Salary	27,659	47.28%	27,088	45.64%	1.6%
Benefits	7,947	41.65%	7,554	42.92%	(1.3%)
Other	-	0.00%	-	0.00%	0.0%
Classroom Computers	1,833	21.16%	2,962	135.22%	(114.1%)
Textbooks and Supplies	8,912	39.04%	10,814	48.12%	(9.1%)
Professionals and Paraprofessionals					
Salary	16,550	47.44%	16,449	45.04%	2.4%
Benefits	3,820	40.64%	3,754	40.58%	0.1%
Other	1,203	22.95%	980	31.54%	(8.6%)
Library and Guidance					
Salary	6,352	44.17%	8,078	50.79%	(6.6%)
Benefits	810	31.98%	795	37.63%	(5.6%)
Other	0	0.00%	0	32.11%	(32.1%)
Staff Development					
Salary	1,616	77.36%	967	46.06%	31.3%
Benefits	128	56.32%	124	44.80%	11.5%
Other	100	11.60%	97	42.56%	(31.0%)
Department Heads					
Salary	584	23.99%	580	51.51%	(27.5%)
Benefits	-	0.00%	1	98.08%	(98.1%)
Other	-	0.00%	0	0.00%	0.0%
Principal and Vice-Principals					
Salary	17,599	48.41%	17,844	47.29%	1.1%
Benefits	2,068	40.04%	1,778	34.23%	5.8%
Other	5	3.19%	2	18.05%	(14.9%)
School Office					
Salary	7,544	43.38%	7,550	43.98%	(0.6%)

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Toronto Catholic DSB
Interim Financial Report
For the Month Ending January 31, 2017
(\$ thousands)

For the Month Ending January 31, 2017 (\$ thousands)		5/12 41.7%		5/10 50.0%		Risk Assessment	
		i	e	k	f	g = f - e	
		Actual Spending 2016-17	Actual to Jan 31/17	Actual Spending 2015-16	Actual to Jan 31/16	Year-to-year Increase (Decrease)	
		to Jan 31/17	% of Revised Estimate	to Jan 31/16	% of Actual Spent		
Benefits		2,221	39.93%	2,095	41.51%	(1.6%)	
Other		486	28.61%	557	43.50%	(14.9%)	
Co-ordinators and Consultants							
Salary		2,011	45.02%	2,355	52.41%	(7.4%)	
Benefits		336	39.50%	376	39.04%	0.5%	
Other		1	2.25%	5	31.56%	(29.3%)	
Continuing Education							
Salary		5,565	31.08%	5,711	31.34%	(0.3%)	
Benefits		1,098	39.22%	1,138	37.19%	2.0%	
Other		964	39.35%	759	33.57%	5.8%	
Amortization and Write-downs		-	0.00%	-	0.00%	0.0%	
Total Instruction		401,329	45.12%	392,254	44.82%	0.3%	
Administration							
Trustees							
Salary		104	40.69%	102	41.06%	(0.4%)	
Benefits		4	34.28%	4	40.85%	(6.6%)	
Other		255	43.30%	260	76.96%	(33.7%)	
Director/Supervisory Officers							
Salary		1,229	42.52%	1,150	38.27%	4.2%	
Benefits		329	36.68%	304	35.54%	1.1%	
Other		12	14.51%	17	31.86%	(17.3%)	
Board Administration							
Salary		5,087	39.98%	4,928	39.10%	0.9%	
Benefits		1,364	39.65%	1,246	37.35%	2.3%	
Other		1,360	40.47%	1,128	38.09%	2.4%	
Amortization and Write-downs		-	0.00%	-	0.00%	0.0%	
Total Administration		9,744	39.76%	9,138	38.64%	1.1%	
Transportation							
Salary		362	36.88%	374	38.57%	(1.7%)	
Benefits		94	39.51%	88	37.08%	2.4%	
Other		12,254	37.89%	10,238	37.99%	(0.1%)	
Total Transportation		12,710	37.87%	10,700	38.00%	(0.1%)	

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Toronto Catholic DSB
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5/12 41.7%		5/10 50.0%							
Risk Assessment									
i		e		k		f		g = f - e	
Actual Spending 2016-17		Actual to Jan 31/17		Actual Spending 2015-16		Actual to Jan 31/16		Year-to year Increase (Decrease)	
to Jan 31/17		% of Revised Estimate		to Jan 31/16		% of Actual Spent			
Pupil Accommodation									
School Operations and Maintenance									
Salary		19,075 40.99%		18,997 43.22%				(2.2%)	
Benefits		5,655 39.52%		5,442 40.68%				(1.2%)	
Other		13,562 41.56%		11,219 35.69%				5.9%	
School Renewal		1,962 269.18%		2,843 125.66%				143.5%	
Other Pupil Accommodation		2,290 11.74%		2,627 13.50%				(1.8%)	
Amortization and Write-downs		20,631 45.00%		19,760 45.12%				(0.1%)	
Total Pupil Accommodation		63,176 39.59%		60,889 39.46%				0.1%	
Other									
School Generated Funds -Expenditures		0.00%		0.00%				0.0%	
Salary		2,778 32.33%		3,297 34.37%				(2.0%)	
Benefits		358 21.02%		343 41.25%				(20.2%)	
Other		1,546 132.67%		2,141 18.81%				113.9%	
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		4,681 40.86%		5,781 11.52%				29.3%	
TOTAL EXPENDITURES		491,640 43.9%		478,763 42.31%				1.6%	
Total Revenue									



REPORT TO

REGULAR BOARD

2017-18 BUDGET PROJECTIONS FOR CONSULTATION PURPOSES

***“A GENEROUS MAN WILL HIMSELF BE BLESSED, FOR HE SHARES
HIS FOOD WITH THE POOR.”***

PROVERBS 22:9

Created, Draft	First Tabling	Review
March 6, 2017	March 30, 2017	Click here to enter a date

D. De Souza, Coordinator of Grants & Ministry Reporting

G. Sequeira, Coordinator of Budget Services

P. De Cock, Comptroller of Business Services & Finance

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

Changes to the Grants for Student Needs (GSN) Model over the past few years have resulted in reductions to TCDSB's operating funds in certain areas. The changes include the continued phase-in of changes to the School Foundation Grant, Differentiated Special Education Needs Amount (DSENA), Administration and Governance, School Operations and Declining Enrolment Adjustment grants. These reductions along with pressures in the areas of Special Education, Transportation and Occasional Teachers has led to TCDSB being in a deficit position and engaging in a four-year Multi-Year Recovery Plan (MYRP) since 2015-16.

TCDSB is expecting a 0.8% or \$8.3M overall reduction to its 2017-18 GSN allocation. 2017-18 is year three and the final year of projected GSN funding reductions.

During the Provincial Bargaining Table contract extension discussions with various employee groups, the TCDSB has been allocated \$9.5M to invest in system priorities. Up to \$7.5M of this can be potentially used to offset GSN reductions and planned MYRP expenditure reductions.

Additional options are presented in this report to find additional revenue generating opportunities to address the remaining GSN reduction shortfall of \$0.8M and any additional pressures that may arise prior to finalizing the 2017-18 budget.

The information provided in this report is based on our preliminary estimates at this point in time. The 2017-18 GSN announcement is expected in early April 2017 and could have a further impact to fiscal 2017-18.

The Administrative Services only (ASO) benefit surplus (subject to Ministry approval) is expected in Fiscal 2017-18, this would eliminate the accumulated deficit and completely balance the budget by 2017-18.

B. PURPOSE

1. This report presents some revenue-generating opportunities for consideration as part of year three of the four-year MYRP.
2. The revenue-generating opportunities outlined in this report are presented to the Board of Trustees for approval to support the community engagement and consultation process as the Board prepares its 2017-2018 budget estimates for submission to the Ministry of Education by the June 30th 2017 deadline.
3. The Board of Trustees' approval will be sought at the Board Meeting scheduled for May 18th 2017.

C. BACKGROUND

1. In Fiscal Year 2015-16, the Ministry of Education (EDU) announced a reduction in the Grants for Student Needs (GSN) for TCDSB by 0.8% or approximately \$8.3M/year. The proposed reductions contained within this report make provision for a potential 0.8% overall reduction to the Grants for Student Needs. 2017-18 is year three and the final year of the EDU projected funding reduction for GSNs.
2. TCDSB has made reductions totalling \$44.7M over the past two years to balance its budget in-year. The table in Section D shows the required reductions for 2017-18 fiscal year.
3. The projected total required in-year expenditure reduction for 2017-18 due to GSN reductions amounts to \$8.3M.
4. At the January 12, 2017 meeting of Student Achievement and Well-Being, Catholic Education and Human Resources Committee, Staff presented a report on the impact of Board-approved reductions for 2016-17 (Appendix B). Following receipt of this report, the Board passed the following motion:

That when staff come back with 2017-2018 budget reduction options that this report be included as an appendix and that staff included the following information for each reduction option: risks to students, schools, and the system (including risks to achievement, well-being, and learning opportunities; our proposed response(s) to the identified risks.

Staff will provide a final report on the impact of trustee approved reductions to the Regular Board in April.

D. EVIDENCE/RESEARCH/ANALYSIS

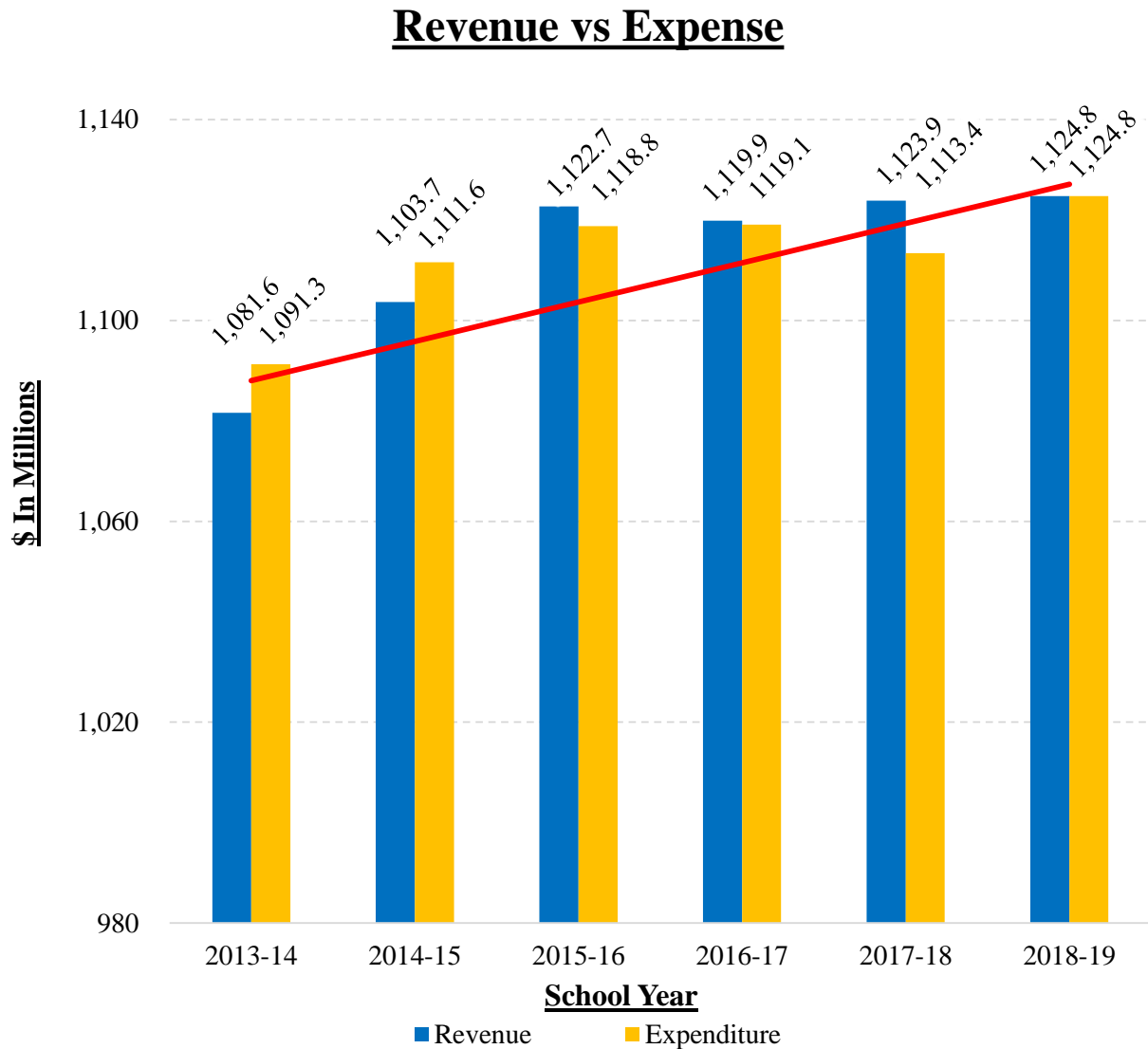
1. The table below depicts the 2017-18 projected revenues, expenditures and required budget reductions in order to balance the budget in-year and not increase the accumulated deficit.

2017-18 Budget Estimates	
Grant Revenues before Reductions	\$1119.9 B
Less: GSN reductions	\$ (8.3) M
Projected Grant Revenues	<u>\$1111.6 B</u>
Expenditure Budget Estimates before Reductions	<u>\$1119.9 B</u>
In-year Surplus/(Deficit) without Reductions	\$ (8.3) M
Required Reductions 2017-18	\$8.3 M
In-year Surplus/(Deficit) with Reductions	0

The Province has initiated a School Board Efficiencies and Modernization Strategy (SBEMS). This has resulted in reductions to GSN's in the following areas:

- School Operations \$1.7M
- Special Education \$2.7M
- Benefit Gratuity \$2.4M
- Earned leave \$0.7M
- Board Administration \$0.4M
- Declining Enrolment \$0.4M
- **TOTAL \$8.3M**

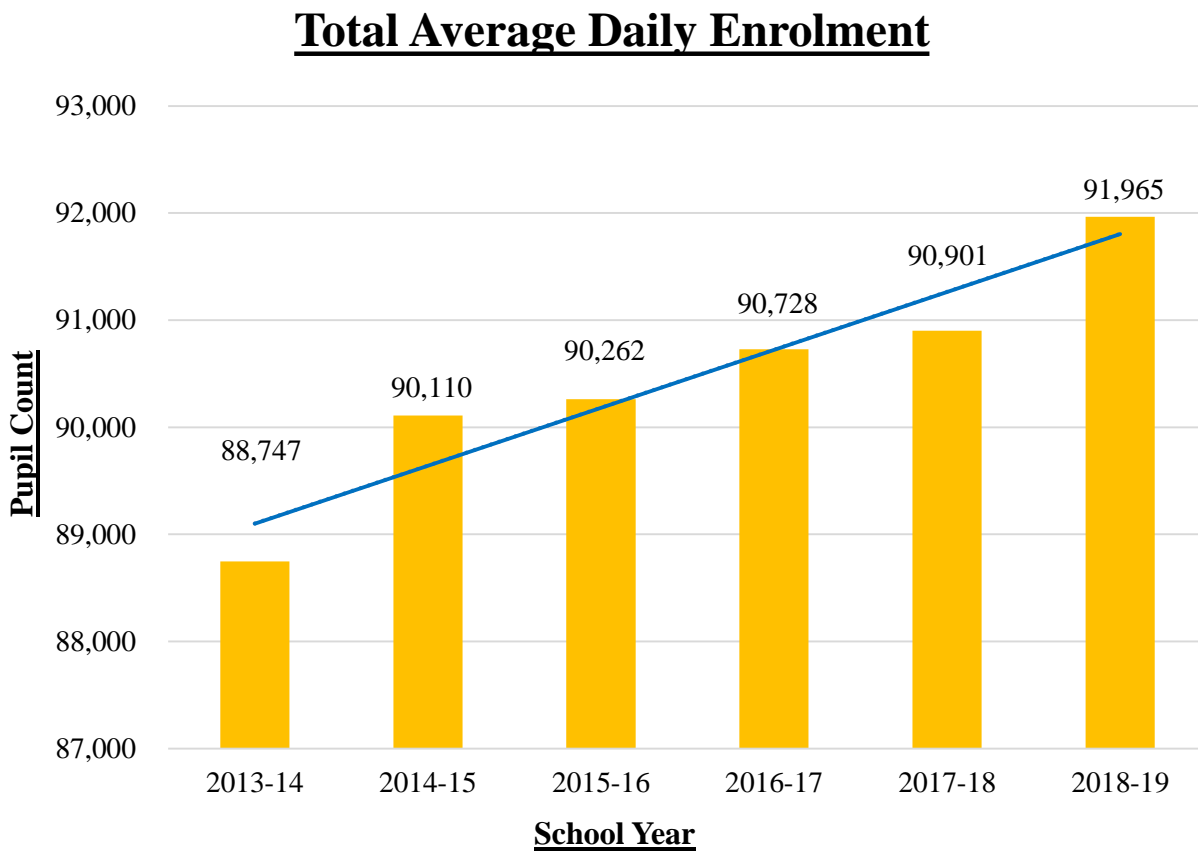
2. The chart below provides an overview of the Actual/Estimated Revenues and Expenditures over six years.



NOTES:

- (1) The one-time revenue from the Administrative Service Only (ASO) Benefits Surplus of \$10.5M is included in the 2017-18 forecast. The timing of this one-time revenue is subject to variation, i.e. could be realized in 2017-18 or 2018-19.

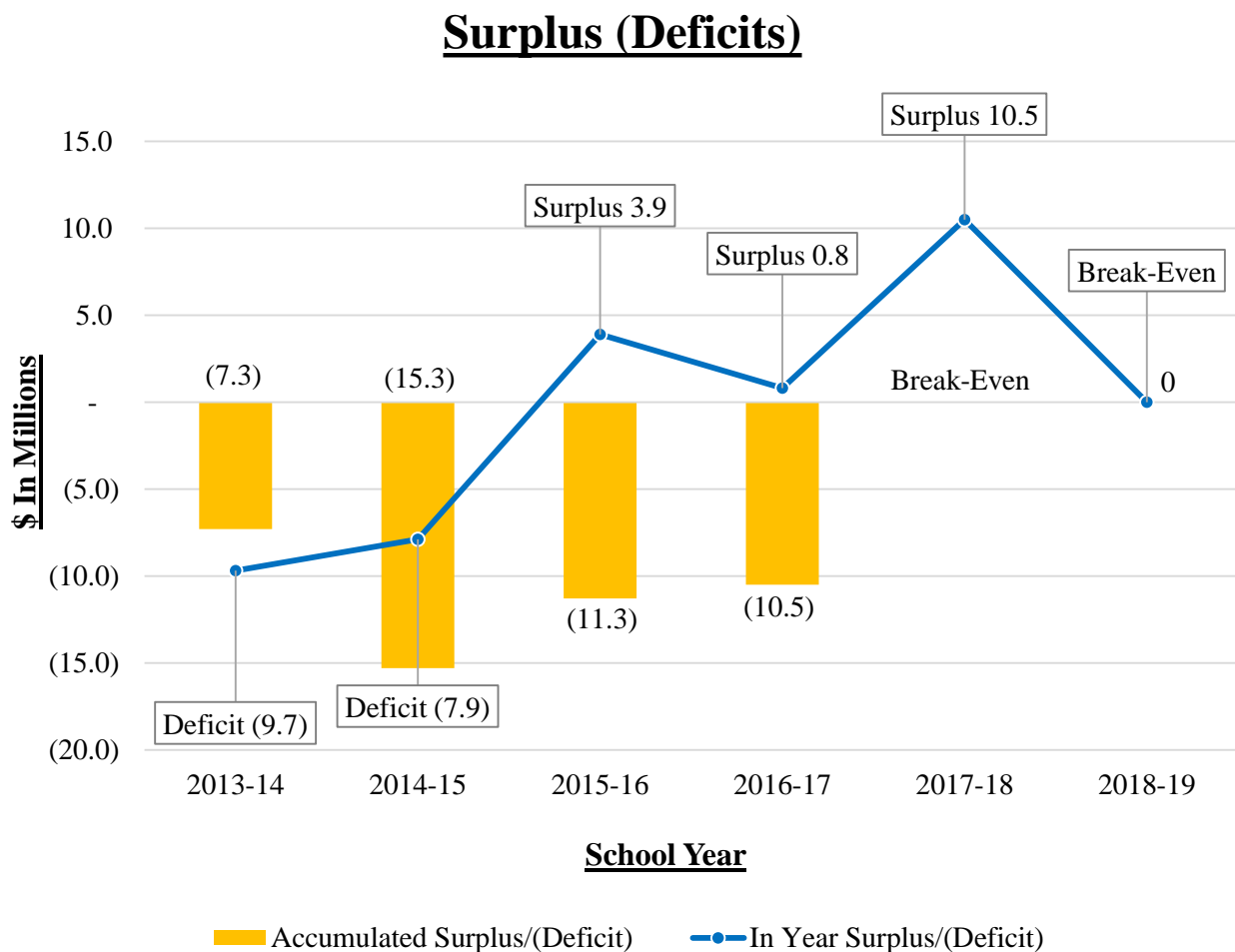
3. Enrolment is expected to slightly increase in 2017-18 and more significantly increase in 2018-19. Additional funding received for enrolment will be offset by additional expenditures due to enrolment. The chart below provides the Average Daily Enrolment Actual/Estimated for six years.



4. As per discussion with stakeholders, several investment opportunities have been identified to enhance TCDSB's operations, student achievement and staff well-being. These include investing in its IT infrastructure, Employee Assistance Program and Religious Program Resources. As part of the consultations process, these areas will be reviewed in more detail and will come forward as part of the final budget recommendations.
5. The Board of Trustees have made decisions to consolidate a few schools which will lead to more cost efficient operations. The financial impact of these consolidations will be brought forward during the budget process once all of the conditions and details associated with the consolidations are finalized.

6. TCDSB has historically provided group benefits, i.e. Health & Dental, in a self-funded manner also known as an Administrative Services Only (ASO) self-insurance arrangement. This fund has accumulated a surplus in excess of costs incurred to the present date. To date, staff have identified \$10.5M that can be used from the projected ASO benefit surplus (subject to Ministry approval) expected in Fiscal 2017-18 but some amounts may be received earlier.

The following chart outlines the Actual/Estimated Surplus/(Deficits) over the six years.



7. As a result of union contract settlements, up to \$7.5M can be used to offset GSN and MYRP planned expenditure reductions for fiscal 2017-18 in order to prevent staffing reductions. There are articles in the provincially negotiated contract extension agreements that allow for these funds to be used as offsets to prevent previously planned reductions, enrolment and grant changes.

The agreement with the Ontario English Catholic Teachers Association (OECTA) in article 9 states the following: “the system investment is an additional fund which shall provide additional teacher staffing to support student needs subject to fluctuations as determined by a school board acting reasonably.

The agreement with the Canadian Union of Public Employees (CUPE) contains similar language in greater detail in the Letter of Understanding #3 which states that “the Board undertakes to maintain its Protected Complement, except in cases of:

- a. A catastrophic or unforeseeable event or circumstance;
- b. Declining enrolment;
- c. Funding reductions directly related to services provided by bargaining unit members; or
- d. School closure and/or school consolidation

2017-18 SUMMARY OF GSN REDUCTIONS AND SYSTEM PRIORITY ALLOCATIONS

	17-18 GSN Reductions		OECTA, CUPE, EWAO & EFTO				
Description of Employees included in Union Groups	Total 2017-18 GSN Reductions \$ M	Total 2017-18 GSN Reductions FTE	Total System Priorities Funding Allocations & FTE's 2017-18		System Priorities for GSN Reduction Allocation 2017-18	System Priority Additions	NET FTE (Cuts) / Additions
OECTA Elementary & Secondary Teachers.	(3.70)	(36.3)	5.70	56.8	3.7	2.0	20.5
EWAO Professional & Paraprofessionals	(0.20)	(2.1)	0.20	2.0	0.2		(0.1)
ETFO Designated Early Childhood Educators	(0.10)	(1.7)					(1.7)
CUPE Educational Assistants, School Secretarial Staff.	(3.70)	(57.7)	3.60	58.3	3.6		0.6
Non-Union (Principals, Vice Principals, Non-Union Staff in Board Admin, Transportation, School Op., Lunch Time Supervisors)	(0.60)	(6.1)					(6.1)
TOTAL	(8.30)	(103.9)	9.50	117.1	7.5	2.0	13.2

Note: Non-Union Staff including Principals and VP's have not settled their Extension Agreements for 2017-18

In addition, several structural revenue generating opportunities have been identified in consideration as part of the third year of the four-year deficit recovery plan. Details regarding these reductions can be found in the Options Analysis located in Appendix A.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Based on the options being considered for the 2017-2018 Budget, the community engagement will be conducted at the level of **“Inform”** – which is used for regular annual budget consultations. The “Inform” level as defined in the policy is:

“To provide community members and the general public with balanced and objective information to assist them in understanding issues, the alternatives, opportunities and solutions.”

The policy also states that:

“Community members and the general public will be open to receiving and understanding information.”

The continuum comprises six increasing levels of engagement that may be sought with community members: Inform, Consult, Involve, Collaborate, Consensus, and Empower.

2. The consultation plan is in compliance with Community Engagement Policy T.07, and reflects the desire expressed by Trustees to ensure that the communications and community engagement process involve **all** TCDSB community stakeholders.
3. Input and feedback received during this process will be presented at the April 26, 2017 Board meeting to inform Trustees as they finalize the budget for the 2017-2018 fiscal year for submission to the Ministry of Education by the June 30, 2017 deadline.
4. To optimize stakeholder input, the parameters for public consultation and communication is guided by these key factors:
 - a) A section of the TCDSB web site will be transformed to a “mini-website” dedicated informing the community about the 2017-2018 Budget consultation including: A Frequently Asked Questions (FAQs) information sheet and an online budget feedback tool used in previous consultations for the MYRP, and 2016-2017 budget process.

- b) To facilitate the need to be as inclusive as by overcoming language, cultural and socio-economic access barriers, a customized TRANSLATE tool has been developed to take advantage of GOOGLE Translator so that TCDSB stakeholders can access all budget information on the budget website in the language of their choice.
 - c) Enhance face to face opportunities by aligning consultation process with dates for pre-scheduled Standing Board/Committee meetings (see chart below) parent engagement committees (CPIC, OAPCE-Toronto), Board advisory committees (e.g. SEAC), and Student leadership meetings (ESCLIT, CSLIT).
5. The Communications Plan will also be aligned to support budget engagement process through:
- Director's Bulletin Board
 - Weekly Wrap Up, web (TCDSB's external and internal portal)
 - social media (i.e. Twitter)
 - E-newsletters and traditional school newsletters.
 - Collaboration with the Archdiocese to publish information for inclusion in individual parish bulletins and parish web site links

Who will be invited to participate:

- Parents/Guardians
- Student Leaders (CSLIT and ECSLIT)
- Community Leaders and Members (CSPCs, CPIC, OAPCE-Toronto etc.)
- All Employees and employee groups (Teachers/Support Staff including the federations TECT, CUPE and TSU)
- Special Education Advisory Committee (SEAC)
- Principals/Vice Principals
- Parishioners and Catholic Stakeholders (via Archdiocese)
- General Public (via PSAs, Community newspaper calendars, Twitter, TCDSB website)

F. ACTION PLAN: CONSULTATION TIMELINE

DATE	PUBLIC CONSULTATION ACTIVITY
1) Friday, March 31, 2017 Community Consultation Launch (Subject to Board of Trustees Approval at March 30, 2017, Board meeting)	<ul style="list-style-type: none"> • GO LIVE with online HTML web-based 2017–2018 Budget consultation pages on website. • Invitation letter from Chair and Director to Parents, Principals and chairs of CSPC, CPIC, OAPCE (Toronto), SEAC, CSLIT/ECSLIT, to participate in public consultations. • Communication sent to Archdiocese (via Communications Dept.) for distribution to individual parishes to encourage Catholic community/ stakeholder involvement
2) March 31 – April 24, 2017 Online Budget Feedback Tool	<ul style="list-style-type: none"> • Anonymous online input tool to inform Trustee deliberations on budget options.
3) Thursday April 6, 2017 Student Achievement Committee	<ul style="list-style-type: none"> • Opportunity for public deputations regarding budget options.
4) April, 2017 (Date TBC) * Meeting with Union Partners	<ul style="list-style-type: none"> • Consultation and discussion of budget options.
6) Monday April 10, 2017 CPIC Meeting	<ul style="list-style-type: none"> • Budget discussions with CPIC members for feedback
7) Wednesday, April 12, 2017 Special Education Advisory Committee (SEAC) Meeting	<ul style="list-style-type: none"> • Budget discussions with SEAC members for input and recommendations.
8) Wednesday, April 19, 2017 Corporate Services Committee Meeting	<ul style="list-style-type: none"> • GSN update for 2017-18 (including MYRP 3/yr. plan). • Opportunity for public deputations regarding budget options.

DATE	PUBLIC CONSULTATION ACTIVITY
9) Monday, April 24, 2017 OAPCE-Toronto Meeting	<ul style="list-style-type: none"> • Budget discussions with OAPCE-Toronto members for feedback
10) Wednesday, April 26, 2017 Regular Board Meeting	<ul style="list-style-type: none"> • Budget consultation update for Trustees. • Opportunity for public deputations regarding budget options.
11) Wednesday April, 2017 (TBC) ESCLIT/CSLIT	<ul style="list-style-type: none"> • Budget information and options discussed with student leaders
12) May 4, 2017 Student Achievement Committee Meeting	<ul style="list-style-type: none"> • Opportunity for public deputations regarding budget options.
13) Thursday, May 11, 2017 Corporate Services Committee Meeting	<ul style="list-style-type: none"> • Opportunity for public deputations regarding budget options.
14) Thursday, May 18, 2017 Regular Board Meeting	<ul style="list-style-type: none"> • Final opportunity for delegations. • Final vote on approval of 2017-2018 Budget for submission to the Ministry of Education by June 30, 2017.

G. STAFF RECOMMENDATION

1. That the Board use the System Priorities funding of approximately \$7.5M to offset the staffing reductions of \$8.3M and the balance reductions of \$0.8M to be funded from additional revenue generating opportunities identified below.
2. That the Board of Trustees approve for inclusion in the budget engagement and consultation process, the following list of potential revenue generating opportunities as a strategy towards building a 2% reserve to remain in good standing with the EDU.

Revenue Generating Opportunities			
1	Parking Revenues (\$5/day)		5,000,000
2	Permit Revenues		500,000
3	After-Hours Parking Revenue		400,000
	TOTAL		\$5,900,000

3. That staff present the 2017-18 Budget which will be reflective of the community budget consultations to the Board of Trustees at the Board meeting scheduled for May 18th 2016.

Revenue Generating Opportunity	Brief Description	\$ Amount (M)	Impact on TCDSB Mandate and Known Risks (students, schools, and the system, including student achievement, well-being and learning opportunities)	Mitigation Strategy
Parking Revenues (\$5/day)	Charge for parking at the approximately 7,000 parking spaces throughout the TCDSB system.	5.00	There are operational impacts, i.e., need to hire additional staff in order to implement and oversee the initiative, and install appropriate software and hardware; and there will be an impact to staff motivation and well-being.	Implement a parking fee schedule in proportion to the employees' gross annual income.
Permit Revenues	Full implementation of the new Permits Rates Schedule to ensure full cost recovery as existing permits expire.	0.50	There may be cost impacts to not-for-profit community associations which may result in increases to their respective membership fees.	Review and mitigate the impacted not-for-profit groups on a case-by-case basis.
After- Hours Parking Initiative	Expand the existing agreement with the Toronto Parking Authority to permit After-Hours Community parking at more schools.	0.40	There are significant logistical issues associated with implementing paid parking at all Board facilities such as the impact to scheduled permitted activities and access by staff after hours.	Coordinate with the TPA and schedule the availability of parking lots to avoid any potential conflicts.



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

PRELIMINARY REPORT ON THE IMPACT OF TRUSTEE-APPROVED REDUCTIONS, 2016-2017

*"I CAN DO ALL THIS THROUGH HIM WHO GIVES ME STRENGTH."
PHILIPPIANS 4:13 (NIV)*

Created, Draft	First Tabling	Review
December 18, 2016	January 12, 2017	Click here to enter a date.

Nick D'Avella, Superintendent of Student Success

Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT

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 provides preliminary information on the impact of Board-approved reductions and efficiencies for the 2016-2017 academic year. It outlines a framework for reporting on the effects of reductions in five categories:

- i. Classroom Teachers
- ii. Non-Teaching Support Personnel
- iii. Resources
- iv. Facilities
- v. Teacher Support and Benefits

For each reduction or efficiency within the above categories, the report identifies the known impact, associated risks, opportunities, and the data sources used in monitoring the present and future effects of the reductions.

While this report includes high level statements on the impacts of reductions in special education, a separate, detailed preliminary report specific to Education Assistants and Child & Youth Workers will provide a more in-depth analysis.

The cumulative staff time required for the preparation of this report was 25 hours.

B. PURPOSE

The purpose of this report is to provide preliminary information on the data being tracked and monitored since September 2016 which informs the Board of the system and student impact on those areas where the Board has approved reductions for 2016-2017. It draws upon available data from a variety of sources and identifies data sources and research methodologies for the ongoing monitoring of the impact of the approved reductions.

C. BACKGROUND

1. In the 2015-2016 academic year, Trustees approved a Multi-Year Recovery Plan (MYRP) in order to address the Board's deficit. The

MYRP outlined both budget reductions and revenue-generating opportunities.

2. In order to inform future planning and decision making, the Board will monitor the effects of trustee-approved reductions on an on-going basis as it continues to implement its Multi-Year Recovery Plan.

D. EVIDENCE/RESEARCH/ANALYSIS

A. Direct Classroom Impact: Classroom Teachers

1. Secondary Teachers – Reduction of FTE 54.00 at a saving of \$5.6 million

- a. **Impact:** This reduction was realized when the board staffed secondary schools consistent with the student/staff GSN funding ratio of 22:1 instead of a previous ratio of 20.84. The immediate impact of this reduction was an increased aggregate secondary class size from 20.84:1 to 22:1. As a result Board secondary staffing was brought into alignment with GSN funding.
- b. **Risk:** On average, class sizes increased in secondary schools. With an average increase of 1.16 in the pupil/teacher ratio there is an anticipated minimal impact on student achievement.
- c. **Opportunity:** The Board has realized savings (\$5.6 million) by bringing staffing levels in line with GSN funding. Currently, secondary schools are staffed at the GSN funding levels similar to other district school boards.
- d. **Data Sources:** Class Size Reports-comparative data; Staff Voice on EQAO staff surveys and the Board Learning Improvement Plan (BLIP) / School Effectiveness Framework (SEF) survey; Student Achievement Indicators are used to monitor the effects of the reductions in secondary staffing.

2. Monsignor Fraser College Secondary Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million

- a. **Impact:** The immediate impact was a reduction in Msgr. Fraser staffing levels among its four campuses. As a result the Board realized a savings of \$0.4 million.
- b. **Risk:** With this reduction there was some decreased variety among elective courses offered.
- c. **Opportunity:** Program adjustments focused on the delivery of programs and courses required for student success specific to the meeting graduation requirements. Staff are investigating new and innovative methods of delivering the program so that there is higher student enrolment on the Ministry count dates of October 31 and March 31 each year, resulting in increased funding.
- d. **Data Sources:** Class size reports, Student Voice Surveys, and BLIP/SEF Survey will be used to monitor the effects of this reduction.

3. Special Education Teachers – Reduction of FTE 50.00 in secondary and FTE 35.00 in elementary at total savings of \$8.5 million

- a. **Impact:** The immediate impact of this reduction is higher caseload per special education teacher. The reduction has resulted in a savings \$8.5 million.
- b. **Risk:** There is the potential risk of reduced service to some students with special needs in regular classrooms.
- c. **Opportunity:** This reduction has resulted in the refinement of the Board's special education service delivery model. There is the opportunity to increase classroom teacher capacity to support students with special needs within an integrated service delivery model.
- d. **Data Sources:** Student Achievement Indicators

4. Education Assistants (EA) and Child & youth Workers (CYW) (Elementary and Secondary) – Reduction of FTE 86.00 Education Assistants at a savings of \$4.3 million and FTE 12.00 CYWs at a savings of \$0.7 million.

NOTE: *A separate, detailed Preliminary Report on EA and CYW efficiencies will be presented.*

- a. **Impact:** The immediate impact of these reductions is an increased caseload for Education Assistants and Child and Youth Workers. The savings to the Board is \$4.3million (EA) and \$0.70 million (CYW).
- b. **Risk:** The key risk is the potential of reduced support to some students with special needs in regular classrooms.
- c. **Opportunity:** There is an opportunity to refine the delivery of special education supports to students through the continuous reassessment of needs and the redeployment of staff to address the learning requirements of students most in need. This will ensure support services are allocated efficiently and effectively as the Special Services Department has created a complement of system-wide itinerant EA's allocated by Superintendent Area, allowing for the deployment of support staff to schools based on locally identified needs through continual dialogue between schools and field superintendents.
- d. **Data Sources:** Student Achievement Indicators.

5. Literacy Program Teachers (elementary) – Reduction of FTE 47.0 at a savings of \$4.7 million

- a. **Impact:** This reduction has resulted in the elimination of the Junior Literacy Intervention Program (JLI) while retaining the focused maintenance of the 5th Block Literacy Program for schools most in need. This has saved the Board \$4.7 million.
- b. **Risk:** Some risk to student achievement in literacy exists mitigated by increased classroom teacher capacity to support student literacy needs within the classroom context.
- c. **Opportunity:** 5th Block teachers provide mentoring and support in order to increase teacher capacity to and efficacy in meeting students' literacy learning needs within the classroom context.
- d. **Data Sources:** A range of Student Achievement Indicators – Report Card Data, Running Records, 2016-2017 EQAO Data.

6. International Languages (elementary) – Modification of International Languages Instructor Basic Time Class (BTC) at savings of \$1 million

- a. **Impact:** The adjustment in International Languages Instructors' Basic Time Class (BTC) has netted the Board a savings of \$1 million. International Languages Instructors are now teaching the full course load for which they are remunerated. IL Instructors also took two unpaid days on PD days in 2016-2016.
- b. **Risk:** With no loss of programming, this reduction has resulted in no risk to students, however funding levels remain below the program expenditures.
- c. **Opportunity:** The International Languages Program is sustained with the modification in BTC of its instructors. Opportunities for after-school and Saturday programs are being explored by staff and will be presented in a separate report in February 2017.
- d. **Data Sources:** Student Achievement Indicators

B. Indirect Classroom Impact: Non-teaching Personnel FTE

7. Teacher Librarians (elementary) – Reduction of FTE 48.1 at a savings of \$2.7 million

- a. **Impact:** This reduction has resulted in a savings of \$2.7 million. Teacher Librarians have been replaced with Library Technicians.
- b. **Risk:** There has been the elimination of some opportunities for co-planning and co-teaching between classroom teachers and teacher librarians.
- c. **Opportunity:** The deployment of library technicians has ensured that libraries remain open and key library services and resources remain available to staff and students.
- d. **Data Sources:** Staff Voice (BLIP/SEF survey data)

8. Central Program Principals and Reductions in Central Resource Teachers – Reduction of 44.0 FTE at a savings of 4.8 million

- a. **Impact:** The immediate impact has been the elimination of system principals serving as central special education coordinators, and curriculum program coordinators in Numeracy, Literacy, Pathways, and Catholic Community, Culture and Care (CCCC).
- b. **Risk:** As a result of the elimination of special education coordinators there has been an increase in responsibility for Area superintendents and principals. The responsibility for the administration of the Identification Placement and Review Committee (IPRC) process and the management of parent and teacher concerns related to special education has resulted in principals being out of their schools more frequently.

The elimination of principal coordinators and the reductions to central resource staff in numeracy, literacy, pathways, and Catholic Community, Culture, and Care has resulted in a decentralized professional development delivery model.
- c. **Opportunity:** Over time, the decentralized professional development model has the potential of improving principals' and vice-principals' efficacy as instructional leaders. Decentralized professional development is more responsive to local teacher voice and specific student learning needs.
- d. **Data Sources:** Staff BLIP/SEF Survey (Staff Voice), Student Achievement Indicators.

9. Vice-Principals-Reduction of FTE 14.00 at a savings of \$1.5 million

- a. **Impact:** This reduction is a result of changes to the GSN funding model for vice principals and board-approved reductions for elementary vice principals. These reductions bring the Board's vice-principal allocation in alignment with GSN funding with the elimination of the position of "teaching vice-principal." Board-approved reductions have brought the total allocation of vice principals in the system below the funding line.
- b. **Risk:** With the increased workload and responsibility for principals in schools where vice-principal positions have been reduced or eliminated, there is a risk to the safe school environment.

- c. **Opportunity:** Schools will adjust their safe school plans by placing greater emphasis on progressive discipline and on increasing vigilance through the “whole-school” approach to create a safe and welcoming learning environment.
- d. **Data Sources:** Safe Schools Data, Student Attendance, Student Achievement Indicators, and Student Voice.

10. Elementary Guidance Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million

- a. **Impact:** The Board has reduced the complement of elementary school guidance counsellors from 16 to 12.
- b. **Risk:** This reduction has resulted in fewer guidance counsellors taking on an increased number of schools in their care with reduced frequency of visits to schools
- c. **Opportunity:** There is the potential for increased staff capacity in dealing with students’ emotional and academic needs supported through the implementation of the Board’s Student Mental Health and Well- Being Strategy.
- d. **Data Sources:** Safe Schools Metrics, Student Voice.

11. Secondary School Student Supervisors – Reduction of FTE 10.00 at a savings of \$ 0.2 million

- a. **Impact:** A reduction of 10 student supervisor positions has resulted in a savings of \$0.2 million
- b. **Risk:** This reduction has increased the supervision role of school administrators and staff, and has increased the potential for unsafe situations in schools.
- c. **Opportunity:** Schools will adjust their safe school plans by placing greater emphasis on progressive discipline and on increasing vigilance through the “whole-school” approach to create a safe and welcoming learning environment. Schools will engage all members of the community to create a safe and welcoming environment.
- d. **Data Sources:** Safe Schools Metrics

12. Increased Efficiency in Planning and Evaluation Time – Equivalent Reduction of FTE 22.00 at a savings of \$ 2.2 million

- a. **Impact:** The Board has increased its efficiency in the use of its Program Specialty Teacher (PST) allocation to provide planning time for elementary classroom teachers. Program Specialty Teachers teach Health & Physical Education, Instrumental/Vocal Music and Core French. This has resulted in the elimination of unassigned PST time.
- b. **Risk:** There has been no risk to programming resulting from the elimination of unassigned PST time.
- c. **Opportunity:** The Board is maximizing the use of Program Specialty Teacher time allocation.
- d. **Data Sources:** HR Metrics – School Staffing information.

13. Central Office and Administration Efficiencies at a savings of \$2.4 million

- a. **Impact:** As a result of these reductions, selected central office management positions were eliminated and/or not filled once vacated.
- b. **Risk:** The Board is currently spending \$2.6 million less than allowed in the allocation for Central Office Administration and Governance. This carries the potential risk of loss of oversight controls, delays in completing tasks and processes that could result in possible Collective Agreement violations. There is a demonstrable risk of not retaining employees given workload increases.
- c. **Opportunity:** Some efficiencies have been realized through automation of tasks and re-deployment of staff resources and tasks.
- d. **Data Sources:** HR Metrics for System Implementation and Monitoring

C. Indirect Classroom Impact: Resources

14. Textbooks, Computers Technology, School Block Carryovers, and reductions to School Block Budgets at a savings of \$3.6 million.

- a. **Impact:** The expected impact of reductions in the 2015-2016 School Block Budgets has resulted in fewer purchases of textbooks, learning materials and technology curriculum supports. The elimination of school block carryover funds has prevented schools from using these funds for any planned expenditures in 2016-2017.
- b. **Risk:** Reductions in spending on learning materials and technologies in support of curriculum carry the potential of impacting student achievement. The removal of unspent carryover funds had minimal impact.
- c. **Opportunity:** There is the opportunity to provide further PD for principals on efficient budget management. The effects of Block Budget Reductions in 2016-2017 can be mitigated by the adoption, where appropriate, of paperless learning resources available on line.
- d. **Data Sources:** Student Voice, Staff Voice, Student Achievement Indicators

15. Professional Development – Reduction of \$0.5 million in the Staff Development Budget

- a. **Impact:** The impact of this decrease is a reduction in Professional Development for curriculum areas outside of Numeracy and Literacy.
- b. **Risk:** Subject areas such as Music, Art, Science and Social Science, and Safe Schools will be impacted.
- c. **Opportunity:** The decentralized professional delivery model is more responsive to local student learning needs. Increased funds for PD in Literacy and Numeracy (Renewed Mathematics Strategy) has offset the \$0.5 million in staff development funding reductions.
- d. **Data Sources:** Staff Voice (BLIP/SEF survey)

D. Indirect Classroom Impact – Facilities

16. School Consolidation

- a. **Impact:** Pupil Accommodation Reviews as per Board approval aims to consolidate school communities in order to realize efficiencies in both staffing and facilities.
- b. **Risk:** Initial potential loss of students and increased transportation costs.
- c. **Opportunity:** Larger student enrolment leads to increased staffing in the consolidated school communities in order to support the delivery of curricular and co-curricular programming
- d. **Data Sources:** Community Voice

17. Energy Management and School Cleaning and Maintenance Efficiencies at a savings of \$1.3 million.

- a. **Impact:** The Techni-Clean School cleaning program, combined with the reduction of access to unused rooms/areas in TCDSB schools, optimizes the deployment of custodial staff for maximum efficiency and reduces cleaning costs.
- b. **Risk:** No identified risks.
- c. **Opportunity:** The savings accrued from increased efficiencies result in the use of Board staff to carry out maintenance and repairs and reduce reliance on costly third-party contractors.
- d. **Data Sources:** Facilities Metrics, Techni-Clean Metrics

E. Indirect Classroom Impact: Teacher Supports, Benefits

18. Attendance Support Initiative at a savings of \$2.0 million

- a. **Impact:** This initiative can reduce employee absenteeism through the use of evidence-informed attendance support strategies, as well as consideration for an employee assistance program to reduce absenteeism.

- b. **Risk:** Collective Agreements specify the Sick Leave Short Term Disability plans for employees. Any Employee Assistance Plan will add to the budget expenditures.
- c. **Opportunities:** Reduction in Occasional Teacher costs.
- d. **Data Sources:** HR Metrics and Monitoring, Staff Voice

19. Employee Benefits Monitoring Provision – At a savings of \$1million

- a. **Impact:** Application of unused benefit funds to deficit reduction
- b. **Risk:** No identified risk
- c. **Opportunity:** The application of conservative accounting methodologies has generated a margin for permanent reductions with no identified risks.
- d. **Data Sources:** HR Metrics, Staff Voice

E. METRICS AND ACCOUNTABILITY

1. As the Board implements its Multi-Year Deficit Recovery Plan, it will continue to monitor the impact of Board-approved reductions and identified efficiencies.
2. The following chart summarizes the sources of available data which inform the process of gauging the impact of trustee-approved reductions:

Data Sources

Student Achievement Indicator Data (Elementary)	EQAO trends, (Report Card)
Student Achievement Indicator Data (Secondary)	Credit Accumulation, Grade 9, OSSLT, attendance, community hours etc.
Safe Schools Metrics (Elementary and Secondary)	Suspension, Expulsion, Recidivism
Student Voice – Elementary	Safe and Caring Catholic School Climate Survey, EQAO Questionnaires

Student Voice – Secondary	Transition Survey; My School, My Voice; Safe Schools Survey, EQAO Questionnaire
Staff Voice – Elementary and Secondary	BLIP/SEF Survey

3. Going forward, it is understood that additional data sources and research methodologies may need to be developed to assess the impact of reductions on the overall learning environment. These could include: surveys, focus groups and interviews. A variety of research tools such as case studies and collaborative inquiries will yield valuable data to inform decision making in order to sustain an optimum learning environment throughout the implementation of the Multi-Year Deficit Recover Plan.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

SCHOOL YEAR CALENDAR 2017-2018

*To the sensible person **education** is like a golden ornament, and like a bracelet on the right arm.*
Sirach 21:21

Created, Draft	First Tabling	Review
February 23, 2017	March 30, 2017	Click here to enter a date.
L. DiMarco Superintendent of Curriculum Leadership & Innovation; ICT N. D'Avella Superintendent of Student Success		

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 school year calendar is prepared and submitted annually to the Ministry of Education, in accordance with the Education Act and Ont. Regulation 304, School Year Calendar, Professional Activity Days. The 2017-2018 school year calendar must be submitted to the MOE by May 1, 2017. This report recommends that trustees adopt the attached school year calendar (Appendix A) for the 2017-2018 school year and that this information be communicated as outlined in Section D of this report. The calendar aligns with that of the Toronto District School Board, in order to minimize additional transportation costs.

Secondary schools, in consultation with their Local School Staffing Advisory Committee, may schedule a Professional Activity Day to align with the day following one of the Parent-Teacher Interview nights.

B. PURPOSE

1. To provide information on what governs the development of the school year calendar.
2. To outline a communication plan that encompasses the TCDSB community.
3. To present the 2017-2018 school year calendar as agreed to, through a consensus process, by the Academic/Business Advisory Committee (AcBac) members.

C. BACKGROUND

1. Annually the Board establishes the school year calendar in accordance with the Education Act and Ont. Regulation 304.
2. The TCDSB must approve a school year calendar that includes a minimum of 194 school days, of which no more than seven (7) will be professional activity (PA) days and at least 187 will be instructional days. Three of the seven PA Days must be devoted to provincial education priorities as set out by the Ministry of Education.
3. In the 2017-2018 school year, there are a possible 194 instructional days from September 5, 2017 to June 29, 2018. The requirement of 194 instructional

days would be achieved if the first school day was Tuesday, September 5, 2017 and the last school day was Friday, June 30, 2018.

4. For the purposes of the 2017-2018 school year calendar, please note the following for elementary schools:
 - Two PA days are to be used for parent-teacher conferences.
 - Two PA days are to be used for assessment and completion of report cards.
 - Three PA days are to be used for Provincial Education Priorities of which one day will be devoted to Faith Development.

And for secondary schools:

- Three PA days devoted to Provincial Education Priorities and supporting Article 19 of the Collective Agreement.
- One PA day devoted to Faith Development.
- The remaining three PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Learning Improvement Plan.
- The remaining school days shall be instructional days.

Each school year calendar must be accompanied by a general outline of the activities to be conducted on PA days, as per Ministry Policy/Program Memorandum 151, *“Professional Activity Days Devoted to Provincial Education Priorities”* (PPM151).

5. The selection of the PA days for 2017-2018 school year has been in consultation with our Academic/Business Advisory Committee (AcBac) Committee members.
6. The AcBac Committee consists of members of Senior Staff and representatives from each federation, association and various board departments (including Transportation and Communications and Human Resources)
7. We have aligned our PA days with the TDSB to minimize any additional transportation costs.

D. EVIDENCE/RESEARCH/ANALYSIS

Communication Plan:

To bring awareness to the TCDSB community and its stakeholders, the school year calendar for the 2017-2018 school year will be communicated in the following ways:

Methods to be used:

1. Information letter for distribution to parents, students and staff
2. Insert for school newsletters
3. TCDSB website
4. Email to principals, copy to CSPC chairs and CPIC reps, Education Council and Trustees
5. News release will be issued to announce Board's school year calendar for 2017-2018
6. Twitter
7. E-News subscribers
8. Director's Bulletin announcement
9. Trustee newsletters

Audiences:

Primary Audiences: TCDSB students and parents; CSPC Chairs/CPIC Representatives; TCDSB Staff

Secondary Audiences: Parishes, Other GTA Boards, Archdiocese of Toronto, Catholic Supporters and Media.

E. STAFF RECOMMENDATION

Staff recommends that the Board of Trustees approve the following:

- i) That the attached (Appendix A) school year calendar for the 2017-2018 school year be adopted;
- ii) that the communication plan outlined in this report be implemented; and that Principals share the 2017-2018 school year calendar and the plans for professional activity days with their CSPC's and their school communities.

TCDSB SCHOOL YEAR CALENDAR 2017-2018

Number of school days	194
Number of Professional Activity Days	7
Labour Day	September 4, 2017
First Instructional Day	September 5, 2017
Thanksgiving Day	October 9, 2017
Christmas Break	December 25, 2017–January 5, 2018
Start of second semester for secondary schools	February 5, 2018
Family Day	February 19, 2018
Mid-Winter Break	March 12–16, 2018
Good Friday	March 30, 2018
Easter Monday	April 2, 2018
Victoria Day	May 21, 2018
Last day of classes for elementary students	June 28, 2018

Seven (7) Professional Activity (PA) Days for ELEMENTARY schools:

October 6, 2017	Provincial Education Priorities
November 17, 2017	Parent-Teacher Conferences
December 1, 2017	Provincial Education Priorities/Faith Development
January 19, 2018	Assessment, Evaluation and Reporting
February 16, 2018	Parent-Teacher Conferences
June 8, 2018	Assessment, Evaluation and Reporting
June 29, 2018	Provincial Education Priorities

***Seven (7) Professional Activity (PA) Days for SECONDARY schools:**

October 6, 2017
 November 17, 2017
 December 1, 2017
 February 16, 2018
 June 27, 28, 29, 2018

- Three PA days devoted to Provincial Education Priorities and supporting Article 19 of the Collective Agreement.
- One PA day devoted to Faith Development.
- The remaining three PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Learning Improvement Plans.

* Secondary schools, in consultation with their Local School Staffing Advisory Committee, may schedule a Professional Activity Day to align with the day following one of the Parent-Teacher Interview nights, providing there is no cost to the board.



REPORT TO

REGULAR BOARD

PROPOSED CHANGES TO THE DRAFT ADMISSIONS & PLACEMENT OF SECONDARY PUPILS POLICY AND FIXED ATTENDANCE BOUNDARIES FOR SECONDARY SCHOOLS

*Let the morning bring me word of your unfailing love, for I have put my trust
in you. Show me the way I should go, for to you I entrust my life.*

Psalm 143:8 / NIV

Created, Draft	First Tabling	Review
January 18, 2017	March 30, 2017	Click here to enter a date.
J. Volek, Senior Coordinator, Planning and Accountability M. Silva, Comptroller of Planning and Development Services		

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 the adoption of fixed attendance boundaries for all secondary schools in response to a November 21, 2016 recommendation from the Ministry of Education, and to be consistent with most Ontario school Boards.

Adoption of fixed attendance boundaries for all TCDSB secondary schools requires one substantive amendment to the current **draft** Admissions & Placement of Secondary Pupils (APSP) policy, namely to direct grade 8 students to one (1) co-educational secondary school based on proximity of the elementary school to the secondary school. The draft APSP policy, in its current form, articulates that each grade 8 student will be given a choice of the two (2) closest co-educational secondary schools.

This report recommends that the Board of Trustees approve the current draft APSP policy (*Appendix 'A'*) for consultation at the level of consult, **with the following amendments:**

1. That each grade 8 student be directed to one (1) co-educational secondary school based on the proximity of the elementary school to the secondary school.
2. That grade 8 students have the option of selecting one (1) other co-educational secondary school. Admission may be granted pending space availability, program availability, and proximity of the secondary school of choice to the home address of the student.

The cumulative staff time dedicated to developing this report was 123 hours.

B. PURPOSE

1. To update the current draft APSP policy, as attached in *Appendix 'A'*, in response to a Trustee motion at the Regular Board meeting of October 23, 2014:

“That the draft Admission and Placement of Secondary Pupils Policy, incorporating the changes approved at Regular Board meeting held on February 27th, 2014, as contained in Appendix B of this report, and to be considered for adoption at the Committee of the Whole Board in January 2015.”

2. To establish secondary fixed attendance boundaries in response to a November 21, 2016 letter from the Ministry of Education:

“Your board is strongly encouraged to implement specific catchment areas for each secondary school to better redistribute enrolment across all secondary schools.”

C. BACKGROUND

1. Senior academic and Planning staff have met to discuss and review the current draft APSP policy last tabled at the Regular Board meeting of October 23, 2014, where it was deferred for consideration at a future Board meeting.
2. Staff were directed to assess the current draft APSP policy to determine if its potential implementation will have a positive impact on enrolments and utilization rates at our secondary schools over time. Currently, there are several secondary schools that are oversubscribed, some significantly, and conversely, there are several secondary schools that are undersubscribed. Staff are seeking solutions to help create a better balance of enrolment and a more optimal use of available classroom space.
3. **February 27th, 2014** – At the Regular meeting of the Board, Trustees considered the report: *Review of Admissions Policy (S.A.01) and Placement Policy (S.A.02)*, and approved a number of revisions to the proposed policy. Staff were directed to consult with the broader stakeholder community.
4. **March 27th, 2014** – At the Regular meeting of the Board, Trustees considered the report: *Communications and Community Engagement Plan for Admissions Policy (S.A.01) and Placement Policy (S.A.02)*, and approved a comprehensive community consultation strategy as proposed by staff.
5. **May 2014** – A number of consultations with key stakeholders took place over the course of the month of May, including a successful and well attended “Consultation in the Round” event at the CEC. At “Consultation in the Round”, parents, students, administrators, student leaders, TSU, community leaders and members, parishioners, and various Board staff had an opportunity to provide comment and feedback directly to senior staff on the draft Elementary (S.A.01) and draft Secondary (S.A.02) Admissions policies being proposed.

6. **May 22nd, 2014** – At the Regular meeting of the Board, Trustees deferred the report: *Review of Admissions Policy (S.A.01) and Placement Policy (S.A.02)*, and made requests for some additional information, which was provided by June 2014.
7. **September 25th, 2014** – At the Regular meeting of the Board and **October 16th, 2014** – Corporate Affairs, Strategic Planning and Property Committee meeting, Trustees considered the report: *Review of Admissions Policy (S.A.01) and Placement Policy (S.A.02)*, where further key amendments to the staff recommendations were made. Staff were directed to provide comment and feedback to the motions and amendments at a subsequent meeting of the Board.
8. **October 23rd, 2014** – At the Regular meeting of the Board, Trustees considered the report: *Elementary Admission Policy (S.A.01) Update*, and approved the following recommendations.

[...] That the draft Admission and Placement of Secondary Pupils Policy, incorporating the changes approved at Regular Board meeting held on February 27th, 2014, as contained in Appendix B of this report, and to be considered for adoption at the Committee of the Whole Board in January 2015. [...]
9. **November 21st, 2016** – In a letter from the Ministry of Education, which did not approve the Board's highest Capital priority, the Ministry strongly encourages our Board to approve fixed boundaries for all secondary schools in an effort to create a better balance of enrolment across the system:

“Your board is strongly encouraged to implement specific catchment areas for each secondary school to better redistribute enrolment across all secondary schools.”

D. EVIDENCE/RESEARCH/ANALYSIS

1. Closer examination of secondary enrolment across the system has revealed continued oversubscription in several secondary schools and continued undersubscription in several secondary schools.

2. The Board approved elementary fixed attendance boundaries between 2010 and 2014 to accommodate the phased implementation of Full Day Kindergarten (FDK). At the Regular meeting of the Board on October 23, 2014, Trustees approved fixed attendance boundaries for all grades (FDK-8).

Current Admissions Policies (in Use)

3. The current Secondary Admissions and Placement policies indicate that grade 8 eligibility for admission to a secondary school is governed by the extent of a concentric circle around the secondary school, whereby each year the secondary Principals, in consultation with Planning and other Board staff, determine the extent (or radius) of the circle to include the closest elementary schools as per grade 9 enrolment caps set by the Director of Education.
4. Students who are unsuccessful in gaining admission to their designated home school, or first school of choice, are given the option of redirection to a nearby school or placed on a waitlist in order of priority and by time and date of applications. Students are offered three (3) choices:
 1. Accept the new placement.
 2. Reject the new placement and be placed on a Priority 1 waitlist of their first school of choice.
 3. Accept redirection and also be placed on a Priority 2 waitlist for their first school of choice until the end of May.
5. The Planning and Facilities department in partnership with the school principal will make every effort to ensure that space at any school is fully utilized. Furthermore, any school where there is potential for the placement of portables will be assessed in an effort to accommodate as many students as possible. Facilities staff will also assess schools with pupil accommodation challenges and make any suggestions for internal modifications in an effort to increase overall capacity. The overriding objective is to accommodate all students wherever possible.

Current Draft APSP Policy

6. The current **draft** APSP policy (*Appendix 'A', column 1*), as shared with stakeholders during the May 2014 consultation period, articulates that each grade 8 student will be given a choice of the **two** (2) **closest** co-educational secondary schools relative to the elementary feeder school in question, and **one** (1) choice of the **closest** single gender schools and the following specialty programs:

- French Immersion
 - Extended French
 - Congregated Advanced Placement
 - Regional Arts Program
 - STEAM, STEM, MST, MSE
 - International Baccalaureate Program (IB)
7. Staff measured the walk (street-line) distance of each elementary school to the closest co-educational secondary school, single-gender secondary schools, and various secondary specialty programs in an effort to model the draft APSP policy. This analysis has revealed that some of the elementary to secondary school matches are not consistent with established feeder school patterns—reasons for this may be varied, but the role history plays in elementary-secondary school associations is likely the greatest contributing factor. This detailed information will be provided to the Board of Trustees as a separate hand-out item, printed on larger-sized paper, and electronically via e-mail.

New Draft APSP Policy

8. In order for the Board to consider formalized fixed attendance boundaries for all secondary schools in response the Ministry’s recommendation to consider secondary boundaries, and to be consistent with most Ontario school boards, the current draft APSP policy requires **one key amendment**—namely, to direct grade 8 students to **one** (1) co-educational secondary school option. This would allow for the logical aggregation of individual elementary fixed attendance boundaries into secondary boundaries. The result of such aggregation would be to create an elementary “family of schools” for every secondary school in the system.
9. Students will still have the ability to further select from a list of designated single gender schools and various speciality programs as noted above.

Furthermore, students will have the option of selecting another co-educational school of choice, pending space, program availability, and proximity of the secondary school of choice to the home address of the student.

E. ACTION PLAN

1. Regulation 2(a) of the current draft APSP policy (*Appendix 'A'*) states:

“Students in each elementary school shall have identified access to two co-educational secondary school options based on proximity of the elementary school to the secondary school. If the number of applicants to one of the two secondary school options exceeds the capacity of the identified school, students shall be redirected to the second identified option. Capacity will be determined based on numbers approved by the Director of Education, in consultation with school and planning staff. This shall be based on the existing elementary feeder school approach whereby the Secondary School would draw from identified feeder schools based on proximity and a concentric circle model.”

Staff propose to amend Regulation 2(a) to read (changes bolded):

*“Students in each elementary school shall have identified access to **one (1) co-educational secondary school option** based on proximity of the elementary school to the secondary school. **Students shall also have the option of selecting one (1) other co-educational secondary school, pending space and program availability—priority will be given to students whose primary home address is in closer geographic proximity to the secondary school.** Capacity will be determined based on numbers approved by the Director of Education, in consultation with school and planning staff. ~~This shall be based on the existing elementary feeder school approach whereby the Secondary School would draw from identified feeder schools based on proximity and a concentric circle model.~~”*

2. **February 23th, 2017** – At the Regular Board meeting, the Board approved the Long-Term Accommodation Plan (LTAP). The LTAP calls for significant Capital investments over 15 years (subject to Ministry funding) to increase secondary OTG capacity in areas where there is oversubscription—this includes “right-sized” replacement schools, additions, and retrofits.

3. A Waitlist survey and Entry and Exit surveys have also been implemented as of January 2017. Staff will report on the results of the surveys in the spring of 2017.
4. In response to the Ministry of Education's recommendation for the Board to strongly consider secondary boundaries, and pending the outcome of consultation, **staff recommend the establishment of fixed attendance boundaries for all secondary schools**—taking into consideration the geographic proximity of the elementary feeder school. Further to this point, staff also recommend the establishment of fixed attendance boundaries for all single gender schools and the following specialty programs:
 1. French Immersion
 2. Extended French
 3. Congregated Advanced Placement
 4. Regional Arts Program
 5. STEAM, STEM, MST, MSE
 6. International Baccalaureate Program (IB)

Note: Other Regional programs may be developed as consistent with the Long-Term Program Plan (LTPP).
5. Staff will develop a consultation plan and bring a final recommendation report to Board by June 30, 2017, reflecting stakeholder input.

F. RECOMMENDATION

That the Board of Trustees approve the following for consultation at the level of consult:

1. The current draft Admissions and Placement of Secondary Pupils (APSP) policy as found in Appendix 'A', with the following amendments:
 - a. That each grade 8 student be directed to one (1) co-educational secondary school based on the proximity of the elementary school to the secondary school.
 - b. That grade 8 students have the option of selecting one (1) other co-educational secondary school. Admission may be granted pending space availability, program availability, and proximity of the secondary school of choice to the home address of the student.

2. That fixed attendance boundaries for each secondary school be approved.
3. That fixed program boundaries for secondary schools offering Regional programs be approved, including, but not limited to:
 - a. French Immersion
 - b. Extended French
 - c. Congregated Advanced Placement
 - d. Regional Arts Program
 - e. Science, Technology, Engineering, Arts and Mathematics (STEAM), Science, Technology, Engineering and Mathematics (STEM), Mathematics, Science and Technology (MST), and Mathematics, Science and Engineering (MSE)
 - f. International Baccalaureate Program (IB).

DRAFT POLICY

POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: ADMISSIONS AND PLACEMENT OF SECONDARY PUPILS

POLICY NO: S.A. 02

Cross Reference:

- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
- S.P. 01 Special Education Programs
- S.T. 01 Transportation Policy
- S.S. 05 Expulsions
- S.S. 12 Fresh Start

Purpose:

This Policy provides the conditions by which students may be admitted to the Toronto Catholic District School Board and placed in a secondary school operated by the Board.

Scope and Responsibility:

The policy extends to all secondary schools of the TCDSB, except where provided for otherwise. 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

Financial Impact:

May have a financial impact based on enrolment.

REVISED DRAFT POLICY

POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

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Fostering Student Achievement and Well Being
Strengthening Public Confidence

Financial Impact:

May have a financial impact based on enrolment.

Legal Impact:

Under the Education Act, a person who is qualified to be a resident pupil in respect of a secondary school district if the person enrolls in a secondary school operated by the board of the secondary school district.

Policy:

By embracing the opportunities and challenges of providing an equitable learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Ministry of Education statutes and regulations, and TCDSB policies. The TCDSB is committed to fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.

Regulations:

1. The TCDSB will admit a student to a secondary school who:
 - i. resides in the City of Toronto and has the right to attend a secondary school operated by the TCDSB as per Section 36(3) of the Education Act;
 - ii. is not a Resident in the City of Toronto, only if space is available.
2. (a) Students in each elementary school shall have identified access to two co-educational secondary school options based on proximity of the elementary school to the secondary school. If the number of applicants to one of the two secondary school options exceeds the capacity of the identified school, students shall be redirected to the second identified option. Capacity will be determined based on numbers approved by the Director of Education, in consultation with school and planning staff. This shall be based on the existing

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elementary feeder school approach whereby the Secondary School would draw from identified feeder schools based on proximity and a concentric circle model.

(b) In addition, should students request a single gender school, the closest single gender school shall be identified as a further option. Placement will be based on proximity of the feeder school to the secondary school and program availability.

(c) If a student applies to a specialty program, the secondary school offering the specialty program shall be identified based on geographic proximity of the feeder school to the secondary school. The most qualified students shall be admitted to the specialty program based on articulated criteria.

3. Elementary students who are eligible for admission to a TCDSB secondary school may make an application for placement in the secondary school and program chosen by the student. Students will be placed subject to regular program and space availability. Excluded from the placement procedure in Regulation 2(a) and 2(b) are those students who will be placed by the following processes, as per TCDSB policies:

- i. Identification Placement Review Committee process;
- ii. Safe Schools;
- iii. Monsignor Fraser College;
- iv. Regional Programs (International Baccalaureate, Regional Arts Program, Advanced Placement, French Immersion, Extended French and Math Science Technology). Refer to Regulation 2(c);
- v. the Arts Schools; or
- vi. St. Michael's Choir School.

Admission requirements for secondary school specialty programs are provided in Schedule 1 of this Policy.

by the Director of Education, in consultation with school and planning staff. ~~This shall be based on the existing elementary feeder school approach whereby the Secondary School would draw from identified feeder schools based on proximity and a concentric circle model.~~

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- v. the Arts Schools; or
- vi. St. Michael's Choir School.

Admission requirements for secondary school specialty programs are provided in **the annual Program and Course Calendar.**

4. Secondary school students whose parent/guardian is qualified to designate their support to Catholic schools should complete and sign an Application for Direction of School Support form at the time of registration.
5. Whenever, due to the lack of program or space availability, it is not initially possible to place all eligible elementary students in the secondary school of their respective choices, placement of students will be based upon one of the following:
 - i. the availability of a suitable program consistent with their choices;
 - ii. the presence of an older sibling(s) presently attending and returning in September to the secondary school of choice;
 - iii. the geographic proximity of the school of choice to the school in which the student is currently enrolled.
6. Once the initial placement process is complete, the following waiting list priorities will be maintained:
 - i. **Priority 1**
 - TCDSB grade 8 students who have been offered, through the re-direction process, per Regulation 2, a grade 9 placement in a secondary school other than the secondary school of choice and have declined that placement.
 - Re-directed grade 8 students who have accepted the alternative placement but wish to remain on the waiting list of their first choice school.
 - TCDSB grade 8 students who have moved to a new residential address and request placement in a school closer to their new address (subject to proof of new residential address).
 - TCDSB grade 8 students whose application has been received after the initial deadline date for placement.
 - TCDSB grade 8 students who reside outside of the City of Toronto and have been in the TCDSB for the past three (3) consecutive years.
 - All other applicants from other school boards or private schools requesting placement in a TCDSB school who are entitled to attend under the Education Act.

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 - All other applicants from other school boards or private schools requesting placement in a TCDSB school who are entitled to attend under the Education Act.

- Students who reside outside the City of Toronto whose parents are English-Separate School Supporters in Toronto through their business assessment.
- ii. **Priority 2**
- Grade 8 students who have been accepted to and wish to retain their original choice of secondary school but have requested a change of placement. These students will remain on the Priority 2 list until the end of May only.
- iii. **Priority 3**
- TCDSB grade 8 students who reside outside the City of Toronto with less than three (3) consecutive years in the TCDSB.
 - Students residing outside the City of Toronto and attending a school in their home Board applying for placement in a TCDSB secondary school.
7. Grade 8 siblings of students currently attending and returning to the same TCDSB secondary school the following September will be given placement in said secondary school provided that:
- i. sibling information is included in the initial application;
 - ii. the sibling in the secondary school must be returning to attain their graduation requirements;
 - iii. the sibling in the secondary school is not in a specialty program as per Regulation 2;
 - iv. the parent/guardian of students that reside outside of the City of Toronto are English-Separate School Supporters in the City of Toronto through their business assessment.
8. Priority 1 students will be offered placement first if program and space availability permit based on program availability, space availability, proximity to the school and merit of application. Schools may offer placement to other priority wait list applicants, in order of priority, once all Priority 1 students have been offered a placement.
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9. These placement procedures do not apply to TCDSB secondary students who wish to transfer between TCDSB secondary schools. Applications to transfer must be arranged by the student with the assistance of their current Principal or Designate and the Principal or Designate of the requested school.
10. Placement of students on a non-credit bearing track will be centrally coordinated through the Special Services Department.
11. Providing that all Admission requirements are met and the required supporting documentation is presented, the TCDSB will register in a school students new to Canada who are:
 - i. Canadian Citizens, Permanent Residents or Refugee Claimants;
 - ii. here while their parent(s) is under: a Work Permit, Visiting Forces Act, Diplomatic status or as a full-time student at an accredited Toronto College or University.
 - iii. living with their parent(s) who reside in the City of Toronto while awaiting their Work Permit or determination of their claim to become Permanent Residents.
12. Students living with their parents who are here in Canada without valid immigration status will not be denied admission to a TCDSB secondary school, consistent with the provisions of the Education Act.
13. Where a student is presently registered in a TCDSB secondary school and, due to family circumstances, must be temporarily housed in a youth shelter, the student will be placed in another TCDSB school, and the student's Ontario School Record will be transferred in accordance with TCDSB procedures.
14. International Education program staff of the Continuing Education Department will coordinate placement of all VISA students in TCDSB Secondary Schools.

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15. In the event that a pupil, although not entitled under this policy, is admitted to a TCDSB secondary school under false pretences, the Director may defer the removal of the pupil no later than the end of the current school year.

Definitions:

Application for Direction of School Support

An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate. Otherwise, school support designation defaults to English Public as per Section 16(4) of the Assessment Act.

Co-educational Secondary School

The population of the school includes both males and females.

Concentric Circles

Terminology used from time-to-time to describe the methodology of determining, assessing and managing secondary school enrolment. With the secondary school at the centre of a circle, subject to Grade 9 enrolment caps, space and program availability, the circle can expand or contract to include or exclude elementary feeder schools.

Constitution Act, 1867, Section 93

The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

Custodian

A custodian is a Canadian citizen or permanent resident designated by parents/guardians to provide care and be responsible for their minor child while he/she studies in Canada for a fixed period of time (temporary). All minor students participating in the TCDSB

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Associate School

Schools by which students get placement in a secondary school.

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International Education Program must be assigned to a custodian, who will act in place of the parent.

Feeder Schools

Refers to elementary schools whose Grade 8 graduates have traditionally gone to certain secondary schools, and/or elementary schools located in geographic proximity to certain secondary schools.

Guardian

A person who has lawful custody of a child, other than the parent of the child.

Homestay

A homestay placement typically occurs when an International Student lives with a local family. The homestay family is selected by the parents with the assistance of the custodian. The student would typically be provided with a private bedroom, shared bathroom facilities along with three meals a day. The family would eat with the student and provide guidance and support as required. In most cases the custodian would provide consent for the homestay mother and/or father to contact the school as required. The school should request this authorization when admitting the student.

Identification Placement Review Committee

Regulation 181/98 of the Education Act requires that all school boards establish an Identification Placement and Review Committee (IPRC) for the purpose of identifying whether a student is deemed 'exceptional' according to the categories and definitions of exceptionalities provided by the Ministry of Education; and further to assign such a student to one of five 'placements' ranging from the regular classroom to a fulltime special education class. The IPRC must be composed of at least 3 people, one of whom must be either a principal or supervisory officer of the board. The IPRC reviews the identification and placement of exceptional students each year.

Study Permit

International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration

International Education Program must be assigned to a custodian, who will act in place of the parent.

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Study Permit

International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration

Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a Temporary Resident Visa is typically issued with the Study Permit. Study Permits must be renewed thirty days before they expire. Expired Study Permits cannot be extended from within Canada.

Temporary Resident VISA Student

All International Students studying in a program that lasts more than six months must have a Temporary Resident Visa. High school students are typically only issued a Study Visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit Entry Visa that expires subsequent to their anticipated return.

Evaluation and Metrics:

1. An annual report of secondary student enrolment will be provided to the Board as per the Rolling Calendar of Annual Standard Reports.

SCHEDULE 1

Secondary School Specialty Program Admission Requirements

Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a Temporary Resident Visa is typically issued with the Study Permit. Study Permits must be renewed thirty days before they expire. Expired Study Permits cannot be extended from within Canada.

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Evaluation and Metrics:

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SCHEDULE 1

Secondary School Specialty Program Admission Requirements



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 as 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

SUB-SECTION:

POLICY NAME: Real Property

POLICY NO: R. 01

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

POLICY NO: R. 01

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



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES

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.



POLICY SECTION: REAL PROPERTY

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.



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO RELIGIOUS EDUCATION COURSE REQUIREMENT FOR SECONDARY PUPILS POLICY (S.P.12)

*Keep hold of instruction; do not let go; guard her, for she is your life.
Proverbs 4:13*

Created, Draft	First Tabling	Review
March 21, 2017	March 30, 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

This report recommends updates to the Religious Education Course Requirement for Secondary Pupils policy (S.P. 12) to align with current practices; namely, that students are required to enrol in one religious education course in each of the four years of secondary school, subject to applicable legislation.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Religious Education Course Requirement for Secondary Pupils policy (S.P. 12) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Religious Education Course Requirement for Secondary Pupils policy (S.P. 12) as amended and proposed in Appendix A.



POLICY SECTION: STUDENTS
SUB-SECTION: PROGRAMS
POLICY NAME: RELIGIOUS EDUCATION COURSE
REQUIREMENT FOR SECONDARY
PUPILS
POLICY NO: S.P.12

Date Approved:
August 21, 1986

Date of Next Review:
March 2022

Dates of Amendments:
March 30, 2017

Cross References:

Religious Accommodation – S.22

Religious Education – Board of Education Schools – H.T.06

Ontario Ministry of Education Policy/Program Memorandum 119, *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*
Constitution Act, 1867, Section 93

Appendix

Purpose:

The Toronto Catholic District School Board is committed to educating our students to lead lives grounded in faith, hope and charity. The board's mandate, beyond meeting the Ministry of Education's goals regarding student achievement and well-being, is to deliberately infuse the Catholic Graduate Expectations and gospel values into all disciplines. Our vision is to create discerning believers who seek to transform the world through witness, faith, innovation and action.

Scope and Responsibility:

This policy applies to pupils of TCDSB secondary schools. The Director of Education is responsible for the implementation of this program in alignment with the Multi Year Strategic Plan.



POLICY SECTION:	STUDENTS
SUB-SECTION:	PROGRAMS
POLICY NAME:	RELIGIOUS EDUCATION COURSE REQUIREMENT FOR SECONDARY PUPILS
POLICY NO:	S.P.12

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Inspiring and Motivating Employees

Policy:

A religious education course shall **will** be offered in each of the secondary school grades operated by the Board **and students are required to enroll in one of these courses in each of the four years. Our distinctive Catholic approach to teaching and learning is founded in the dignity and value of every person. This gospel value and approach permeate all aspects of school life and the Toronto Catholic District School Board thus holds specific expectations for all of our students.**

Regulations:

- 1. Religious education courses are approved by the appropriate Catholic authorities and recognized by the Ontario Ministry of Education as credits which count towards the Ontario Secondary Graduation Diploma.**

~~Within the context of the Education Act, 1990, Section 144, every resident pupil under the age of twenty-one shall be required to enrol and take part in a religious education course each school year.—~~

- 2. All students are expected to participate in the prayer and liturgical life of the school and be respectful of all religious observances.**



POLICY SECTION: STUDENTS

SUB-SECTION: PROGRAMS

**POLICY NAME: RELIGIOUS EDUCATION COURSE
REQUIREMENT FOR SECONDARY
PUPILS**

POLICY NO: S.P.12

3. The TCDSB will respect exemptions to this requirement pursuant to applicable legislation.

Evaluation and Metrics:

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

Monitoring secondary school student scheduling data to ensure that all students are registered in and complete a Religion course in each academic year.

APPENDIX A

REGULAR BOARD

You keep him in perfect peace whose mind is stayed on you, because he trusts in you.
Isaiah 26:3

Nancy Crawford, Chair, Governance and Policy Committee
Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

The logo is a circular emblem divided into six segments, each containing a white icon on a maroon background. The segments are labeled with white text around the perimeter: 'LIVING OUR VALUES' at the top, 'STRENGTHENING OUR GOVERNANCE' at the top right, 'INSPIRED AND MOTIVATED EMPLOYEES' at the bottom right, 'EXCELLENCE IN GOVERNANCE' at the bottom, 'STEWARDSHIP OF RESOURCES' at the bottom left, and 'STUDY, LEARNING AND WELL BEING' at the top left. The icons represent: a cross (top), two figures shaking hands (top right), a dove (bottom right), a classical column (bottom), a hand holding a globe (bottom left), and a person with a checkmark (top left).

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

Staff recommend rescinding the current School Safety Patrols policy (S.P. 09) as it is outdated and no longer current practice. As set out in the Police School Board Protocol (under Code of Conduct policy S.S. 09), the TCDSB School Resource Officer (SRO) and Community School Liaison Officer (CSLO) have taken on the requirements of this role. The current policy is attached as APPENDIX A.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy to be rescinded.

C. APPENDIX

APPENDIX A: School Safety Patrols policy (S.P.09) to be rescinded

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and rescind School Safety Patrols policy (S.P. 09).

SCHOOL SAFETY PATROLS S.P.09

Date Approved: 19 Jun 86	Date of Review: June 6, 2006	Dates of Amendment:
Cross Reference:		

Policy:

The TCDSB endorses the concept of school safety patrols and will cooperate with the Toronto police in establishing school safety patrols.

Regulations:

1. Requests for school safety patrols will be made by the principal to the local Area superintendent.
 2. School safety patrols may be established at a school on the recommendation of the local Area superintendent with the approval of the Toronto police.
 3. The school safety patrols are to be located on streets where a police officer or school crossing guard would not be employed, but rather in places which meet police requirements.
-

MASTER PENDING LIST AND ROLLING CALENDAR TO MARCH 30, 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	Nov-16 Corporate Services	Mar-17	Corporate Services	Report regarding Toronto and York Region Labour Council	Associate Director Planning and Facilities
6	Nov-16 Regular Board	Mar-17	Corporate Services	Report regarding Status of Wait Lists for Over Subscribed Elementary Schools (All Wards)	Associate Director Planning and Facilities

7	Mar-17 Corporate Services	Apr-17	Corporate Services	Report regarding Status Update on Interior Air Temperature in Non-Air Conditioned Schools (ALL WARDS) to be included in the report on the Heat Protocol	Associate Director Planning and Facilities
8	Jan-16 Regular Board	Jan-17 Revised: Apr-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
9	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
10	Jan-17 Student Achievement	Jun-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.	

11	March-16 Student Achievement	Apr-17	Regular Board	Final decision on the attendance boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows following input from the community on the new information in this report, the traffic stats and portable placement information on March 30 and April 6, 2017.	Associate Director Academic Affairs
12	Feb-17 Regular Board	Apr-17	Regular Board	Report regarding a plan to engage staff and parents in investigating a pilot project for elementary and secondary year-long learning	Associate Director Academic Affairs
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); <p>Our proposed response (s) to identified risks.</p>	Associate Director Academic Affairs & CFO, Executive Superintendent, Business Services

14	June-16 Student Achievement	Apr-17	Student Achievement	Report regarding a review of Educational Assistant efficiencies Boardwide in both elementary and secondary	Associate Director Academic Affairs
15	Jan-17 Student Achievement		Student Achievement	1) Report on the impact of EA and CYW reductions already made to include details (in public or private, as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests. 2) Staff to provide a dollar unit cost per special education student, and if possible, comparisons with other Boards.	Associate Director Academic Affairs & CFO, Executive Superintendent, Business Services
16	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
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