

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA APRIL 19, 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

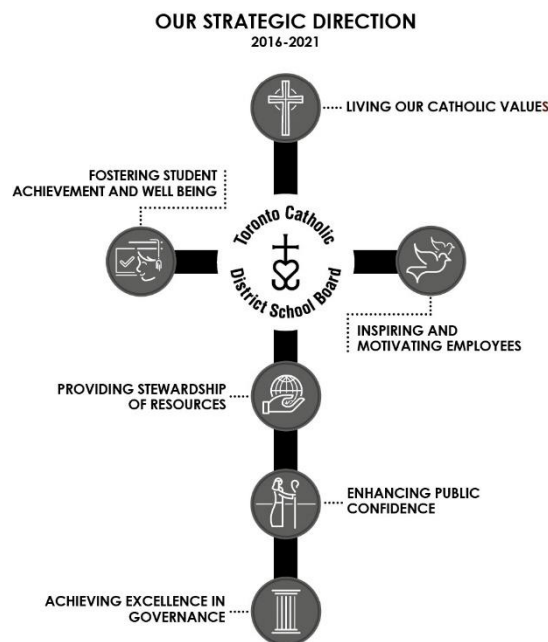
Sal Piccininni
Trustee Ward 3

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: Karen Eastburn, 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

Wednesday, April 19, 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
8. Declarations of Interest
9. Approval and Signing of Minutes of the Previous Meetings 1 - 41
 - 9.a Special Board (Student Achievement) - March 2, 2017
 - 9.b Special Board (Corporate Services) - March 9, 2017
 - 9.c Regular Board - March 30, 2017
10. Presentations

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| 10.c | Monthly Report from the Student Trustee(s) | 44 |
| 11. | Delegations | |
| 12. | Consideration of Motions for which previous notice has been given | |
| 12.a | Motion from Trustee Davis to Reconsider Motion Failed on School Cash Online at March 9, 2017 Corporate Services Committee Meeting | 45 |
| | 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. | |
| 13. | Unfinished Business from Previous Meetings | |
| 14. | Matters recommended by Statutory Committees of the Board | |
| 14.a | From Audit Committee Meeting of March 29, 2017 | |
| | That the Board establish a Whistleblower Policy based on existing examples, that the Board utilize a third party and that whenever that third party receives a whistleblowing complaint that it is shared with the Audit Committee and staff for staff to respond to that inquiry to the Audit Committee. | |
| 15. | Matters referred/deferred from Committees/Board | |
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| 17.c | Attendance Boundary Review - St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus, Our Lady of Sorrows - Final Report (Trustee Wards 1 and 2) | 212 - 222 |
| 17.d | Status Update regarding Amendments to TCDSB Hot Weather Standard Operating Procedure (All Wards) | 223 - 255 |
| 17.e | Block 31 Proposed Name of New School - Bishop Macdonell Catholic Elementary School | 256 - 269 |
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| 17.g | Report of the Governance and Policy Committee on Update to Records Management (A.20) and Archives (A.21) Policies | 278 - 289 |
| 17.h | Report of the Governance and Policy Committee on Current Policies Update | 290 - 292 |
| 17.i | Liquor Permit Request for St. Mary of the Angels - August 12 and 13, 2017 | 293 - 294 |
| 17.j | Liquor Permit Request for Don Bosco Catholic School, for event on June 24, 2017 | 295 - 296 |
| 18. | Listing of Communications | |
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19. Inquiries and Miscellaneous

**19.a Inquiry from Trustee Davis regarding Entrance/Exit Survey
Implementation**

20. Updating of Pending Items List 298 - 301

21. Closing Prayer

22. Adjournment

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

HELD THURSDAY, MARCH 2, 2017

STUDENT ACHIEVEMENT

PRESENT:

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

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

D. Koenig
K. Malcolm
J. Shain
D. Yack

A. Robertson, Parliamentarian

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

An apology was received on behalf of Trustee Tanuan.

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 Bottoni, that the items dealt with in PRIVATE session, including the Verbal Update from the Executive Search Committee and the Director's Verbal Report on HR matters, be approved.

Results of the Vote taken as follows:

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

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.

Trustee Kennedy wished for it to be recorded that she had declared an interest in the PUBLIC session in Items 15b) 2017-2018 Preliminary Teaching Staffing Projections and 15c) Ontario Financing Authority Debenture By-Law #189. Trustee Kennedy did not participate in the discussions nor voted on the items.

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

Results of the Vote taken as follows:

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

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting held February 2, 2017 – approved, as amended.

Delegation from Tamer Higazi regarding Extra-Curricular Debating Program –received and referred to staff.

Ontario Financing Authority Debenture By-Law #189 received and that the By-Law #189 attached as Appendix A, a by-law for Ministry of Education approved capital projects started before August 31, 2016 authorizing the issuance of \$246,715 in debentures, be approved.

2017-2018 to 2019-2020 Consensus Enrolment Projections - received and that the consensus enrolment projections for the 2017-18 school year be approved for staffing and budgetary purposes, and the consensus enrolment projections for the 2018-19 and 2019-20 school years be approved for Ministry of Education reporting requirements.

2017-2018 Preliminary Teaching Staffing Projections received and that the Board of Trustees approve the preliminary staffing projections for 2017-2018 as outlined in this 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):

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.

Verbal Report from Trustee Crawford, representative of the Board of Trustees, on the Safe Schools Advisory Committee, on Progressive Discipline and Resolution Conference and Mediation Circles at the TCDSB – received.

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 THURSDAY, MARCH 9, 2017

Corporate Services

PRESENT:

Trustees:

J. Davis, Chair
M. Rizzo, Vice-Chair
A. Andrachuk
P. Bottoni
N. Crawford
F. D'Amico
M. Del Grande
A. Kennedy
B. Poplawski

A. Gauthier
C. Jackson
P. Matthews
P. DeCock
M. Silva
J. Yan
M. Puccetti

A. Robertson, Parliamentarian

S. Harris, Recording Secretary

C. Johnston, Acting Assistant Recording Secretary

Apologies were received on behalf of Trustee Tanuan 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.

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that all matters dealt with in PRIVATE Session regarding property, St. Augustine and St. Clement Catholic Schools conveyance of lands be approved.

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.

Trustee Kennedy declared an interest in Item 14b) Financial Report as at December 2016 as her family member is an employee of the Board. Trustee Kennedy did not vote nor participate in the discussion of the item.

MOVED by Trustee Davis, seconded by Trustee Poplawski, that all matters dealt with in PUBLIC Session be approved.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting held February 15, 2017 for Public Session – approved.

Louise Kolanko regarding the Attendance Boundaries for St. Gregory, Nativity of our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows Catholic Schools – received.

Sandi Carvalho regarding the Attendance Boundaries for St. Gregory, Nativity of our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows Catholic Schools - received.

Report regarding Status Update regarding Interior Air Temperature in Non-Air Conditioned Schools (ALL WARDS) that this report be included as part of the April 2017 report on the Heat Protocol.

Trustee Kennedy left the meeting due to a conflict of interest as earlier indicated.

Financial Report as at December, 2016 - received.

Trustee Kennedy returned to the meeting.

Our Lady of Sorrows Catholic School Ward 2 Canada 150 Community

Infrastructure Funding that the Board approve the Contribution Agreement for funding of \$304,193 under the Canada 150 Community Infrastructure Program for the improvement of the sports field at Our Lady of Sorrow Catholic School.

Albert and Carmela Giardini regarding the Proposed St. Gregory Catholic School Boundary Review - received.

Mark Schmidt regarding the Proposed Boundary Change for St. Gregory Catholic School - received.

Andrew and Anne Zur regarding the Status Quo Boundary for St. Gregory Catholic School - received.

Lisa Schmidt regarding the Status Quo Boundary for St. Gregory Catholic School - received.

Elizabeth Bozek regarding the Attendance Boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows Catholic Schools - received.

Gloria and Vlado Vujeva regarding the St. Gregory Catholic School Boundary Review - received.

Joanna Whittaker regarding the Boundary Change for St. Gregory Catholic School - received.

Liliana Stoicescu regarding the Status Quo Boundary for St. Gregory Catholic School - received.

Lora Hilb regarding the Attendance Boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini and Our Lady of Sorrows Catholic Schools – received.

Report regarding School Cash Online – Survey 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, provide in Section F, and that the addition of alternative payment options be considered at a later date upon further review of annual operational costs.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Crawford, that staff come back in two years' time with an evaluation and a report in sufficient time so that we can cancel the contract, if necessary - CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that the report be deferred to the April 2017 Corporate Services meeting - LOST

The Motion, as amended, was declared LOST.

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

CARRIED

SECRETARY

CHAIR

MINUTES OF THE REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
HELD MARCH 30, 2017
PUBLIC SESSION

PRESENT:

Trustees

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

R. Carlisle- Student Trustee
K. Dubrovskaya – Student Trustee

A. Gauthier
A. Sangiorgio
C. Jackson
R. McGuckin
P. Matthews
P. DeCock
D. Koenig
C. Fernandes
K. Malcolm
M. Puccetti
M. Silva

D. Yack
A. Della Mora
N. D'Avella
V. Burzotta
L. DiMarco
M. Caccamo
S. Campbell
P. Aguiar
J. Wujek
J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary

C. Johnston, Acting Assistant Recording Secretary

MOVED by Trustee Piccininni, seconded by Trustee Rizzo, that the Agenda, as amended to include the Addendum, 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 to approve the Agenda, as amended, was declared

CARRIED

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

- 6) **Reports from Private Session** that the items dealt with in PRIVATE SESSION regarding an Update from Executive Search Committee, Organizational Charts and a report from the Legal Counsel, Paul Matthews, and Senior Coordinator, Technical Services, Joe DiFonzo, on a litigation matter 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

MOVED by Trustee Davis, seconded by Trustee Rizzo, that Item 7a) be adopted as follows:

- 7a) Notice of Motion from Trustee Davis - Reconsideration of Motion failed at the Corporate Services Committee Meeting held on March 9, 2017 regarding School Cash Online Survey Results that the motion be reconsidered at the April 19 Regular Board Meeting.**

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

8) Declarations of Interest

Trustee Kennedy declared an interest in Item 17a) 2017-2018 Budget Projections for Consultation Purposes, as her family members are employees of the Board. Trustee Kennedy did not participate in the discussion of the items nor voted on the items.

MOVED by Trustee Davis, seconded by Trustee Martino, that Item 9 be adopted as follows:

9) Approval and Signing of Minutes of the Previous Meetings that the Minutes of the following Meetings be approved, with an amendment to replace Trustee Del Grande with Trustee Davis as moving the motion in Item 15b), page 9 of 267, as follows:

- 9a) Special Board – February 1, 2017
- 9b) Special Board (Student Achievement) – February 2, 2017
- 9c) Special Board (Corporate Services) – February 15, 2017
- 9d) Special Board – February 15, 2017
- 9e) Regular Board – February 23, 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 Piccininni, seconded by Trustee Martino, 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 Crawford, seconded by Trustee Bottoni, that Item 10b) be adopted as follows:

10b) 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 Crawford, that Item 10c) be adopted as follows:

10c) 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 Rizzo, seconded by Trustee Bottoni, that Elio Freitas be allowed to speak for five minutes instead of the regular three minutes.

Results of the Vote taken, as follows:

In favour

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

Opposed

Andrachuk
Martino
Piccininni

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that all Delegations be allowed to speak for five minutes instead of the regular three minutes.

Results of the Vote taken, as follows:

In favour

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

Opposed

Piccininni
Rizzo
Tanuan

The Motion was declared

CARRIED

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

11a) Elio Freitas regarding Trustees' Respect for the Wellbeing of Students – received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that Item 11b) be adopted as follows:

11b) Phil Vokins regarding Boundary Review - Etobicoke – 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
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that Item 11c) be adopted as follows:

11c) Vince Arone regarding Elementary School Attendance Boundary Review – 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 Piccininni, that Item 11f) be adopted as follows:

11f) Sam Perciasepe regarding Elementary School Attendance Boundary Review – 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 Rizzo, seconded by Trustee Bottoni, that Item 11g) be adopted as follows:

- 11g) Jane Mercer, representative of Toronto Coalition for Better Child Care, regarding Before and After School Programs, Kindergarten to Grade 6 – 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 Davis, seconded by Trustee Crawford, that Item 11h) be adopted as follows:

11h) Melissa Giglio regarding St. Gregory Catholic School Boundary Review
– 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 Martino, that Item 11i) be adopted as follows:

11i) Jenny Mboutsiadis regarding Attendance Boundary Review, St. Gregory Catholic School – received and referred to staff.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Piccininni

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee D'Amico, that Item 11j) be adopted as follows:

- 11j) Dave McNee regarding Audited Financial Statements** – received and referred to staff to come back with a report on how such a situation expressed by the Delegate can be managed.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

The Chair declared a 10-minute recess.

The meeting continued with Trustee Kennedy in the Chair.

The Chair reviewed the Order Paper and the following items were questioned:

- Item 16a) Report regarding Elementary School Attendance Boundary Review: St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows Catholic Schools - Trustee Andrachuk**
- Item 16b) New Policies and Guidelines, January 2017 – Before and After School Programs in Schools – Trustee Rizzo**
- Item 16c) January 2017 Financial Status Report – Trustee Rizzo**
- Item 17a) 2017-2018 Budget Projections for Consultation Purposes – Trustee Rizzo**
- Item 17b) School Year Calendar 2017-2018 – Trustee Davis**
- Item 17c) Proposed Changes to Draft Admissions and Placement of Secondary Pupils Policy and Fixed Attendance Boundaries for Secondary Schools – Trustee Davis**
- Item 17d) 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) - Trustee Rizzo**
- Item 17g) Special Board Meeting to Review Report from the Executive Search Committee – Trustee Crawford**
- Item 19a) Inquiry from Trustee Davis regarding Entrance/Exit Survey Implementation – Trustee Davis**

MOVED by Trustee Andrachuk, seconded by Trustee Bottoni, that all Items not questioned and related staff recommendations be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MATTERS CAPTURED IN THE MOTION

Item 14a) Approved Minutes of the Catholic Parent Involvement Committee Meeting held on January 26, 2017 – received.

Items 14b) Draft Minutes of the Special Education Advisory Committee and 14c) Meeting Held on March 22, 2017 - received.

Item 17e) Report of the Governance and Policy Committee on Update to Religious Education Course Requirement for Secondary Pupils Policy (S.P.12) 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.

Item 17f) Report of the Governance and Policy Committee on Rescind of School Safety Patrols Policy (S.P.09) that the Board accept the recommendation of the Governance and Policy Committee and rescind School Safety Patrols policy (S.P. 09).

Items 18a to 18v) Listing of Communications – received and referred to staff.

Item 18w) OAPCE’s Walking Forward Together in Catholic Education Event- May 3, 2017 – received.

MOVED by Trustee Crawford, seconded by Trustee Martino, that the Agenda be reopened to prioritize and reorder the following items that are deemed urgent:

Item 17a) 2017-2018 Budget Projections for Consultation Purposes

Item 17b) School Year Calendar 2017-2018

Item 17c) Proposed Changes to Draft Admissions and Placement of Secondary Pupils Policy and Fixed Attendance Boundaries for Secondary Schools

Item 17g) Special Board Meeting to Review Report from the Executive Search Committee

Results of the Vote taken, as follows:

In Favour

Trustees Andrachuk
Bottoni
Crawford
D’Amico
Davis

Opposed

Del Grande

Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Martino, seconded by Trustee Bottoni, that the urgent Agenda be discussed in the following order:

Items 17a), 17b), 17c), 17g)

Results of the Vote taken, as follows:

In Favour

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

Opposed

Del Grande

The Motion was declared

CARRIED

Trustee Kennedy left the meeting due to a Conflict of Interest, as earlier indicated.

The meeting continued with Trustee D’Amico in the Chair.

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

17a) 2017-2018 Budget Projections for Consultation Purposes received and

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 (\$/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 18, 2017.

Time for business expired and was extended by a unanimous consent for 15 minutes per Article 12.6

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Rizzo, that staff recommendations be changed from an informed level to a consult level.

MOVED by Trustee Crawford, seconded by Trustee Davis, that the meeting be extended to complete all urgent Agenda items in PUBLIC and PRIVATE sessions.

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

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Davis
Poplawski
Rizzo
Tanuan

Martino

The Motion was declared

CARRIED

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

In Favour

Opposed

Trustees Bottoni
Poplawski
Rizzo
Tanuan

Andrachuk
Crawford
D'Amico

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
Poplawski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

The meeting continued with Trustee Kennedy in the Chair.

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

17b) School Year Calendar 2017-2018

1. That the attached (Appendix A) school year calendar for the 2017-2018 school year be adopted;

- 2) 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.

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 Crawford, that Item 17c) be adopted as follows:

- 17c) Proposed Changes to Draft Admissions and Placement of Secondary Pupils Policy and Fixed Attendance Boundaries for Secondary Schools** that the following amendments be made to the Staff Recommendations:

- 2a) Page 220 – under Regulations - Remove – co-educational. Identify ALL co-educational schools only as Secondary Schools. Specialty programs as identified in recommendation 3 will define the requirements for admission and the process for specialized programs in application or audition.

- 2b) i) Admission from elementary school will be based on identified feeder school, the boundary for the secondary school and proximity from the school from home address. Students from the identified feeder schools will receive automatic admission.

ii) Students may select an alternate Secondary school, pending space and program availability. Priority will be given to students whose primary home address is in close geographic proximity to the alternate Secondary school.

*** “Capacity for all Secondary schools will be determined based on numbers approved by the Director of Education in consultation with school and planning Staff.”*

Should this be in the Policy Statement or at the beginning of the Regulation?

- 3) Are Single Gender schools the local Secondary school or are they considered a regional program?

Should they be included in the list along with IB, AP FI, EF & STEM programs, School of the Arts & the Choir School and Single Gender Schools

- 4) Secondary school students who are qualified **and are admitted** to a TCDSB school requires the Parent/Guardian to designate their support to Catholic schools and will complete and sign the Application for Direction of School Support form at the time of registration.

- 5) Needs further clarification.

iv) Students admitted to a Secondary school other than the secondary school where automatic admission is received and where an application process or audition was required for admission, sibling **WILL NOT** receive admission under the sibling rule. Siblings will be required to apply through the specified process for admission.

**** Siblings currently enrolled in elementary school with an older sibling at a Secondary school will be grand fathered from this policy until the last sibling graduates. All NEW registrations will be governed by this policy.**

Students who register for Regional programs, who are out of the dedicated school boundary, who drop out of the Regional program will be redirected to the secondary school in proximity to the students' home address.

MOVED by Trustee Rizzo, seconded by Trustee Bottoni, that this item be deferred to the April 6, 2017 Student Achievement Committee meeting.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Crawford, that Trustees and staff have a workshop on Monday, April 3, 2017 to ask detailed questions in preparation for the April 6 Student Achievement Committee meeting.

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

In Favour

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Poplawski
Tanuan

Opposed

Kennedy
Rizzo

The Amendment was declared

CARRIED

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

In Favour

Trustees Andrachuk
Bottoni
Crawford

Opposed

Kennedy

D'Amico
Poplawski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

17g) Special Board Meeting to Review Report from the Executive Search Committee that the Regular Board meeting scheduled for April 26, 2017 be moved to April 19, 2017 and that the Corporate Services Committee meeting originally scheduled for April 19, 2017 be cancelled – 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 Bottoni, that Item 19a) be adopted as follows:

19a) Inquiry from Trustee Davis regarding Entrance/Exit Survey Implementation that this be deferred to the April 6, 2017 Student Achievement Committee meeting, as per Trustee Davis' request.

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 Tanuan, that all Agenda items not dealt with be deferred/referred to the next appropriate Board or Committee meeting.

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 Rizzo, that the meeting resolve into PRIVATE session.

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

SECRETARY

CHAIR



Chair's Monthly Report

April 1 – April 21

Following are highlights for the period of April 1 to April 21, 2017.

Tuesday, April 18th, 2017

- Will attend the Villa Charity Open House Event regarding redevelopment updates to the community
- Will deliver greetings at the Exemplary Practice Awards Ceremony at the CEC



Director's Monthly Report April 1 – April 21

Following are highlights for the period of April 1 to April 21, 2017.

Wednesday, April 5th, 2017

- Attended the 7th Annual Autism Awareness Evening at the CEC

Thursday, April 6th, 2017

- Thanked volunteers and coaches at the Major's School Cricket Recognition Event at Metro Hall

Saturday, April 8th, 2017

- Moderated panel of participants at the Regional Parent Involvement Committee (PIC) Symposium at the Holiday Inn, Toronto Airport

Monday, April 10th, 2017

- Attended the annual Meagan's Walk Crane Ceremony at The Hospital of Sick Kids

Tuesday, April 18th, 2017

- Will attend Easter Mass at the CEC
- Will attend the Villa Charity Open House Event regarding redevelopment updates to the community

Thursday, April 20th, 2017

- Will deliver greetings at the Exemplary Practice Awards Ceremony at the CEC

Friday, April 21st, 2017

- Will assist with the Clean City's Toronto Together Campaign at St. Wilfrid School with Major Tory and Pinball Clemons

April Student Trustee Report

General Assembly:

The General Assembly on March 28th was filled with positive discussion on various topics such as mental health, catholic leadership within schools and the treatment of minority groups within schools. This discussion was useful to CSLIT, as it provided the executive team with areas of focus for the upcoming year. The General Assembly also served as “Meet The Student Trustee Candidates Night” where numerous hopeful candidates interacted with the General Assembly and discussed how they would best represent student voice at the board room table. Overall, the night was very resourceful.

Tastes of Heaven Gala:

On April 6th, a few of the CSLIT executive members attended the Tastes of Heaven Gala for the Catholic Missions in Canada as representatives of the TCDSB. In good faith, the students volunteered their time to assist in set up and clean up.

The upcoming months will be very important for CSLIT as many events will be happening.

- The Student Trustees will be compiling the annual Voices That Challenge report
- On April 25th, the Student Trustee for the 2017-2019 term will be elected
- May 26th will be the annual Inclusion and Belonging Retreat to raise awareness and support for students dealing with sensitive issues

Other upcoming events include:

- Camp Olympia Leadership Camps
- The Superior North Program
- CSLIT Gala for The Angel Foundation For Learning
- Focus on Youth Camp
- The Ontario Student Trustees' Association AGM
- The Tanzania Service Trip
- CSLIT Executive Team elections



JO-ANN DAVIS
Trustee, Ward 9

Email: jo-ann.davis@tcdsb.org

Voicemail/Fax: (416) 512-3409

To: Angela Kennedy, Chair of the Board

Re: Motion – Reconsideration of School Cash Online

From: Jo-Ann Davis, Trustee Ward 9

Date: April 19, 2017

Whereas: Item 15b from the Corporate Affairs March 9, 2017 agenda read – School Cash Online

Whereas: Item 15b from the Corporate Affairs March 9, 2017 agenda failed.

Whereas: There remains strong interest from the parent community for online payment options.

Be It Resolved that:

The Board of Trustees approve the reconsideration of Item 15b from Corporate Affairs March 9, 2017, under By-Laws Article 10.11 as follows:

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.



REPORT TO

REGULAR BOARD

NET ZERO ENERGY STATUS UPDATE (ALL WARDS)

*"I can do all this through Him who gives me strength."
Philippians 4:13 (NIV)*

| Created, Draft | First Tabling | Review |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|
| March 30, 2017 | April 19, 2017 | |
| D. Friesen, Senior Coordinator, Capital Development M. Iafrate, Senior Coordinator, Renewal K. Elgharbawy, Senior Coordinator, Maintenance and Energy Management M. Farrell, Coordinator, Materials Management P. de Cock, Comptroller, Business Services A. Della Mora, D. Yack, J. Shanahan, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell Superintendents of Learning, Student Achievement and Well-Being M. Puccetti, Superintendent of Facilities Services | | |
| 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 a summary status of staff action to investigate opportunities and strategies for implementing the Board's resolution to be a 'Net Zero Energy' school board.

There is a need to define 'Net Zero Energy' and specific energy reduction/energy production/greenhouse gas emission reduction targets for the TCDSB. Funding for any significant energy reduction beyond Building Code and Toronto Green Standard requirements and for on-site energy production for new schools is currently non-existent and uncertain for the future. Measures that do not increase Capital costs need to be identified, as well as strategies to best use additional funding when it becomes available. School Renewal Grant funding can and is being used for energy saving measures in existing schools.

A specialist in energy-efficient building is being retained to assist Board staff with a comprehensive study that will benchmark current TCDSB energy use, define achievable energy conservation and production and greenhouse gas reduction targets, and outline recommendations for, and cost implications of, the implementation of strategies to move the Board 'Toward Net Zero Energy.'

The cumulative staff time dedicated to developing this report was 40 hours.

B. PURPOSE

At the Corporate Services, Strategic Planning and Property Committee meeting on March 10, 2016, the Board resolved the following:

- *That the Chair write to the Minister of Education and both the provincial and federal Ministers of the Environment and Climate Change, on behalf of the board of trustees, of our objective to be a 'net zero' energy school board and our request for financial support in doing so.*
- *Staff to work with the ministries of Environment and Climate Change to determine how we might partner to make the TCDSB a 'net zero' energy school board - supporting our common goal of environmental and financial sustainability.*
- *Staff to report back to the board of trustees on progress as it occurs.*

C. BACKGROUND

1. Following the March 10, 2016 Board resolution declaring the TCDSB objective to become a ‘net zero’ energy school board, Facilities staff began internal discussions regarding strategies to:
 - a) Define targets;
 - b) Achieve those targets.
2. The first issue is that there is no universally accepted definition for *Net Zero Energy Building* (NZEB). A veritable alphabet soup of organizations has generated various definitions—ASHRAE, NREL, DOE, NRCAN, EU-EPBD Directive, IEA, EnOB, to name a few. Staff are uncertain, and no doubt trustees are also uncertain, as to what the actual objective is.
3. According to a research paper by *EnOB: Research for Energy-Optimized Construction*, the idea of a NZEB is understood conceptually as a building with greatly reduced energy demand that can be balanced by an equivalent on-site generation of electricity, or other energy carriers, from renewable resources. However, as the EnOB paper continues, the exact definition may significantly affect the way buildings are designed to achieve that goal.
4. The second issue, is that the cost to achieve, or even come close to achieving ‘net zero’ energy in a new school building is significantly beyond the available Ministry of Education benchmark funding for schools. It is necessary to sift through a vast array of building and energy production technologies and pursue those that will deliver the “biggest bang for the buck” in terms of energy use reduction and energy production.
5. The third issue is that for TCDSB to become a ‘net zero’ energy school board, all existing buildings in the portfolio will require extensive upgrading to improve energy performance and the addition of on-site renewable energy production. Again, cost is a significant barrier, and in many cases existing site/building conditions restrict the options for on-site energy production. For the board as a whole to become ‘net zero’, some buildings will need to produce more energy than they consume in order to balance existing buildings that cannot be upgraded sufficiently.
6. The Ontario government’s *Five Year Climate Change Action Plan*, issued in 2016, includes a commitment to provide funding for existing schools to improve energy efficiency and install renewable energy technologies. To date, the details of this funding have not been announced. TCDSB needs to

be prepared with specific projects to take advantage of funding when it does become available.

7. In March 2017, a letter was sent from the Chair of the Board to the Ontario Minister of Education and the Minister of the Environment and Climate Change requesting additional funding in order to support implementation of initiatives required to achieve 'net zero' energy building performance. A copy of the response letter is provided as Appendix A -1. A second letter has subsequently been sent requesting funding and support specifically for the Board's recently approved school projects, as well as pending capital request projects. A copy of this recent letter is attached in Appendix A-2.
8. The fourth issue is that 'net zero energy' does not necessarily address greenhouse gas emissions by TCDSB buildings and daily operations. The Board must decide to what extent reducing carbon, in addition to reducing energy use/cost, is an important goal. Is there a requirement for example, to have low emission school buses and board vehicles as part of a carbon reduction strategy.
9. As a step towards possible carbon reduction, Board staff met with a private full-service energy management company, on multiple occasions regarding their 'Vision Towards Climate Neutrality'. In November 2016 this firm presented a proposal to staff for achieving 'carbon neutral' buildings within the TCDSB portfolio. 'Carbon neutral' is not the same as 'net zero energy.' However, aspects from a carbon neutral approach may be incorporated into the Board's future Net Zero energy goals – such as providing renewable energy at one site, that serves the needs of other school or community sites.
10. Upon review, staff found that this 'Carbon Neutral' proposal was not well suited to the Board's goals because its primary recommendation was to convert all natural gas powered equipment to electric. Based on current usage, electricity represents 36.7% of the Board's overall energy usage, however, it represents 72% of our overall energy expenditures. At current electricity rates and current consumption rates, the Board would require an additional \$25 million annually to fund our energy costs, excluding capital costs to replace equipment. At this time commodity forecasts for natural gas cost do not indicate a significant increase in pricing in the near future. Therefore, the cost to convert to electricity is significantly higher than the cost of natural gas and associated carbon taxes.
11. Renewal and Maintenance staff have to date completed a significant number of projects, and have several upcoming projects as outlined in the 2016-2018 School Renewal Plan (refer to Appendices B & C for a summary by project

type and year), that improve the energy efficiency of various building components. These projects include the conversion of fluorescent lights to LED lights, boiler replacements to new high-efficiency boilers with Building Automation Systems (BAS) to control use, installation of voltage harmonizers and installation of solar photovoltaic (PV) panels.

12. All completed Capital Phase 2 projects (6 new elementary schools), as well as all Phase 3 new elementary schools currently under construction, have incorporated the energy-conserving strategy of radiant in-floor heating with displacement ventilation. Recent capital projects have included use of LED lighting, which reduces electrical consumption. In addition, new Building Code requirements, effective in January 2017, have increased building insulation levels, air tightness and avoidance of “thermal bridging.”
13. This represents real progress towards energy conservation, as compared to our projects in the last decade. However, these projects in and of themselves, although they improve our energy efficiency, are not adequate to achieve overall ‘net zero’ energy use. A larger more comprehensive strategy is required to build on the work to date in order to reach this target goal.

D. VISION

| VISION | PRINCIPLES | GOALS |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The TCDSB aspires to become a ‘Net Zero’ Energy school board | <ul style="list-style-type: none"> • MYSP: Stewardship of Resources • Pope Francis’ Laudato Si’ • Partner with the ministries of Environment and Climate Change to support our common goal of environmental and financial sustainability. | <ul style="list-style-type: none"> • Determine where we are now • Reduce energy consumption to below the most efficient buildings in the province • Find affordable strategies to reduce greenhouse gas emissions • Obtain financial support from Provincial and Federal governments toward Net Zero Energy strategies |

E. ACTION PLAN

1. TCDSB staff do not have either the specialized expertise or the time resources to adequately address the issues outlined in the Background of this report and develop a road map toward Net Zero Energy for the Board.
Detailed research is required to:
 - .1 Benchmark TCDSB existing schools' energy use, construction standards and Capital costs and compare to other GTA boards
 - .2 Summarize relevant policies and standards
 - .3 Track Capital cost implications of energy-saving design strategies that have been employed by others
 - .4 Set specific short and long term targets and identify risks
 - .5 Make recommendations and identify next steps.
2. To carry out the above-noted tasks and provide the Board with a solid basis for decision-making to move forward with the goal toward net zero energy, staff have recommended that an outside specialist in the field of energy-efficiency be retained. The consultant should be an independent, energy-efficient-design research specialist with no vested interest in selling power-purchase agreements, technologies, materials, building design or project management services to the Board.
3. Staff are in the process of retaining such a consultant with the ability to provide the customized, wide-ranging, independent research required by the TCDSB to assess its current assets and complete a study to provide a report by fall 2017 to define achievable energy conservation and production and greenhouse gas reduction targets and outline recommendations for, and cost implications of, implementation of strategies to move the Board toward net zero energy.
4. Staff have finalized the recommendation for the appointment of the architect for the new school to consolidate St. Raymond and St. Bruno Catholic Schools. Solid experience within the consultant team in energy efficient design and net zero energy strategies was an important factor in the selection of the recommended team. The Request for Proposal also included an optional fee for additional work toward net zero energy in the event that additional funding is received for this purpose.
5. Architects for the St. Leo/St. Louis consolidation and St. Antoine Daniel replacement school, as well as for the new Blessed Cardinal Newman Secondary school, will be selected on the same basis as for St. Raymond. The scope of work for all new projects also includes an allowance for building envelope commissioning, i.e. intensive testing and inspection

during and after construction to ensure the proper installation of insulation and sealing of the building envelope. The results of the Toward Net Zero study will be available to the consultants for all three new projects in the early stages of design.

6. Staff are also investigating the potential of the *TermoBuild* system, which some other Boards in Ontario have used in recent projects to improve the energy efficiency of their schools, with St. Raymond/St. Bruno as a possible pilot project. This system distributes heated or cooled air through the cores of standard hollow core concrete floor slabs, using the slabs' thermal mass to absorb, store and radiate heat, resulting in a smaller mechanical plant. However, like other projects completed to date by the Facilities Department, this system alone does not provide a comprehensive strategy to reach the 'net zero energy' target.

F. METRICS AND ACCOUNTABILITY

1. The Toward Net Zero Energy study will be funded from the School Renewal Grant, under the "Technical Building Audits, Studies and Special Testing" portion of the recently approved Revised 2016-2018 School Renewal Plan.
2. The cost of the study will be recovered many times over by:
 - (i) avoiding the need for consultants for individual projects to carry out the research and evaluation of options for each project;
 - (ii) avoiding spending money on design strategies and technologies that provide very low rates of return

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The Toward Net Zero Energy study is expected to take approximately six months. At the conclusion of the study, there will be a presentation to the Board by the consultant.
2. The study is intended to be the first phase in determining the TCDSB path to 'Net Zero Energy'. Once targets have been chosen based on the research results, and the potential for additional funding is perhaps known, a second phase may be needed to provide Facilities staff with more detailed design strategies/standards matching the targets and available funding.

3. A workshop for parents/staff/trustees regarding the TCDSB's Net Zero energy initiatives will be made available in the fall of 2017.

H. CONCLUSION

This report is for the information of the Board.

Ministry of Education

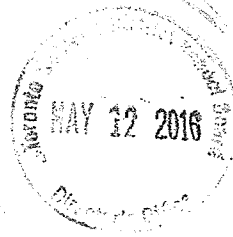
Ministère de l'Éducation

Minister

Ministre

Mowat Block
Queen's Park
Toronto ON M7A 1L2
Telephone (416) 325-2600
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Édifice Mowat
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RECEIVED

MAY 14 2016

Assistant Director Planning and Facilities

May 9, 2016

Ms. Angela Kennedy
Chair of the Board
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto ON M2N 6E8

Dear Ms. Kennedy,

Thank you for your letter about climate change and your board's interest in working toward net zero energy consumption in schools. Although the Ministry of Education does not have a funding program in place to specific to net zero energy consumption, I appreciate the opportunity to address school buildings energy efficiency and highlight how various ministry funding programs contribute to the pursuit of this goal.

There is no doubt that capital funding for schools is one of the most important infrastructure investments we can make. Since 2003, we have invested \$13.9 billion in school infrastructure and renewal, including nearly 755 new schools and more than 720 additions and renovations. We have significantly increased annual funding provided to address the costs of repairing and renovating schools and to help keep schools in good condition.

Our investments include \$1.25 billion over three years for the School Improvement Condition (SCI) program to keep schools in a good state of repair. For this school year, the Toronto Catholic District School Board is receiving about \$18 million of this funding. Also, this year, the Board is benefiting from about \$15.5 million through annual School Renewal Allocation funding. This funding supports the cost of repairing and replacing school components such as windows and heating/cooling systems with more efficient models.

In addition, the ministry has made significant investments in developing tools and resources to support school boards in managing their energy efficiency targets, including the Utility Consumption Data base, as well as the technical expertise provided by both the Energy Conservation Officer and the Incentive Programs Advisor.

One important way for boards to manage energy consumption is to manage underutilized space. When boards right-size their schools, they reduce operating and capital costs, and use energy more efficiently.

Our government understands and supports the importance of building energy-efficient and sustainable infrastructure, including schools. When a new school is built to replace an old one in poor condition, school boards reduce their energy footprints. Current building standards are energy conscious and environmentally sensitive, and our ministry has increased funding benchmarks to ensure that boards can build schools to these higher standards. These benchmarks support energy efficient elements such as windows, lighting, and heating/cooling systems in new schools.

You may be interested to know that the majority of boards have reported to the ministry that their newly constructed schools have exceeded the minimum energy efficiency standards in the Ontario Building Code.

Thank you again for taking the time to write and express your interest in energy efficiency. I trust that together, we can continue to work toward reducing energy consumption in our schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Liz Sandals". The signature is fluid and cursive, with the first name "Liz" and last name "Sandals" clearly distinguishable.

Liz Sandals
Minister



Office of the Chair of the Board

The Honourable Glen R. Murray,
Minister of the Environment and Climate Change Ontario
11th Floor, Ferguson Block
77 Wellesley Street West
Toronto, Ontario M7A 2T5,
gmurray.mpp.co@liberal.ola.org

Dear Minister Murray:

Further to the letter that I sent to you on March 21, 2016 as the Chair of the Toronto Catholic District School Board, I am writing to request a meeting with you and staff from the Ministry of the Environment and Climate, to discuss funding support for a new proposed school at the former Duke of York school site, (20 Regent Street, Toronto), to build a pilot "Net Zero" elementary school in the City of Toronto. In addition to building a pilot school at 20 Regent St., we would also like to discuss a potential community partnership opportunity at this site with Young Peoples Theatre (YPT), who also have a strong interest in a net zero energy facility. The building of a new integrated facility represents a powerful opportunity for the Ontario government to showcase publicly its commitment to the community hub model as well as addressing climate change as it strives to meet its greenhouse gas emissions reduction goals by 2050.

The Ministry of Education (EDU) is currently reviewing our business case submissions and capital funding requests for two new schools. Both requests are the result of Pupil Accommodation Reviews and school consolidations. These two school sites would also be ideal locations for "net-zero" energy use facilities –the new school proposed for 20 Regent Street has a potential community partner who is also interested in sharing the capital costs and building a state of the art energy efficient, net-zero building.

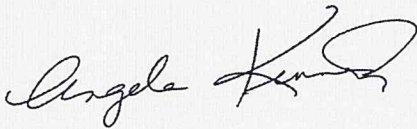
In addition to seeking your support for a pilot school project at 20 Regent Street, and our other capital request, for a replacement school for St Matthias Elementary School, in Scarborough, I also wanted to discuss the possibility of receiving additional funding for the five new schools recently approved by the Ministry of Education; St Antoine Daniel Elementary School (160 Finch Ave W. Etobicoke), St Leo Elementary School (165 Stanley Ave, Etobicoke), St Raymond Elementary School, (270 Barton Ave, Toronto), St Margaret (85 Carmichael Avenue, North York) and Blessed Cardinal Newman Secondary School (100 Brimley Road, Scarborough). Although we have received EDU approval for these projects, under the current cost benchmark, we would face significant challenges to achieving net zero status for these buildings unless we are provided with additional funding. Energy-saving technologies such as solar panels, geothermal heating, enhanced natural and mechanical ventilation systems, LED lighting, daylighting controls would increase building performance and lower annual operating costs. These savings would more than offset any additional capital investment required to design and implement these green systems.

Our Board strongly believes that these new capital projects, when aligned with a commitment to build up to six new “net-zero” energy use schools, represents a powerful opportunity for the Ontario government to showcase publicly its commitment to addressing climate change as strives to meet its greenhouse gas emissions reduction goals by 2050.

We would be most appreciative of an opportunity to meet with you and your staff, to discuss a pilot “Net Zero” school at 20 Regent Street as well as the possibility of building five new “net zero” schools elsewhere in the City of Toronto.

Thank you for your consideration and we look forward to your response.

Sincerely,



Chair of the Board of Trustees, Angela Kennedy
Toronto Catholic District School Board
(416) 222-8282 ext 2659

Cc:

The Honourable Mitzy Hunter, Minister of Education
Executive Director of Young People’s Theater, Nancy J. Webster
Board of Trustees, Toronto Catholic District School Board,
Director of Education, Angela Gauthier, TCDSB
Associate Director of Planning and Facilities, Angelo Sangiorgio
Associate Director of Education, Rory McGukin
Superintendent of Facilities Services, M. Puccetti
Comptroller of Planning and Development Services, M. Silva,
Superintendents of Education

CAP 2016 029 'New Zero' Energy Status Update- Appendix B

| 2016-2017 - Summary of TCDSB Energy Savings Initiatives to Date | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------|---------------------------------------------------|-------------------------------------------|------------------------------------|
| | Description of Work (Scope of Work and Rationale for the work) | Number of Projects- Elementary (2017-2018) | Number of Projects- Secondary (2017-2018) | Total Capital Investment for These Projects | Estimated 'Pay-Back' Period (Years) | Projected Energy Savings (ekWh) |
| LED lighting retrofits | Replacement of all existing fluorescent lights (T12 and T8) with LED bulbs to reduce electricity cost. LED bulb gives more light per unit of electrical energy (Watt) and has a longer life compared to fluorescent bulbs. Therefore, retrofitting fluorescent bulbs with LED bulbs help the board to reduce the electricity cost and the cost of maintenance | 5 | 12 | \$2,120,000 | 4 | 1,652,952 |
| Boiler Replacement/BAS improvements | Replace old boilers with energy efficient boilers and replace outdated BAS /controls | 10 | 1 | \$7,525,000 | 6* | 2,345,951 |
| Building doors/Windows | Replace doors/windows to reduce air infiltration and heat loss | 10 | 3 | \$1,910,000 | over 10 years | 2,526,255 |
| Building Roof replacement | Full roof replacement (reduce heat loss) | 7 | 4 | \$7,815,000 | Over 10 years | 2,345,951 |
| Voltage Harmonizer | Voltage Harmonizers regulate incoming high voltage to reduce energy use in schools | | 6 | \$427,787 | 4 | 607,939 |
| * Payback period for boilers/BAS systems is based on the incremental cost of energy and labour savings resulting from replacing end of | | | | | | |

CAP 2016 029 'New Zero' Energy Status Update - Appendix C

| 2017-2018 - Summary of TCDSB Energy Savings Initiatives to Date | | | | | | |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------|---------------------------------------------------|-------------------------------------------|------------------------------------|
| Initiative Type | Description of Work (Scope of Work and Rationale for the work) | Number of Projects- Elementary (2017-2018) | Number of Projects- Secondary (2017-2018) | Total Capital Investment for These Projects | Estimated 'Pay-Back' Period (Years) | Projected Energy Savings (ekWh) |
| LED lighting retrofits | Replacement of all existing fluorescent lights (T12 and T8) with LED bulbs to reduce electricity cost. LED bulb gives more light per unit of electrical energy (Watt) and has a longer life compared to fluorescent bulbs. Retrofitting fluorescent bulbs with LED bulbs help the board to reduce the electricity cost and the cost of maintenance | 7 | 6 | \$1,550,000 | 4 | 387,312 |
| Boiler Replacement/BAS improvements | Replace old boilers with energy efficient boilers and replace outdated BAS /controls | 12 | 2 | \$8,870,000 | 6 | 1,985,163 |
| Building doors/Windows | Replace doors/windows to reduce air infiltration and heat loss | 9 | 1 | \$1,970,790 | Over 10 yrs | 732,556 |
| Building Roof replacement | Full roof replacement (reduce heat loss) | 11 | 4 | \$7,150,000 | Over 10 yrs | 2,306,124 |
| Voltage Harmonizer | Voltage Harmonizers regulate incoming high voltage to reduce energy use in schools | | 5 | \$375,185 | 4 | 529,692 |

* Payback period for boilers/BAS systems is based on the incremental cost of energy and labour savings resulting from replacing end of life equipment with more energy efficient equipment

A. EXECUTIVE SUMMARY

The City of Toronto completed a review of its existing 44 ward boundaries in an effort to better understand the number of people who live in each boundary and how those populations are expected to change in the future.

Due to population growth, some of Toronto's ward boundaries are 30% to 40% above the population of an average City ward. Therefore, not every Toronto citizen is being equally represented at City Council.

Five (5) different City ward boundary options were developed by a City appointed Consultant team after extensive background research and consultation with various stakeholder groups.

At its meeting of November 9th, 2016, City Council considered a final report on new ward boundary options and selected a 47-ward boundary option.

At its meeting of March 28-30th, 2017, City Council considers a by-law to re-divide the ward boundaries of the City.

The by-law reflects the City Council decision and there will be no further debate on the options. However, there will be a 45-day public appeal period after the by-law is passed.

Barring any delays caused by possible appeals to the Ontario Municipal Board (OMB), the City ward boundaries are anticipated to come into effect on December 31, 2017.

TCDSB Legal staff have confirmed that there must be 100% Trustee ward boundary alignment with City of Toronto ward boundaries.

B. PURPOSE

To provide the Board of Trustees with a preliminary proposal to re-align Trustee ward boundaries to the new 47 City ward boundaries, with a focus on maintaining a balance of schools and enrolment per Trustee ward, where possible.

C. BACKGROUND

1. The City of Toronto has completed a comprehensive review of its current 44 ward boundaries in an effort to better understand the number of people that live in each boundary and how those numbers are expected to change in the future. Natural population growth and decline, new housing development, and immigration, are all influencing a growing population imbalance in Toronto's City wards.
2. The current City of Toronto ward boundaries have been in place since the year 2000 and are generally based on Federal Electoral Districts (ridings) that cover Toronto. Each riding was split to create the current system of 44 wards.
3. **March 2014**—a City appointed Consultant team was selected ("TWBR") to undertake the research and development of ward boundary options. The team consisted of members from the Canadian Urban Institute, Beate Bowron Etcetera, The Davidson Group, and Thomas Ostler.
4. **July 2014 to July 2015**—the Consultant team gathered input on current ward characteristics and boundaries. Based on public input, expected population growth or decline, and extensive background research, five (5) different ward boundary options were developed:
 - 1) Option 1: "Minimal Change" – **47** wards
 - 2) Option 2: "44 Wards" – **44** realigned wards
 - 3) Option 3: "Small Wards" – **58** wards
 - 4) Option 4: "Large Wards" – **38** wards
 - 5) Option 5: "Natural/Physical Boundaries" – **41** wards

Refer to the City's website: <http://www.drawthelines.ca> for all maps and related information from the Consultant study.

5. **October 15th, 2015**—in a report to Corporate Services, Strategic Planning and Property Committee, staff carefully aggregated the proposed City ward boundaries into 12 Trustee ward boundaries with a common focus on trying to maintain, where possible, an equitable balance of schools and enrolment per Trustee ward and minimize significant boundary changes. The idea of the exercise was to help Trustees assess the potential impacts of the options being considered by the City, as noted in comment #4 above.

6. **May 24th, 2016**—the Consultant team provided their final report to the City, which was considered at Executive Committee. The Consultant report recommended a ward structure of 47 wards (“Option 1”) with an average population of 61,000 per ward to ensure effective representation given population growth in Toronto over the past fifteen (15) years.
7. **August 25th, 2016**—in a report to Regular Board, staff provided a status update on the City of Toronto ward boundary review process and provided Trustees and members of the public with detailed information on how to get involved and provide feedback to the Consultant team.
8. **November 9th, 2016**—after a lengthy public consultation process, City Council considered a final report on new ward boundary options and selected a 47-ward boundary option (“Option 1”).
9. **March 28-30th, 2017**—City Council considers a by-law to re-divide the ward boundaries of the City. The by-law reflects the City Council decision and there will be no further debate on the options.
10. **Third week of May, 2017**—there will be a 45-day public appeal period after the by-law is passed. The Minister or any other person, including TCDSB, can appeal to the Ontario Municipal Board (OMB).
11. **December 31, 2017**—the anticipated date for the new City ward boundaries to come into effect in preparation for 2018 elections, barring any OMB delays.
12. **April 3, 2018**—the last day for school boards to provide the City Clerk with approved re-aligned TCDSB Trustee ward boundaries.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Staff carefully aggregated the new 47 City ward boundaries into 12 proposed Trustee wards, for the consideration of the Board. **Please refer to *Appendix ‘A’* for detailed boundary maps.**
2. The following table compares the number of elementary and secondary schools per Trustee ward, before and after a proposed alignment with the new 47 City ward boundaries.

Table 1

| Trustee Ward | No. of Elementary Schools | | No. of Secondary Schools | |
|--------------|---------------------------|-------|--------------------------|-------|
| | Before | After | Before | After |
| 1 | 15 | 16 | 3 | 3 |
| 2 | 16 | 15 | 3 | 3 |
| 3 | 11 | 13 | 2 | 4 |
| 4 | 11 | 12 | 2 | 2 |
| 5 | 16 | 11 | 5 | 4 |
| 6 | 9 | 14 | 2 | 2 |
| 7 | 13 | 15 | 4 | 3 |
| 8 | 20 | 17 | 2 | 2 |
| 9 | 13 | 11 | 2 | 2 |
| 10 | 11 | 11 | 2 | 2 |
| 11 | 17 | 16 | 3 | 3 |
| 12 | 17 | 17 | 3 | 3 |

3. The following tables compare elementary and secondary enrolment per Trustee ward, before and after a proposed alignment with the new 47 City ward boundaries.

Table 2

| Trustee Ward | Ward Enrolment ¹ | |
|--------------|-----------------------------|-------|
| | Before | After |
| 1 | 8780 | 9557 |
| 2 | 10523 | 9908 |
| 3 | 7736 | 9211 |
| 4 | 6847 | 7276 |
| 5 | 10121 | 8074 |
| 6 | 4484 | 6548 |
| 7 | 7268 | 6281 |
| 8 | 5922 | 5633 |
| 9 | 3937 | 4037 |
| 10 | 5218 | 5283 |
| 11 | 8015 | 7655 |
| 12 | 9837 | 9837 |

Note 1: Based on enrolment of schools within each ward

Table 3

| Trustee Ward | No. of Students Residing in Ward ¹ | |
|---------------------|------------------------------------------------------|--------------|
| | Before | After |
| 1 | 10170 | 10571 |
| 2 | 8192 | 7973 |
| 3 | 8382 | 11071 |
| 4 | 9159 | 9628 |
| 5 | 6843 | 3628 |
| 6 | 6956 | 7751 |
| 7 | 6603 | 6535 |
| 8 | 7220 | 6764 |
| 9 | 3888 | 4501 |
| 10 | 3718 | 3587 |
| 11 | 8536 | 8261 |
| 12 | 8908 | 9303 |

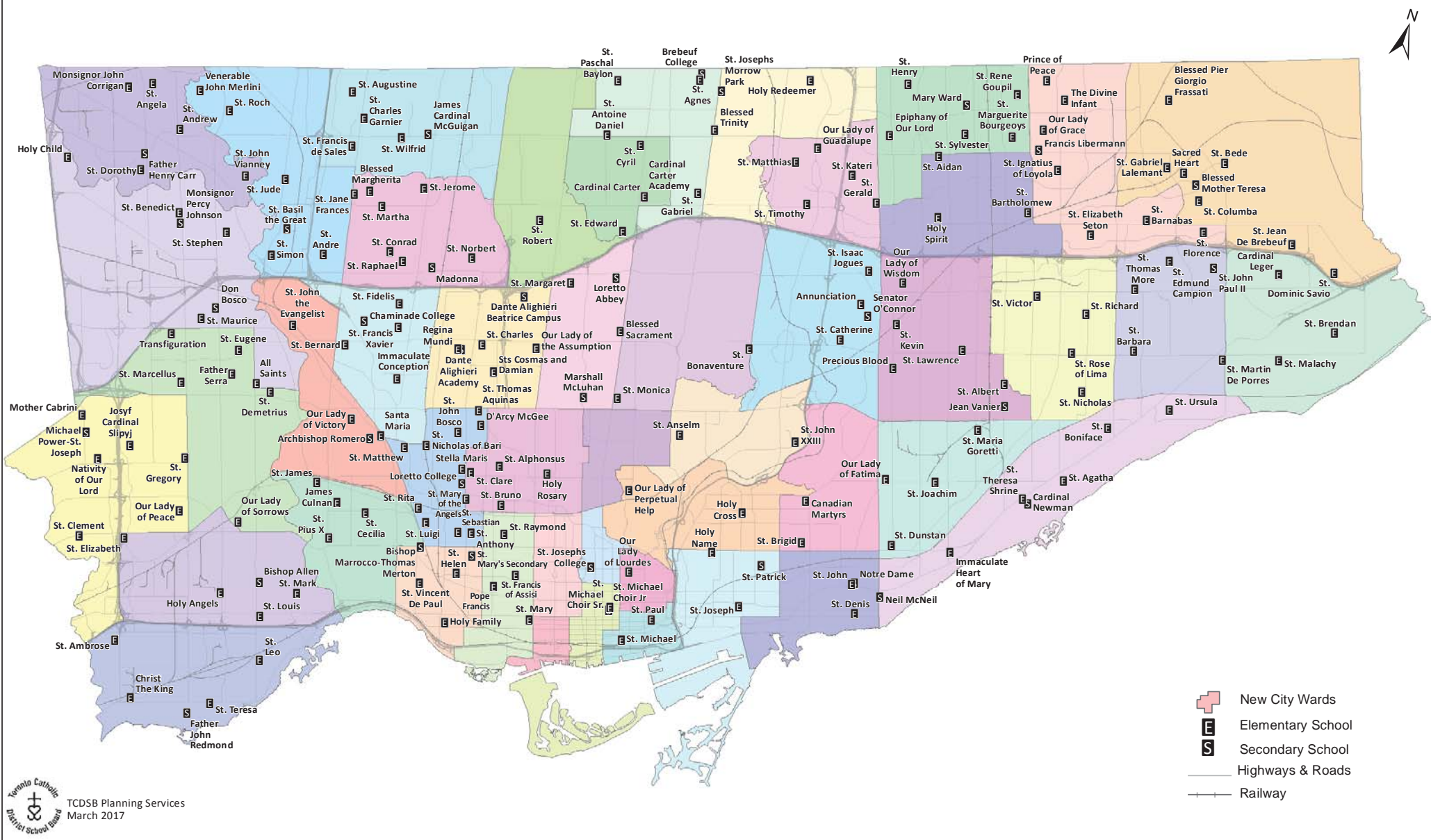
Note 1: Based on students residing within each ward

4. As noted in the highlights in Table #3 above, staff have identified an imbalance in the number of students residing within wards 3 and 5. However, there is a greater balance in the number of students attending schools in wards 3 and 5, as well as the number of schools in wards 3 and 5.
5. Staff will bring another report forward that looks specifically at the number of Catholic rate payers per Trustee ward upon receipt of updated information from the City of Toronto.

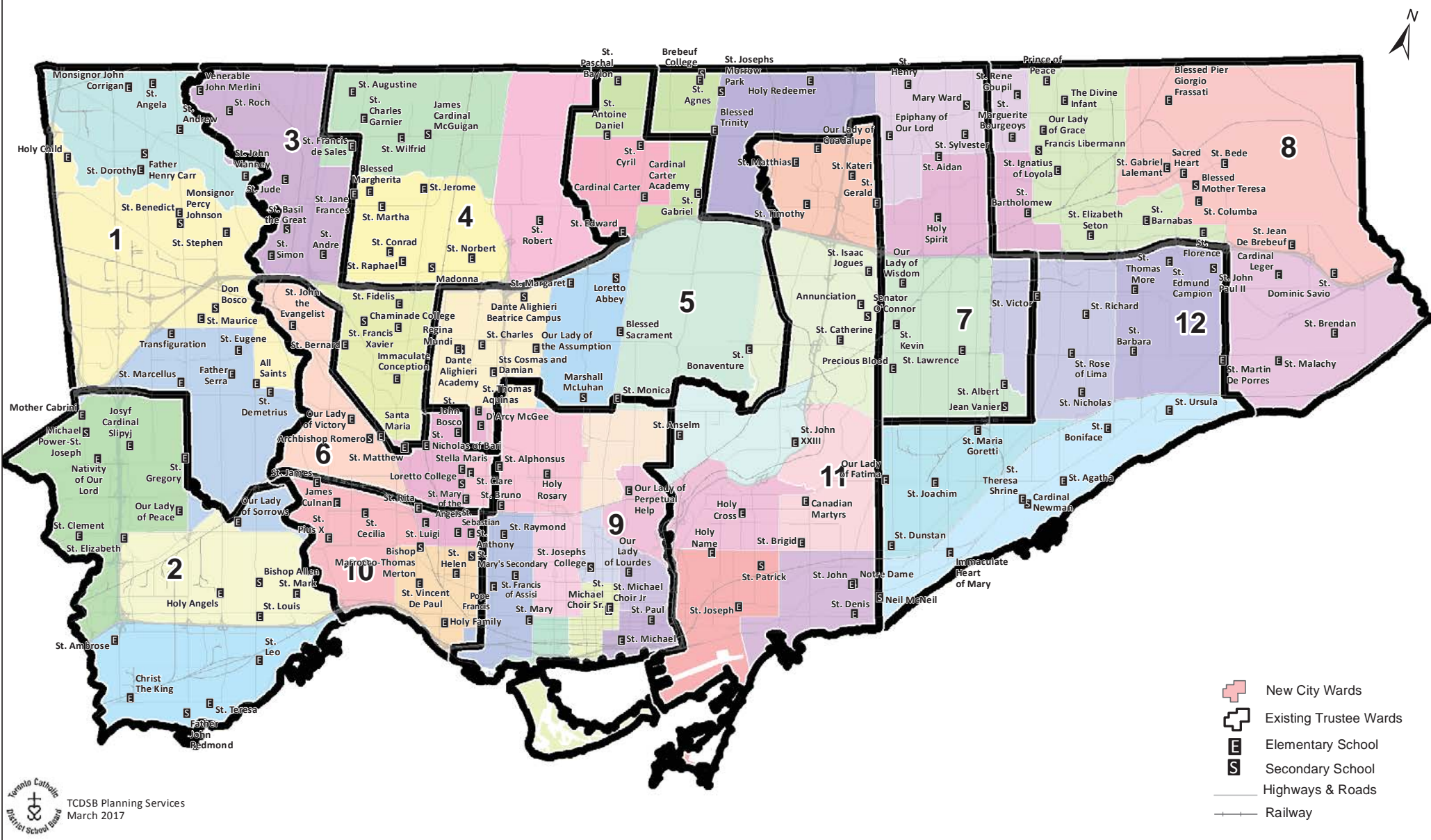
E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

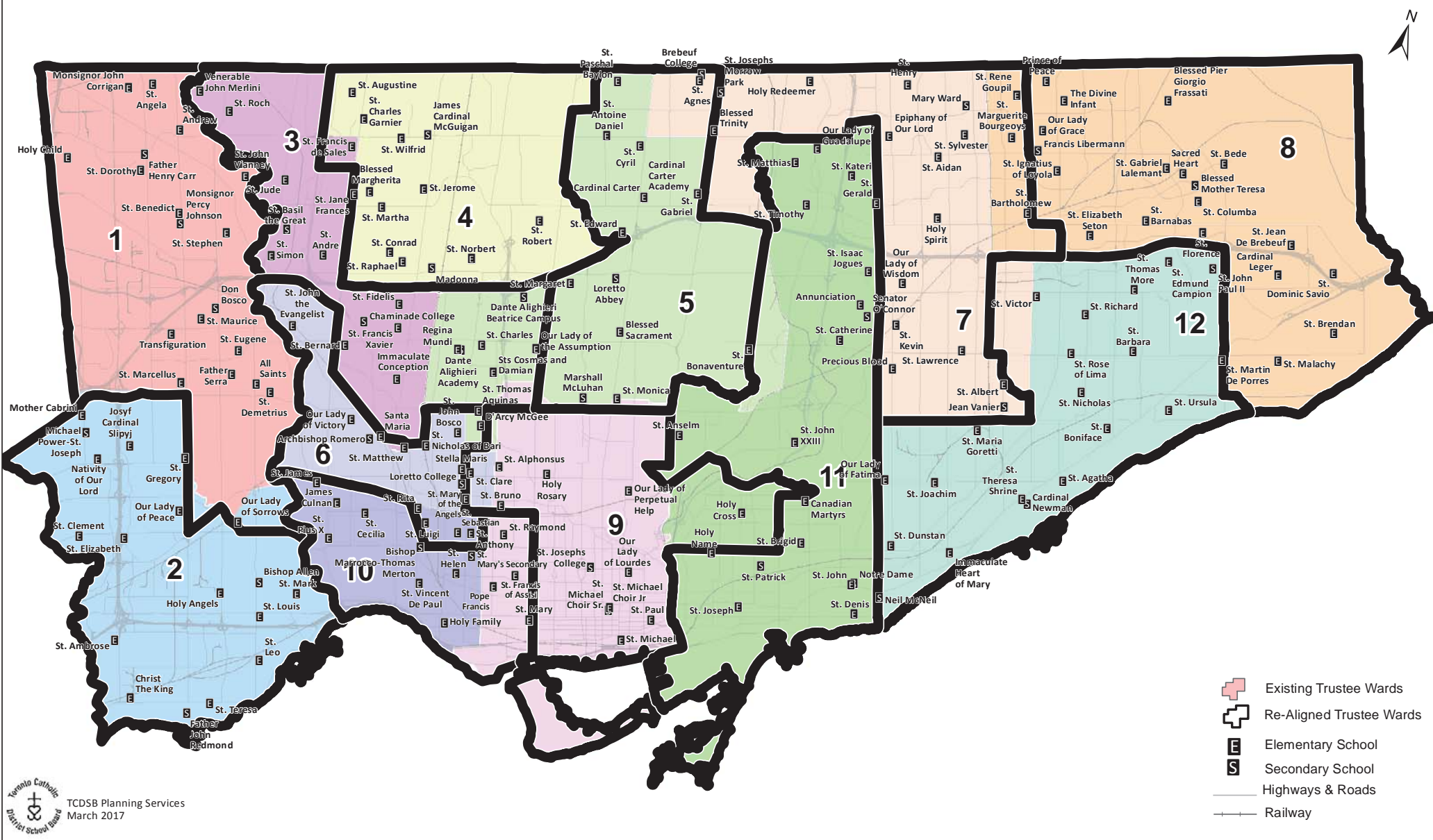
47 New City of Toronto Wards



Existing Trustee Wards vs. 47 New City Wards



Re-Aligned Trustee Wards vs. Existing Trustee Wards





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 |

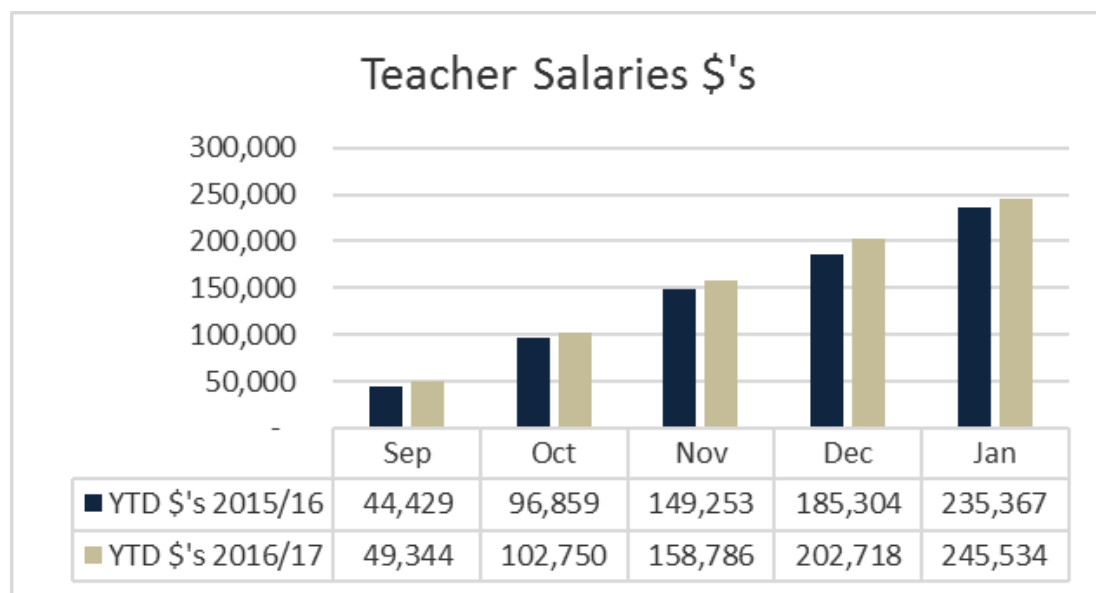
E. METRICS AND ACCOUNTABILITY

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:



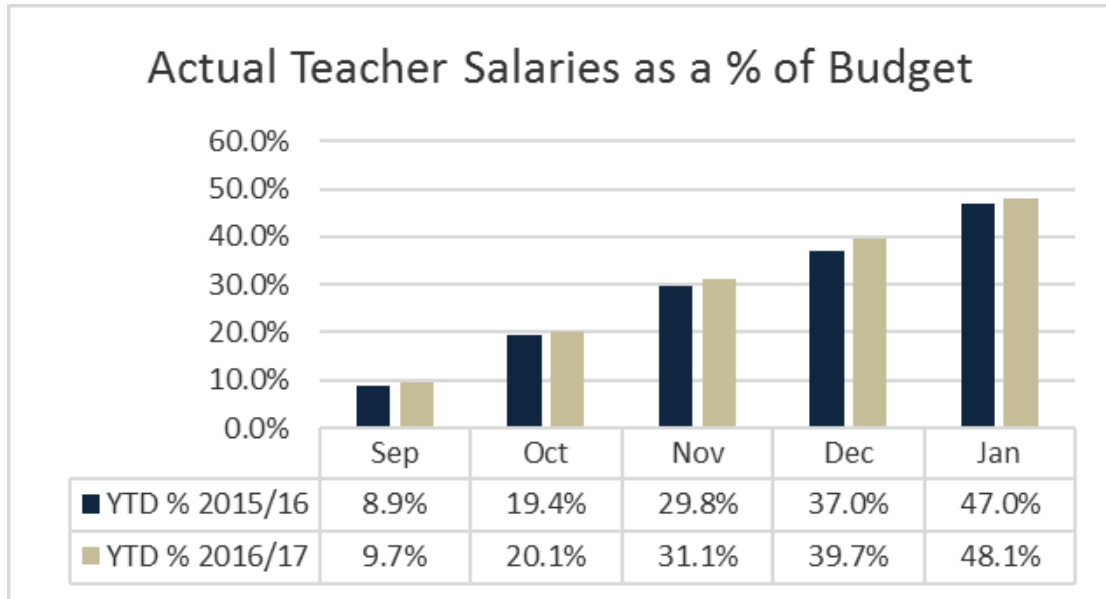


Figure 1 – 15/16 Budget \$512M, 15/16 Actual \$501M, 16/17 Budget \$511M

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:

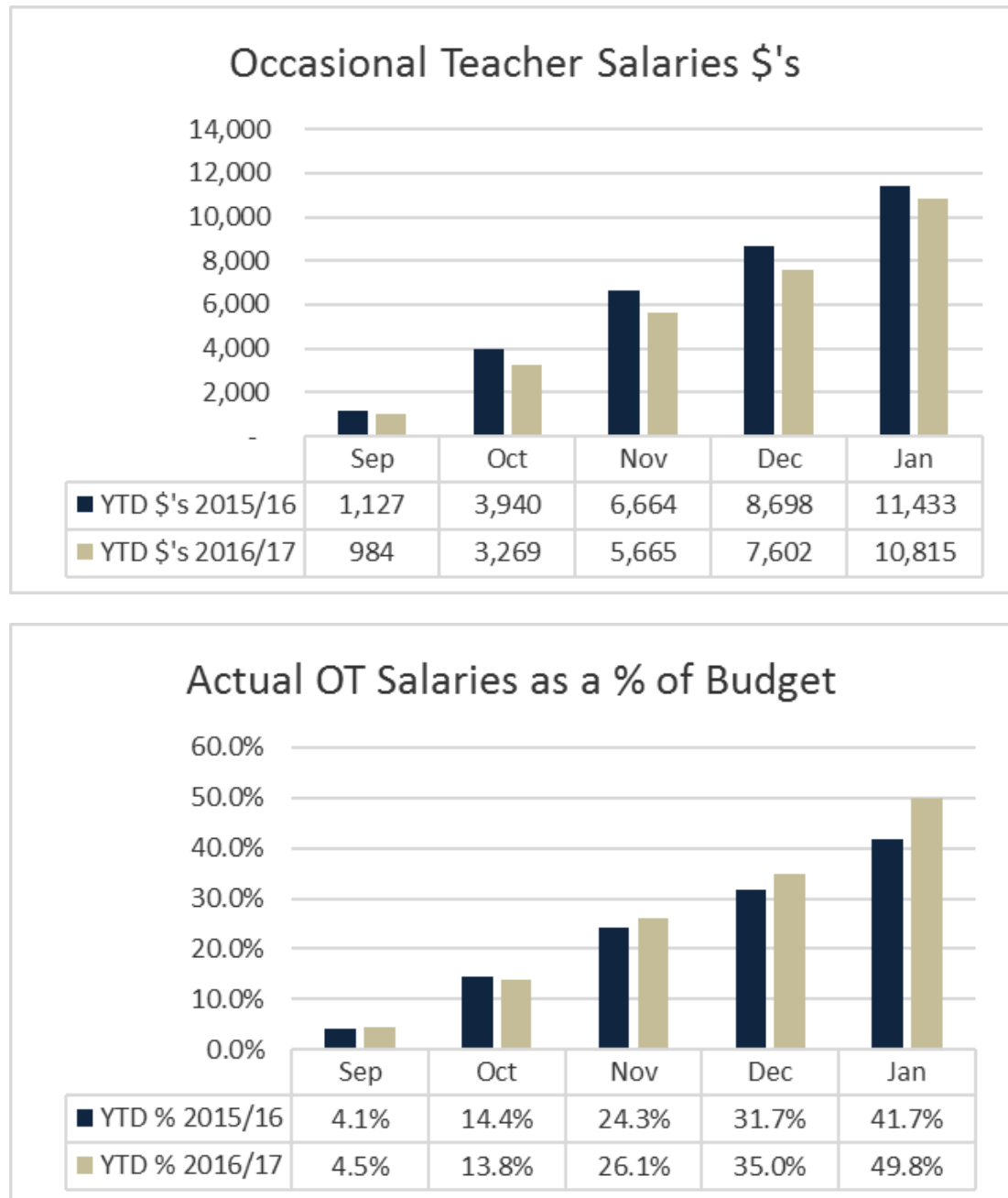


Figure 2 – 15/16 Budget \$20.5M, 15/16 Actual \$29.9M, 16/17 Budget \$26.1M

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:

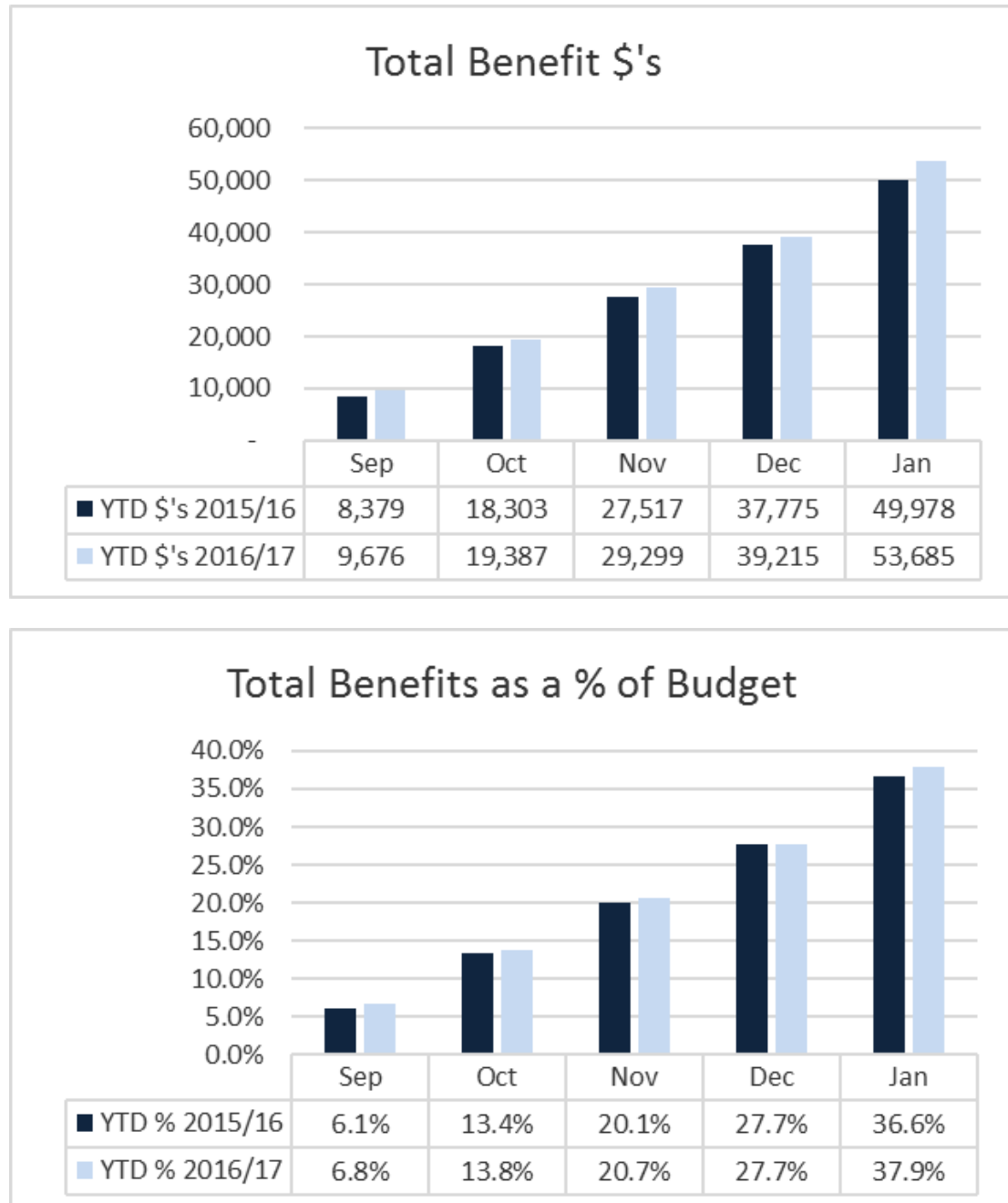


Figure 3 – 15/16 Budget \$141M, 15/16 Actual \$137M, 16/17 Budget \$142M

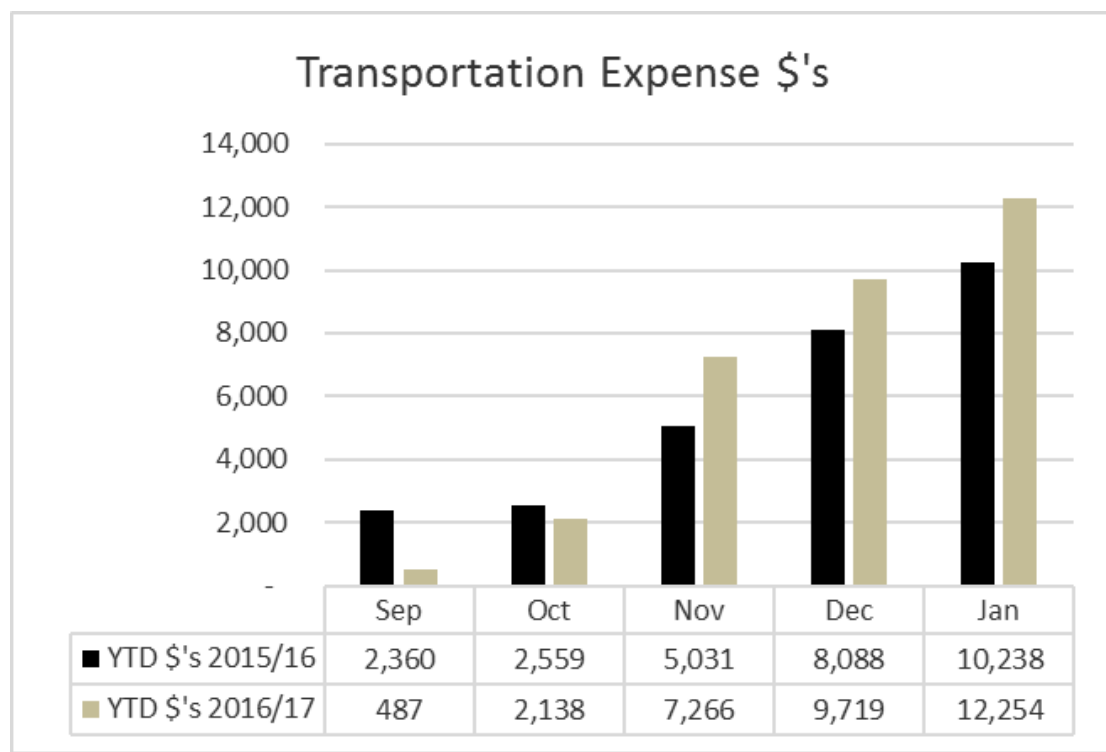
The above graphs indicate that spending is higher this year compared to last year, however last year there was a significant surplus in this line. To date

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:



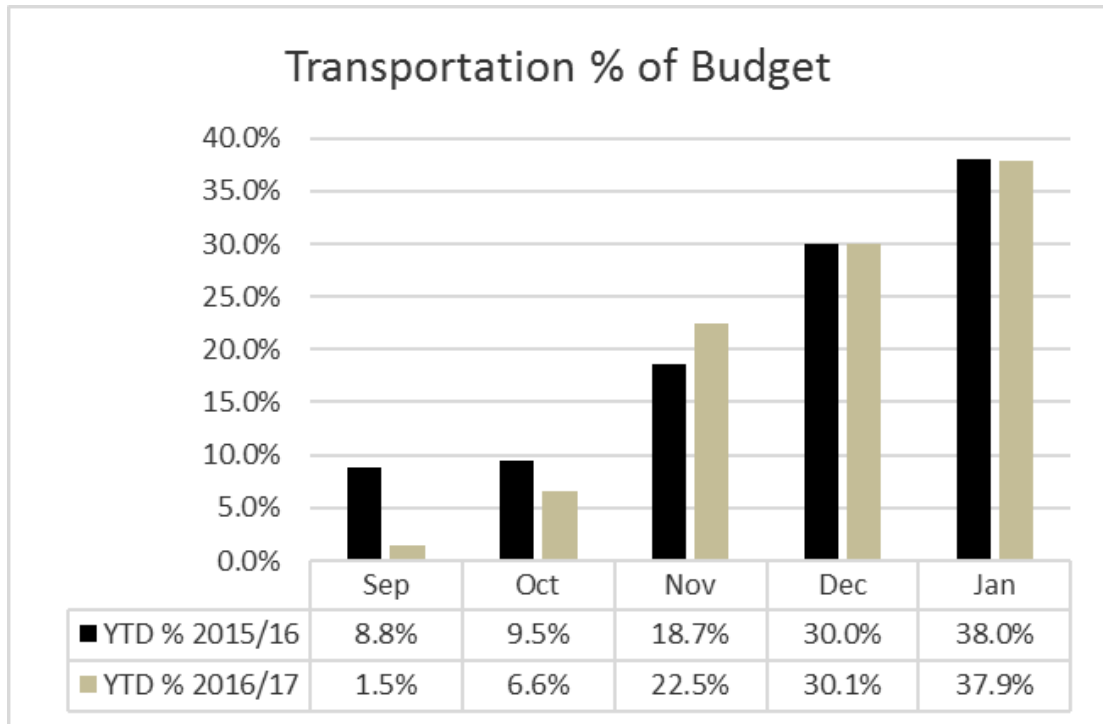


Figure 4 – 15/16 Budget \$27.7M, 15/16 Actual \$27.0M, 16/17 Budget \$32.3M

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
Interim Financial Report
For the Month Ending January 31, 2017
(\$ 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% | |

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

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

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

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

Appendix B

| | | | | 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% |

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

Appendix B

| | | | | 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%) | |
| | | | | Page 88 of 301 | | | |

Toronto Catholic DSB
Interim Financial Report
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 | | |
| 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

FINANCIAL STATUS UPDATE - FEBRUARY

Genesis 2:15

The LORD God took the man and put him in the Garden of Eden to work it and take care of it.

| Created, Draft | First Tabling | Review |
|----------------|----------------|--------|
| April 11, 2017 | April 19, 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 February 28, 2017 provides a detailed review of both revenues and expenditures. A more detailed variance summary is attached (Appendix A & B). The Board is experiencing positive results when compared against both the revised budget and last year's actuals for both revenues and expenditures. Additional revenues are forecasted for English as a Second Language (ESL) grants. In addition, salaries and benefits are tracking under budget. Staff is conservatively estimating a \$4.7 million budget surplus at August 31, 2017. There are no significant budget risks identified at this time, however, there is a growing and urgent need to address deficiencies in IT infrastructure and Religious Program Resources. In addition, risks associated with Occasional Teacher costs remain and will be carefully tracked and monitored. Any surplus that remains at year end after addressing any potential risks could be used to reduce the accumulated deficit.

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 February YTD revenues and expenses have been adjusted for known EDU Public Sector Accounting Board (PSAB) requirements.

Attached as Appendix A and B is the February YTD Revenue and Expenditure forecast which has been established as our method of reporting interim financial results. A high level Revenue and Expenditure 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 6 months' performance at February 28, 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 60% spent (6/10) and expenditures associated with administration and facilities are usually 50% spent (6/12) in February.
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 |

The Board is expecting a \$1.4 million increase in ESL revenue due to a higher than expected number of students enrolling from non-English speaking countries. Staff will conduct an ESL review to determine how to allocate the additional ESL resources across the system.

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, current month expenditure has been compared to the previous two periods only, in order to keep the graph scale relevant:

1. Teacher Salaries

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

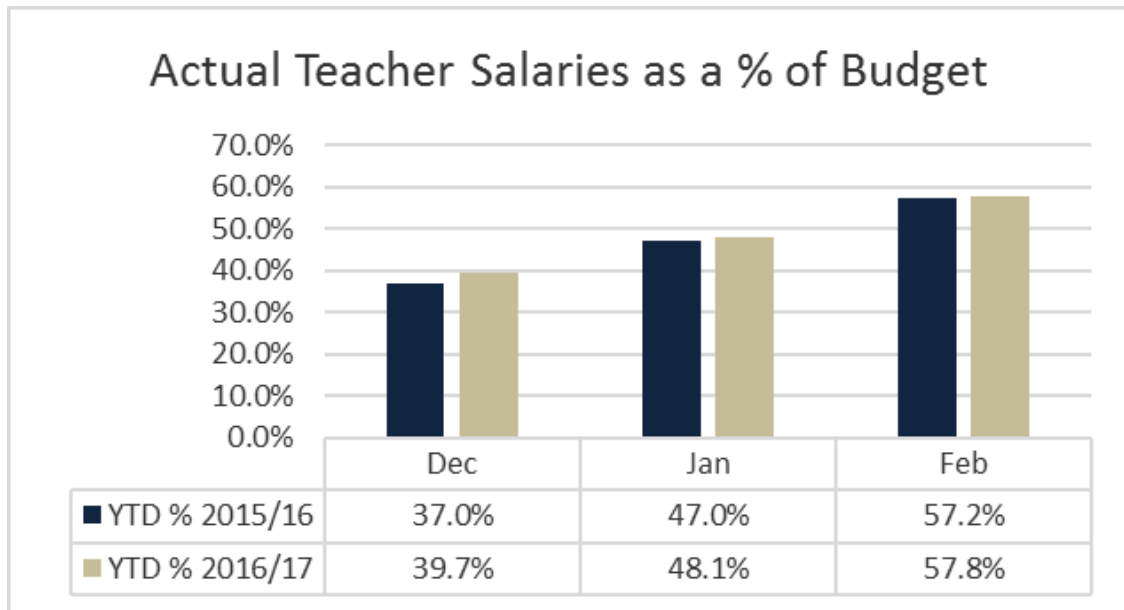
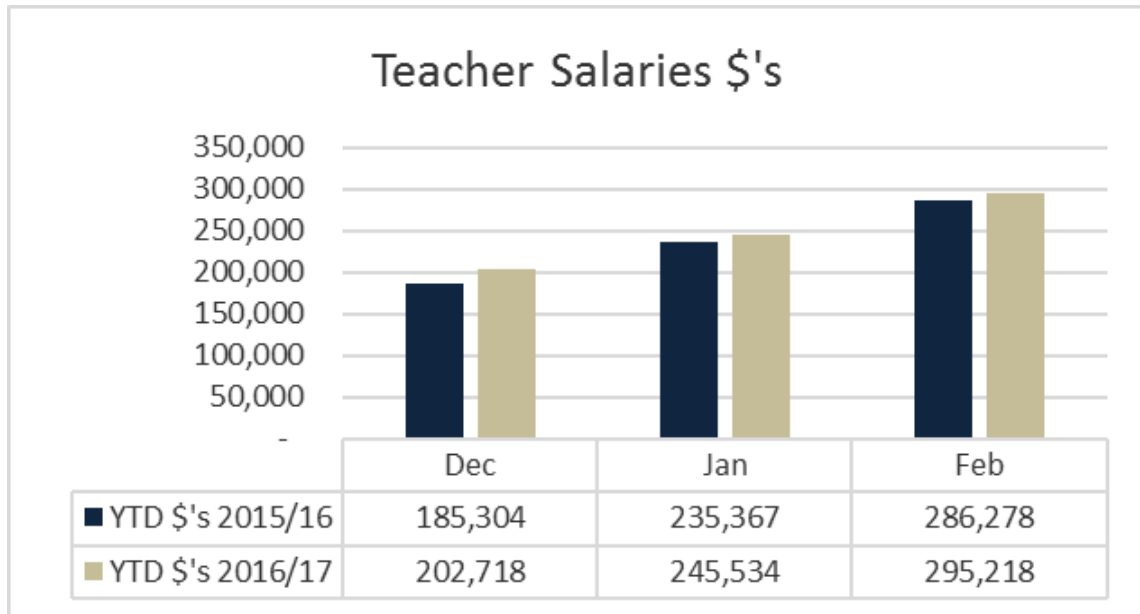


Figure 1 – 15/16 Budget \$512M, 15/16 Actual \$501M, 16/17 Budget \$511M

The table in the second graph indicates that teacher salaries are approximately .6% higher than the previous year. In conclusion, teacher salaries are running approximately .6% ahead of last year's actual but is still under the expected

rate of 60%. Last year salaries and wages finished the year with a favourable variance and this year appears to be following the same trend.

2. Occasional Teachers

Occasional Teacher expense is \$1.5 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 6.5% higher than the same period last year.

The percentage spent of 58.6% is under the 60% classroom expenditure benchmark one would expect at this time and is also an improvement over the previous month. 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:

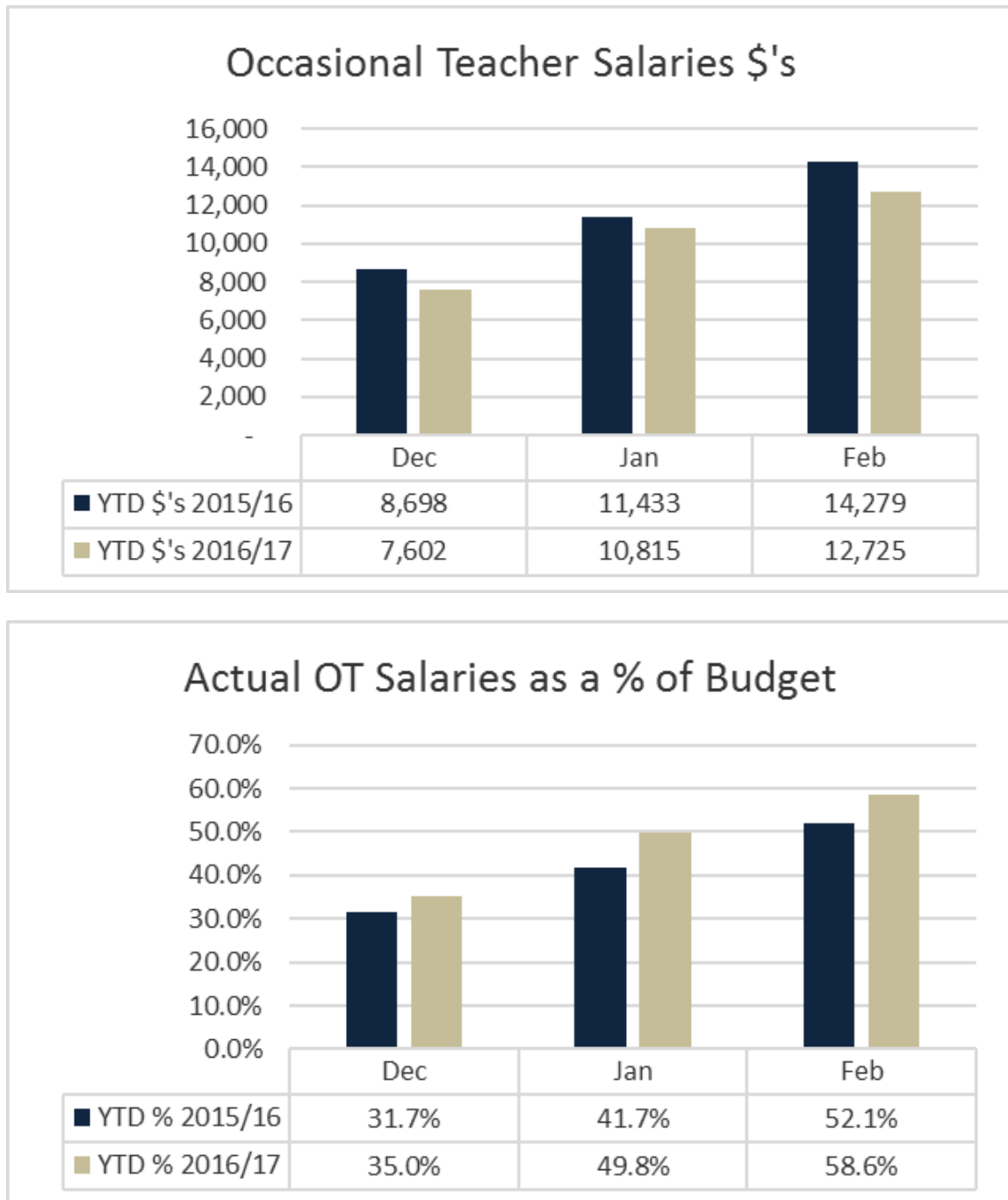


Figure 2 – 15/16 Budget \$20.5M, 15/16 Actual \$29.9M, 16/17 Budget \$26.1M

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:

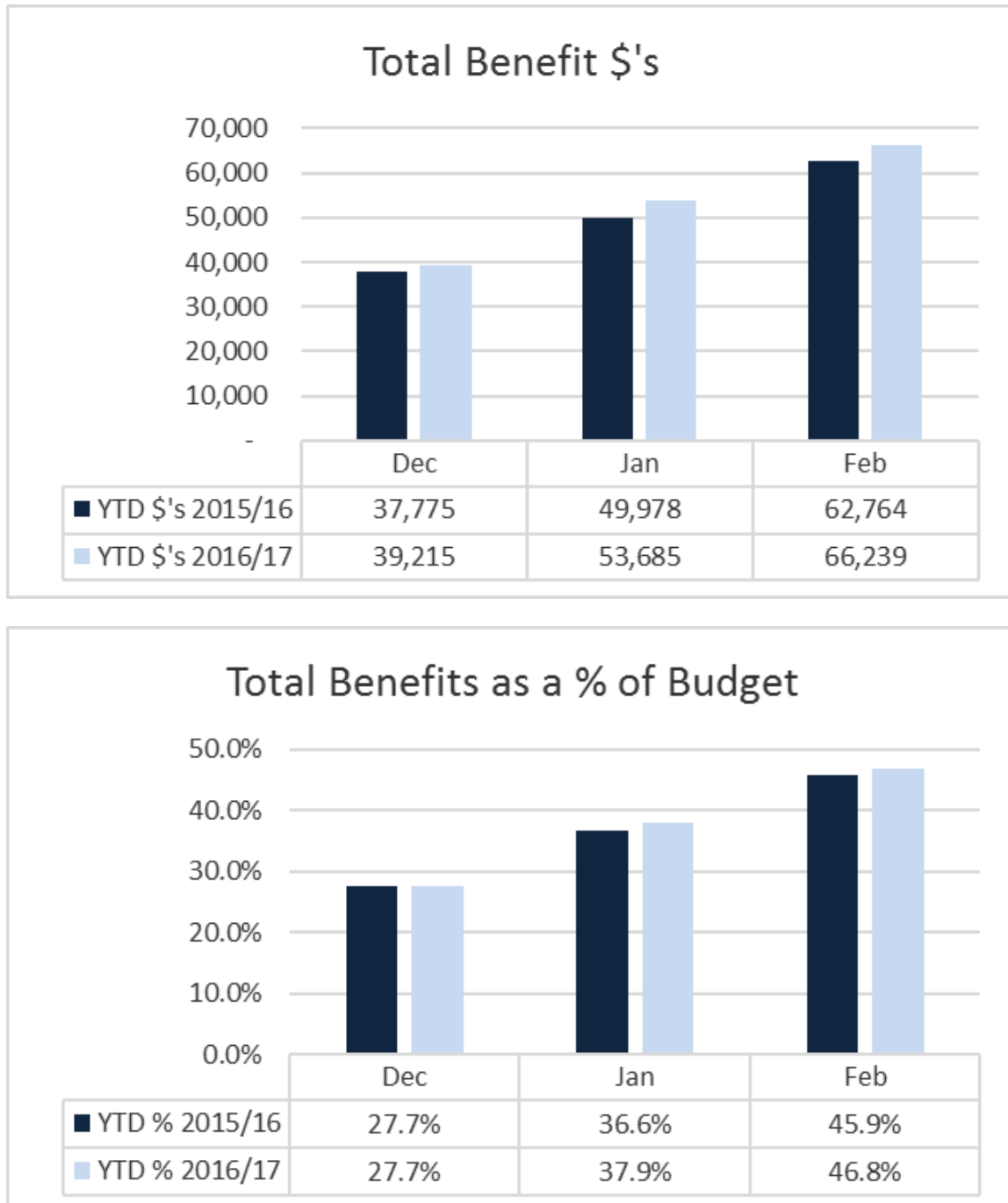


Figure 3 – 15/16 Budget \$141M, 15/16 Actual \$137M, 16/17 Budget \$142M

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

only 46.8% of the budget has been spent when we are 50 - 60% through the year. This indicates that we are tracking to finish under budget, however, this budget line is contingent on staff's use of their benefits creating a higher level of unpredictability.

4. Transportation

Transportation expense is \$2.2 million higher than the same period last year and the percentage of budget spent is 1.3% less than last year. The lower percentage is due to the timing of invoice payments and this will be verified in March by closer scrutiny. 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 47.1%, transportation expense is still under the 50% that would be expected for the 6 months.

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

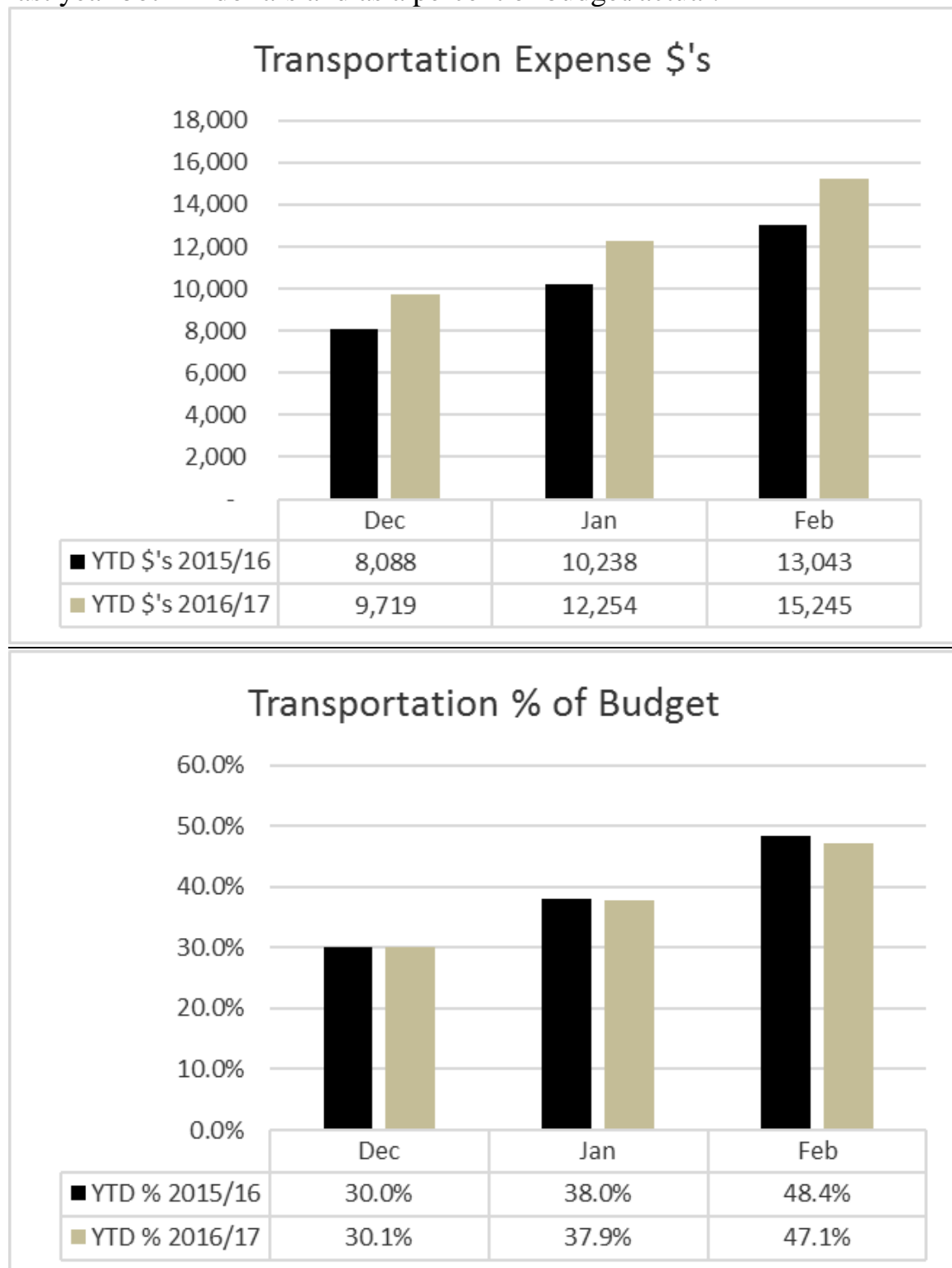


Figure 4 – 15/16 Budget \$27.7M, 15/16 Actual \$27.0M, 16/17 Budget \$32.3M

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

For the Month Ending January 31, 2017
(\$ thousands)

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

Grant Revenues (Section 1)

| | | | |
|---------------------------------------------------|----------------|----------------|-------------|
| Pupil Foundation | 472,853 | 474,502 | 0.3% |
| School Foundation | 62,812 | 63,098 | 0.5% |
| Special Education | 121,563 | 121,926 | 0.0% |
| Language | 31,406 | 34,472 | 0.0% |
| Outlying, Remote and Rural Learning Opportunities | - | - | 0.0% |
| Continuing and Adult Education | 46,422 | 46,643 | 0.0% |
| Teacher Q&E | 14,892 | 15,882 | 0.0% |
| Teacher Q&E | 78,846 | 91,041 | 15.5% |
| New Teacher Induction program | 847 | 693 | -18.1% |
| ECE Q&E Allocation | 4,358 | 4,880 | 12.0% |
| Restraint Savings | (402) | (402) | 0.0% |
| Transportation | 23,818 | 23,326 | -2.1% |
| Admin and Governance | 22,203 | 22,562 | 1.6% |
| School Operations | 87,678 | 88,245 | 0.6% |
| Community Use of Schools Grant | 1,226 | 1,226 | 0.0% |
| Declining Enrolment | 1,420 | 517 | -63.6% |
| First Nation, Metis and Inuit | 3,472 | 3,758 | 8.2% |
| Safe Schools Supplement | 2,653 | 2,659 | 0.2% |
| Permanent Financing - NPF | 3,765 | 3,765 | 0.0% |
| Adjustment to Entitlement - Minor Capital | (24,496) | (24,970) | 1.9% |
| Other | 3,525 | 3,525 | 0.0% |
| Total Operating Allocation | 958,858 | 977,344 | 1.9% |

Grants for Capital Purposes

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

TOTAL ALLOCATIONS (Section 1)

| | | |
|------------------|------------------|-------------|
| 1,030,620 | 1,062,347 | 3.1% |
|------------------|------------------|-------------|

| Revenue Budget Assessment | | Revenue Budget Assessment | | | |
|---------------------------|----------------------------------|---------------------------|-----------|------------------------|-----------------------|
| a | e = (d-b) / b | b | c = b - a | d = c/a | |
| 2016-17 | | 2016-17 | | | |
| Estimates | % Change from Prior Year Actuals | Revised Estimates | Forecast | Change | |
| | | | | \$ Increase (Decrease) | % Increase (Decrease) |

| | | | | | |
|----------------|--------------|----------------|----------------|--------------|-------------|
| 481,016 | 1.4% | 481,035 | 481,250 | 215 | 0.0% |
| 63,714 | 1.0% | 63,643 | 63,643 | - | 0.0% |
| 121,103 | -0.7% | 121,216 | 121,232 | 16 | 0.0% |
| 34,119 | -1.0% | 36,205 | 37,139 | 934 | 2.6% |
| - | 0.0% | - | - | - | 0.0% |
| 48,095 | 3.1% | 48,049 | 48,052 | 3 | 0.0% |
| 15,605 | -1.7% | 15,398 | 15,398 | - | 0.0% |
| 84,003 | -7.7% | 85,322 | 85,229 | (93) | (0.1%) |
| 441 | -36.3% | 441 | 716 | 274 | 62.2% |
| 5,336 | 9.3% | 5,533 | 5,525 | (8) | (0.1%) |
| (402) | 0.0% | (402) | (402) | - | 0.0% |
| 24,238 | 3.9% | 24,532 | 24,544 | 12 | 0.0% |
| 22,652 | 0.4% | 22,656 | 22,665 | 10 | 0.0% |
| 88,430 | 0.2% | 88,189 | 88,241 | 53 | 0.1% |
| 1,224 | -0.2% | 1,224 | 1,224 | - | 0.0% |
| 211 | -59.1% | 163 | 163 | - | 0.0% |
| 3,769 | 0.3% | 3,997 | 3,997 | 0 | 0.0% |
| 2,682 | 0.9% | 2,682 | 2,682 | 1 | 0.0% |
| 3,765 | 0.0% | 3,765 | 3,765 | - | 0.0% |
| (25,000) | 0.1% | (25,091) | (25,091) | - | 0.0% |
| 43 | -98.8% | 43 | 43 | - | 0.0% |
| 975,042 | -0.2% | 978,596 | 980,013 | 1,417 | 0.1% |

| | | | | | |
|----------------|--------------|----------------|----------------|----------|-------------|
| 60,291 | 701.7% | 44,096 | 44,096 | - | 0.0% |
| 18,682 | -1.3% | 503 | 503 | - | 0.0% |
| 25,000 | 0.1% | 25,091 | 25,091 | - | 0.0% |
| 15,417 | -11.0% | 17,155 | 17,155 | - | 0.0% |
| - | 0.0% | - | - | - | 0.0% |
| 3,751 | 0.0% | 3,751 | 3,751 | - | 0.0% |
| - | 0.0% | - | - | - | 0.0% |
| 230 | 6.2% | 89 | 89 | - | 0.0% |
| 16,007 | -0.3% | 15,640 | 15,640 | - | 0.0% |
| 139,379 | 64.0% | 106,325 | 106,325 | - | 0.0% |

| | | | | | |
|------------------|-------------|------------------|------------------|--------------|-------------|
| 1,114,421 | 4.9% | 1,084,921 | 1,086,338 | 1,417 | 0.1% |
|------------------|-------------|------------------|------------------|--------------|-------------|

| Revenue Risk Assessment | | | | |
|-------------------------|------------------------|------------------------|----------------------|----------------------------------|
| i | e | k | l | g = e - l |
| Actual Revenue 2016-17 | Actual to Feb 28/17 | Actual Revenue 2015-16 | Actual to Feb 28/16 | Year-to-year Increase (Decrease) |
| to Feb 28/17 | % of Revised Estimates | to Feb 28/16 | % of Actual Received | |

| | | | | |
|----------------|---------------|----------------|---------------|-------------|
| 255,320 | 53.08% | 252,683 | 53.25% | (0.2%) |
| 33,780 | 53.08% | 33,566 | 53.20% | (0.1%) |
| 64,338 | 53.08% | 64,961 | 53.28% | (0.2%) |
| 19,216 | 53.08% | 16,783 | 48.68% | 4.4% |
| - | 0.00% | - | 0.00% | 0.0% |
| 25,503 | 53.08% | 24,807 | 53.19% | (0.1%) |
| 8,173 | 53.08% | 7,958 | 50.11% | 3.0% |
| 45,286 | 53.08% | 42,134 | 46.28% | 6.8% |
| 234 | 53.08% | 452 | 65.26% | (12.2%) |
| 2,937 | 53.08% | 2,329 | 47.72% | 5.4% |
| (214) | 53.08% | (215) | 53.44% | (0.4%) |
| 13,021 | 53.08% | 12,728 | 54.57% | (1.5%) |
| 12,025 | 53.08% | 11,865 | 52.59% | 0.5% |
| 46,808 | 53.08% | 46,853 | 53.09% | (0.0%) |
| 649 | 53.08% | 655 | 53.44% | (0.4%) |
| 86 | 53.08% | 759 | 146.86% | (93.8%) |
| 2,122 | 53.08% | 1,855 | 49.37% | 3.7% |
| 1,423 | 53.08% | 1,418 | 53.32% | (0.2%) |
| 1,998 | 53.08% | 2,012 | 53.44% | (0.4%) |
| (13,318) | 53.08% | (13,090) | 52.42% | 0.7% |
| 23 | 53.08% | 1,883 | 0.00% | 53.1% |
| 519,412 | 53.08% | 512,395 | 52.43% | 0.6% |

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| 1,165 | 2.64% | 622 | 8.27% | (5.6%) |
| 267 | 53.08% | - | 0.00% | 0.0% |
| 13,318 | 53.08% | 13,090 | 52.42% | 0.7% |
| 9,105 | 53.08% | 8,277 | 47.79% | 5.3% |
| - | 0.00% | - | 0.00% | 0.0% |
| 1,991 | 53.08% | - | 0.00% | 53.1% |
| - | 0.00% | - | 0.00% | 0.0% |
| 47 | 53.08% | - | 0.00% | 53.1% |
| 8,815 | 56.36% | 8,688 | 54.13% | 2.2% |
| 34,709 | 32.64% | 30,677 | 36.09% | (3.4%) |

| | | | | |
|----------------|---------------|----------------|---------------|---------------|
| 554,120 | 51.07% | 543,071 | 51.12% | (0.0%) |
|----------------|---------------|----------------|---------------|---------------|

For the Month Ending January 31, 2017
(\$ thousands)

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

Sch 9 Rev Est

| Revenue Budget Assessment | | Revenue Budget Assessment | | | |
|---------------------------|----------------------------------|---------------------------|------------------|------------------------|-----------------------|
| a | e = (d-b) / b | b | c = b - a | d = c/a | |
| 2016-17 | | 2016-17 | | | |
| Estimates | % Change from Prior Year Actuals | Revised Estimates | Forecast | Change | |
| | | | | \$ Increase (Decrease) | % Increase (Decrease) |
| (132,944) | 1667.8% | (44,096) | (44,096) | - | 0.0% |
| (189,499) | -0.6% | (190,888) | (190,888) | - | 0.0% |
| (420,086) | 1.0% | (421,124) | (421,124) | - | 0.0% |
| 371,892 | -17.0% | 428,814 | 430,231 | 1,417 | 0.3% |
| (0) | -100.0% | - | - | - | - |
| 3,298 | -4.0% | 3,535 | 3,535 | - | 0.0% |
| 53 | -15.3% | 63 | 63 | - | 0.0% |
| 15,309 | 1.0% | 16,511 | 16,511 | - | 0.0% |
| 3,615 | 8.0% | 2,877 | 2,877 | - | 0.0% |
| 18,449 | 2.7% | 18,449 | 18,449 | - | 0.0% |
| 64,223 | 86.9% | 7,623 | 7,623 | - | 0.0% |
| 104,947 | 1.4% | 49,057 | 49,057 | - | 0.0% |
| 420,086 | -1% | 421,124 | 421,124 | - | 0.0% |
| 171,351 | 2.0% | 169,540 | 169,540 | - | 0.0% |
| 51,114 | 12.6% | 50,883 | 50,883 | - | 0.0% |
| - | 0.0% | - | - | - | 0.0% |
| 222,466 | 4.2% | 220,423 | 220,423 | - | 0.0% |
| 1,119,391 | -5.2% | 1,119,418 | 1,120,834 | 1,417 | 0.3% |

1,149,816

| Revenue Risk Assessment | | | | |
|-------------------------|------------------------|------------------------|----------------------|----------------------------------|
| i | e | k | l | g = e - l |
| Actual Revenue 2016-17 | Actual to Feb 28/17 | Actual Revenue 2015-16 | Actual to Feb 28/16 | Year-to year Increase (Decrease) |
| to Feb 28/17 | % of Revised Estimates | to Feb 28/16 | % of Actual Received | |
| (13,415) | 30.42% | (8,437) | 112% | (81.8%) |
| (101,584) | 53.2% | (100,212) | 53% | 0.7% |
| (210,562) | 50.0% | (202,161) | 49% | 1.4% |
| 228,559 | 53.30% | 232,262 | 51.84% | 1.5% |
| - | 0.00% | - | 0.00% | 0.0% |
| 2,522 | 71.34% | 1,487 | 43.27% | 28.1% |
| 18 | 29.29% | 33 | 52.71% | (23.4%) |
| 5,357 | 32.45% | 6,794 | 44.82% | (12.4%) |
| 1,057 | 36.75% | 1,526 | 45.59% | (8.8%) |
| 11,069 | 60.00% | 11,231 | 62.50% | (2.5%) |
| 19,739 | 258.95% | 28,353 | 82.50% | 176.5% |
| 39,763 | 81.05% | 49,423 | 47.74% | 33.3% |
| 210,562 | 50.00% | 202,161 | 48.58% | 1.4% |
| 90,223 | 53.22% | 91,192 | 54.28% | (1.1%) |
| 25,442 | 50.00% | 23,334 | 51.39% | (1.4%) |
| - | 0.00% | - | 0.00% | 0.0% |
| 115,665 | 52.47% | 114,526 | 53.67% | (1.2%) |
| 594,549 | 53.11% | 598,371 | 50.66% | 2.4% |

Toronto Catholic DSB
Interim Financial Report
For the Month Ending February 28, 2017
(\$ thousands)

| | 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 | 510,090 | (870) | (0.2%) |
| Benefits | 70,367 | 71,976 | 2.3% | 70,629 | 69,709 | (920) | (1.3%) |
| 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 | 4,795 | (48) | (1.0%) |
| 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 | 18,892 | (190) | (1.0%) |
| 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 | 9,306 | (94) | (1.0%) |
| 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 | 2,507 | (27) | (1.1%) |
| 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 | 202 | (25) | (11.0%) |
| 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 | 5,112 | (53) | (1.0%) |
| Other | 139 | 14 | (90.1%) | 141 | 141 | - | 0.0% |
| School Office | | | | | | | |
| Salary | 17,798 | 17,167 | (3.5%) | 17,389 | 17,389 | - | 0.0% |

Toronto Catholic DSB
Interim Financial Report
For the Month Ending February 28, 2017
(\$ thousands)

(\$ thousands)

| | | | | Budget Assessment | | | | | |
|-------------------------------|---------|---------|-----------------|--------------------------|------------------------------------|------------------------|-----------------------|---------|--|
| | | | | b | | c = b - a | | d = c/a | |
| | | | | 2016-17 | | | | | |
| 2015-16 | | | | | | | | | |
| | | | | 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 | 5,504 | (57) | (1.0%) | | |
| 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 | 2,771 | (28) | (1.0%) | | |
| 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 | 887,249 | (2,312) | (0.3%) | | |
| 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 | 888 | (9) | (1.0%) | | |
| 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 | 3,407 | (35) | (1.0%) | | |
| 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 | 24,463 | (44) | (0.2%) | | |
| Transportation | | | | | | | | | |
| Salary | 927 | 970 | 4.6% | 982 | 982 | - | 0.0% | | |
| Benefits | 243 | 237 | (2.4%) | 237 | 235 | (2) | (0.8%) | | |
| Other | 27,662 | 26,952 | (2.6%) | 32,343 | 32,343 | - | 0.0% | | |
| Total Transportation | 28,832 | 28,159 | -2.3% | 33,562 | 33,560 | (2) | (0.0%) | | |
| | | | Page 104 of 301 | | | | | | |

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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 | 14,162 | (147) | (1.0%) |
| 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 | 159,418 | (147) | (0.1%) |
| 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 | 1,681 | (20) | (1.2%) |
| 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 | 11,438 | (20) | (0.2%) |
| TOTAL EXPENDITURES | 1,134,996 | 1,131,460 | (0) | 1,118,652 | 1,116,127 | (2,525) | (0.2%) |
| Total Revenue | | | | (1,119,418) | (1,120,834) | | |
| | | | | (765) | (4,707) | | |

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For the Month Ending February 28, 2017
(\$ thousands)

| For the Month Ending February 28, 2017 (\$ thousands) | | 6/12 50.0% | | 6/10 60.0% | | | |
|----------------------------------------------------------|--|----------------------------|--------------------------|----------------------------|------------------------|----------------------------------------|--|
| | | Risk Assessment | | | | | |
| | | i | e | k | f | g = f - e | |
| | | Actual Spending 2016-17 | Actual to Feb 28/17 | Actual Spending 2015-16 | Actual to Feb 28/16 | Year-to year Increase (Decrease) | |
| | | to Feb 28/17 | % of Revised Estimate | to Feb 28/16 | % of Actual Spent | | |
| | | | | | | | |
| OPERATING | | | | | | | |
| Classroom Instruction | | | | | | | |
| Teachers | | | | | | | |
| Salary | | 295,218 | 57.78% | 286,278 | 57.19% | 0.6% | |
| Benefits | | 33,692 | 47.70% | 30,934 | 42.98% | 4.7% | |
| Other | | 170 | 27.91% | 198 | 44.55% | (16.6%) | |
| Occasional Teachers | | | | | | | |
| Salary | | 12,725 | 58.60% | 14,279 | 52.07% | 6.5% | |
| Benefits | | 1,016 | 20.99% | 1,181 | 47.94% | (27.0%) | |
| Other | | - | 0.00% | - | 0.00% | 0.0% | |
| Educational Assistants and ECEs | | | | | | | |
| Salary | | 32,922 | 56.28% | 32,673 | 55.04% | 1.2% | |
| Benefits | | 9,471 | 49.63% | 9,212 | 52.35% | (2.7%) | |
| Other | | - | 0.00% | - | 0.00% | 0.0% | |
| Classroom Computers | | 2,078 | 23.98% | 952 | 43.48% | (19.5%) | |
| Textbooks and Supplies | | 10,346 | 45.32% | 12,010 | 53.45% | (8.1%) | |
| Professionals and Paraprofessionals | | | | | | | |
| Salary | | 19,775 | 56.68% | 19,837 | 54.32% | 2.4% | |
| Benefits | | 4,613 | 49.07% | 4,587 | 49.59% | (0.5%) | |
| Other | | 1,365 | 26.04% | 886 | 28.53% | (2.5%) | |
| Library and Guidance | | | | | | | |
| Salary | | 7,761 | 53.97% | 9,085 | 57.12% | (3.2%) | |
| Benefits | | 1,005 | 39.67% | 974 | 46.08% | (6.4%) | |
| Other | | 0 | 0.00% | 0 | 33.33% | (33.3%) | |
| Staff Development | | | | | | | |
| Salary | | 1,854 | 88.76% | 1,238 | 58.97% | 29.8% | |
| Benefits | | 157 | 69.14% | 157 | 56.69% | 12.4% | |
| Other | | 114 | 13.30% | 111 | 48.54% | (35.2%) | |
| Department Heads | | | | | | | |
| Salary | | 683 | 28.08% | 684 | 60.79% | (32.7%) | |
| Benefits | | - | 0.00% | 1 | 102.06% | (102.1%) | |
| Other | | - | 0.00% | 0 | 0.00% | 0.0% | |
| Principal and Vice-Principals | | | | | | | |
| Salary | | 21,159 | 58.21% | 21,664 | 57.42% | 0.8% | |
| Benefits | | 2,568 | 49.71% | 2,295 | 44.17% | 5.5% | |
| Other | | 5 | 3.72% | 3 | 24.60% | (20.9%) | |
| School Office | | | | | | | |
| Salary | | 8,976 | 51.62% | 9,054 | 52.74% | (1.1%) | |

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(\$ thousands)

| For the Month Ending February 28, 2017 (\$ thousands) | | 6/12 50.0% | | 6/10 60.0% | | |
|----------------------------------------------------------|--|----------------------------|--------------------------|----------------------------|------------------------|----------------------------------------|
| | | Risk Assessment | | | | |
| | | i | e | k | f | g = f - e |
| | | Actual Spending 2016-17 | Actual to Feb 28/17 | Actual Spending 2015-16 | Actual to Feb 28/16 | |
| | | | | | | Year-to-year Increase (Decrease) |
| | | to Feb 28/17 | % of Revised Estimate | to Feb 28/16 | % of Actual Spent | |
| Benefits | | 2,633 | 47.35% | 2,542 | 50.38% | (3.0%) |
| Other | | 575 | 33.80% | 633 | 49.38% | (15.6%) |
| Co-ordinators and Consultants | | | | | | |
| Salary | | 2,416 | 54.07% | 2,628 | 58.48% | (4.4%) |
| Benefits | | 407 | 47.81% | 425 | 44.05% | 3.8% |
| Other | | 2 | 2.96% | 8 | 50.90% | (47.9%) |
| Continuing Education | | | | | | |
| Salary | | 6,634 | 37.05% | 6,921 | 37.98% | (0.9%) |
| Benefits | | 1,313 | 46.92% | 1,389 | 45.40% | 1.5% |
| Other | | 1,090 | 44.49% | 953 | 42.17% | 2.3% |
| Amortization and Write-downs | | - | 0.00% | - | 0.00% | 0.0% |
| Total Instruction | | 482,743 | 54.27% | 473,792 | 54.14% | 0.1% |
| Administration | | | | | | |
| Trustees | | | | | | |
| Salary | | 123 | 48.05% | 122 | 49.15% | (1.1%) |
| Benefits | | 5 | 40.45% | 4 | 48.99% | (8.5%) |
| Other | | 265 | 44.97% | 272 | 80.55% | (35.6%) |
| Director/Supervisory Officers | | | | | | |
| Salary | | 1,470 | 50.88% | 1,390 | 46.25% | 4.6% |
| Benefits | | 415 | 46.21% | 386 | 45.16% | 1.0% |
| Other | | 11 | 13.05% | 20 | 38.43% | (25.4%) |
| Board Administration | | | | | | |
| Salary | | 6,042 | 47.48% | 5,984 | 47.48% | (0.0%) |
| Benefits | | 1,650 | 47.93% | 1,552 | 46.55% | 1.4% |
| Other | | 1,574 | 46.85% | 1,333 | 45.03% | 1.8% |
| Amortization and Write-downs | | - | 0.00% | - | 0.00% | 0.0% |
| Total Administration | | 11,553 | 47.14% | 11,065 | 46.79% | 0.4% |
| Transportation | | | | | | |
| Salary | | 432 | 43.96% | 444 | 45.81% | (1.8%) |
| Benefits | | 113 | 47.68% | 108 | 45.35% | 2.3% |
| Other | | 15,245 | 47.13% | 13,043 | 48.39% | (1.3%) |
| Total Transportation | | 15,789 | 47.05% | 13,595 | 48.28% | (1.2%) |

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(\$ thousands)

| 6/12 50.0% | | 6/10 60.0% | | | | | | | |
|--------------------------------------|--|--------------------------|--|----------------------------|--|------------------------|--|----------------------------------------|--|
| Risk Assessment | | | | | | | | | |
| i | | e | | k | | f | | g = f - e | |
| Actual Spending 2016-17 | | Actual to Feb 28/17 | | Actual Spending 2015-16 | | Actual to Feb 28/16 | | Year-to year Increase (Decrease) | |
| to Feb 28/17 | | % of Revised Estimate | | to Feb 28/16 | | % of Actual Spent | | | |
| Pupil Accommodation | | | | | | | | | |
| School Operations and Maintenance | | | | | | | | | |
| Salary | | 22,600 48.57% | | 22,496 51.18% | | | | (2.6%) | |
| Benefits | | 6,742 47.12% | | 6,585 49.22% | | | | (2.1%) | |
| Other | | 16,622 50.93% | | 13,680 43.52% | | | | 7.4% | |
| School Renewal | | 3,020 414.35% | | 4,215 186.30% | | | | 228.1% | |
| Other Pupil Accommodation | | 6,709 34.39% | | 7,212 37.06% | | | | (2.7%) | |
| Amortization and Write-downs | | 24,778 54.04% | | 23,782 54.30% | | | | (0.3%) | |
| Total Pupil Accommodation | | 80,471 50.43% | | 77,971 50.54% | | | | (0.1%) | |
| Other | | | | | | | | | |
| School Generated Funds -Expenditures | | 0.00% | | 0.00% | | | | 0.0% | |
| Salary | | 3,445 40.10% | | 4,320 45.04% | | | | (4.9%) | |
| Benefits | | 440 25.86% | | 430 51.76% | | | | (25.9%) | |
| Other | | 2,076 178.16% | | 3,216 28.26% | | | | 149.9% | |
| 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 | | 5,961 52.03% | | 7,967 15.87% | | | | 36.2% | |
| TOTAL EXPENDITURES | | 596,517 53.3% | | 584,390 51.65% | | | | 1.7% | |
| 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

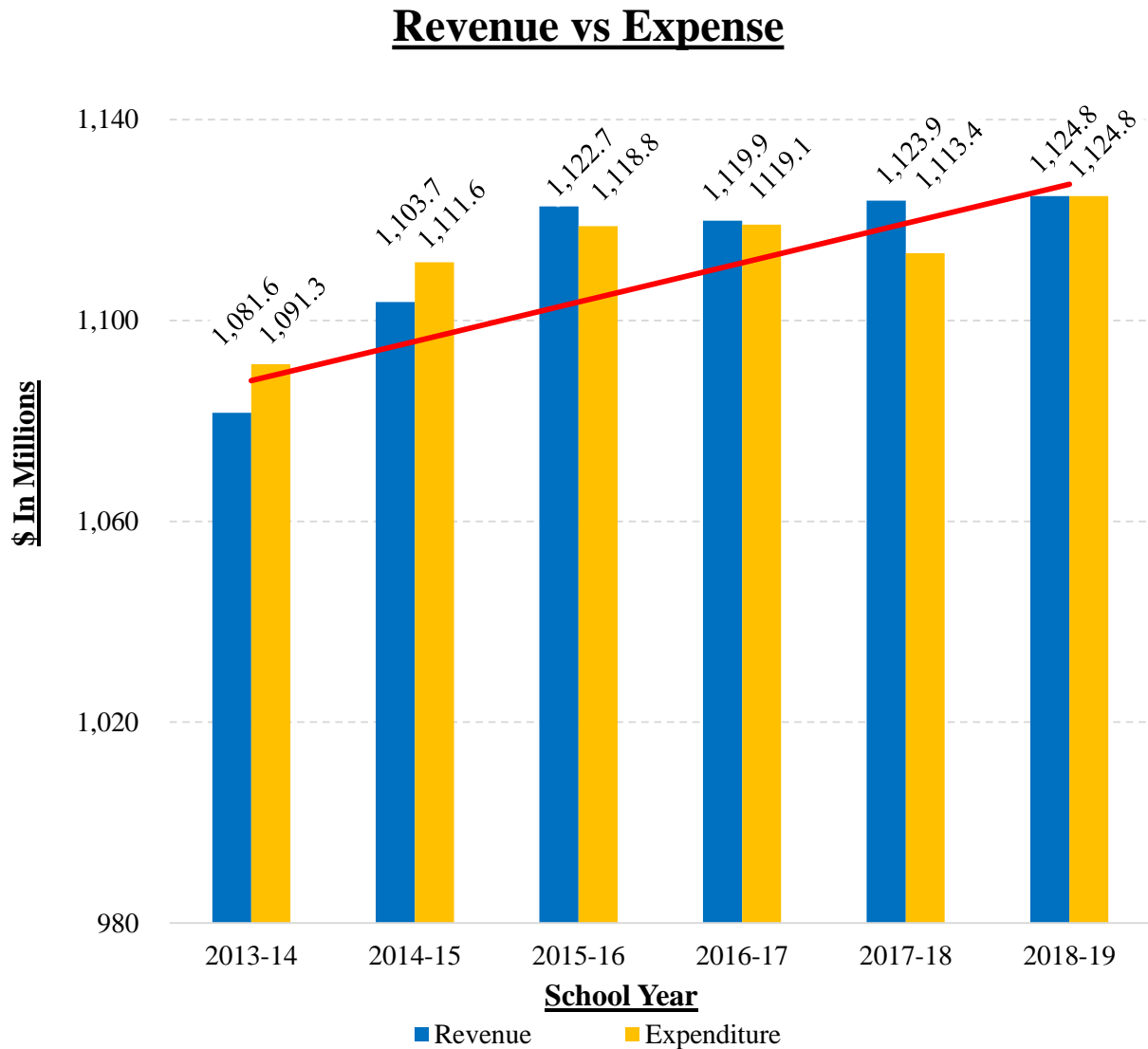
1. The table below depicts the 2017-18 projected revenues, expenditures and required budget reductions in order to balance the budget in-year and not increase the accumulated deficit.

| 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**

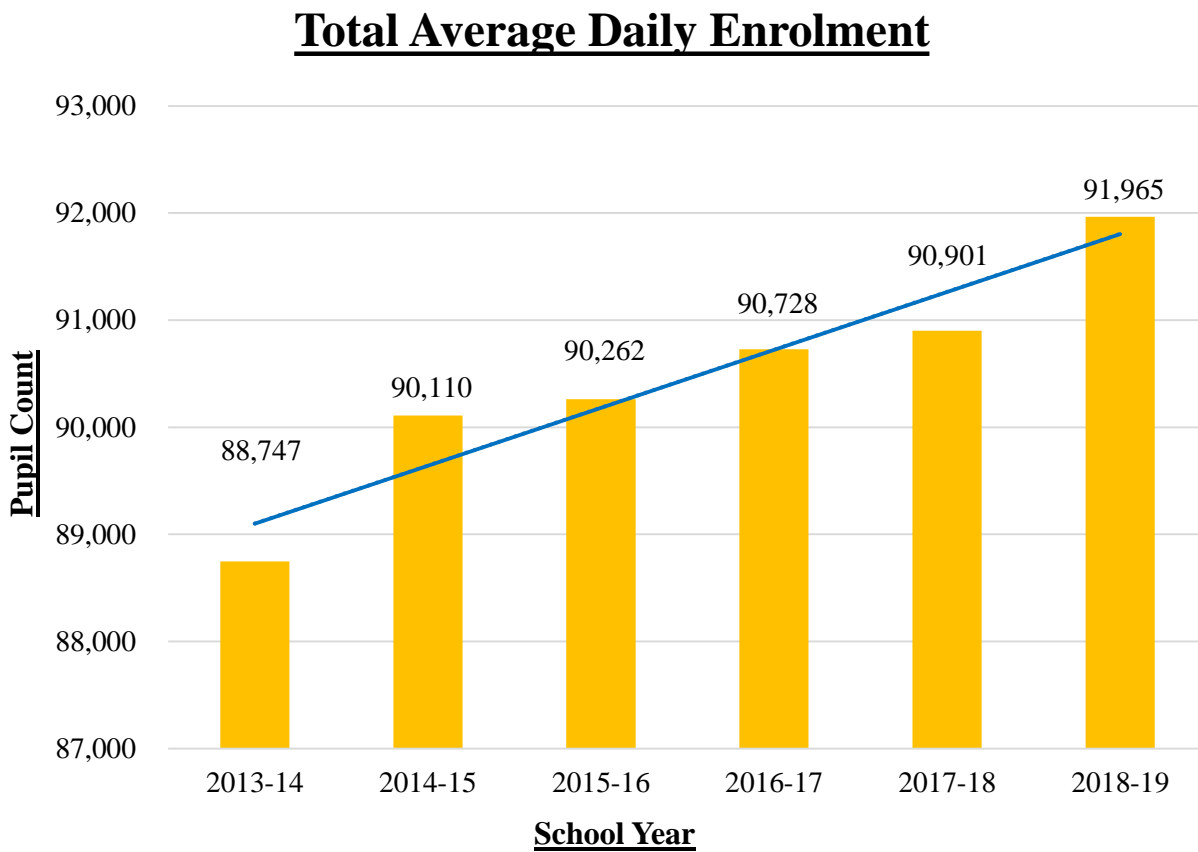
2. The chart below provides an overview of the Actual/Estimated Revenues and Expenditures over six years.



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.

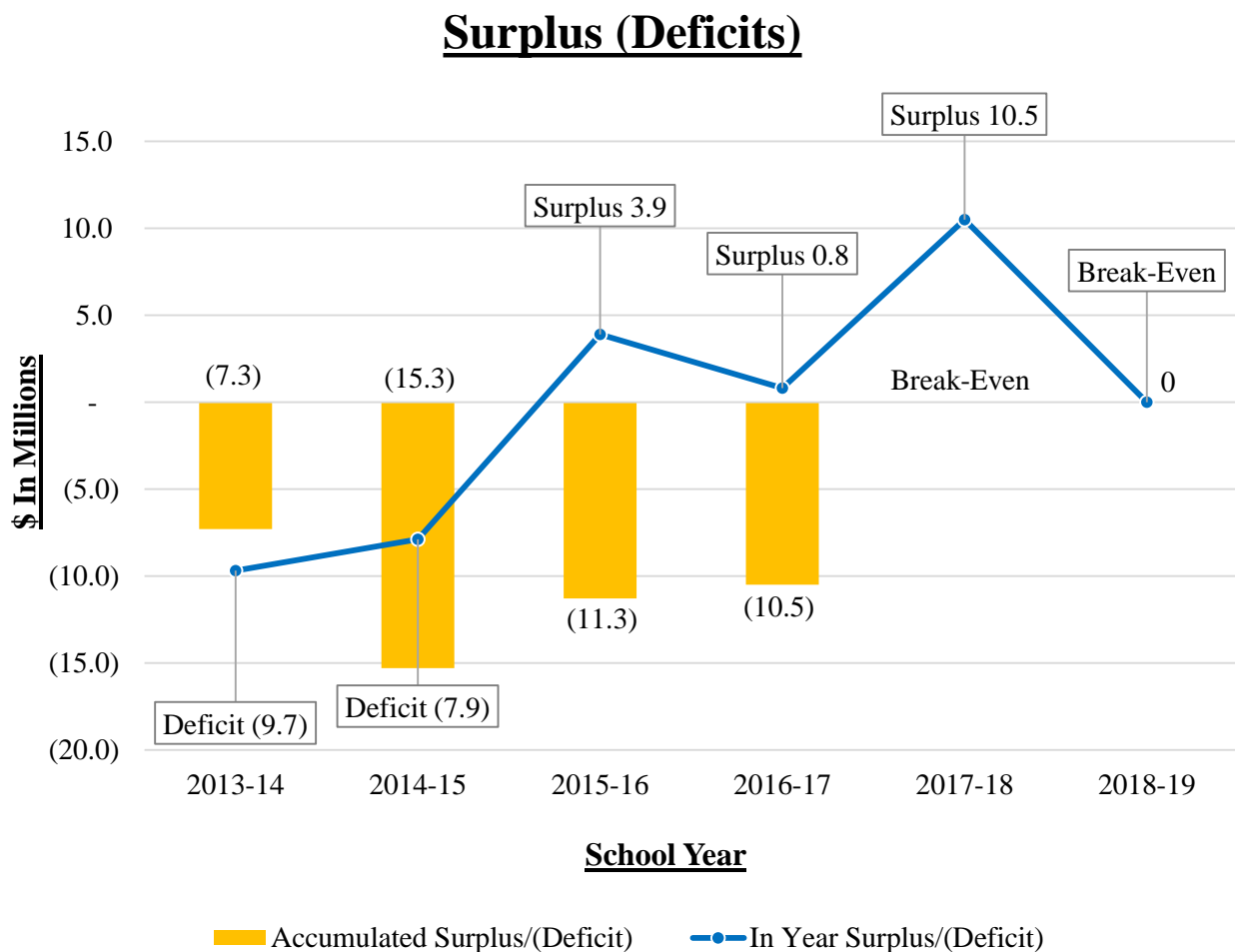
3. Enrolment is expected to slightly increase in 2017-18 and more significantly increase in 2018-19. Additional funding received for enrolment will be offset by additional expenditures due to enrolment. The chart below provides the Average Daily Enrolment Actual/Estimated for six years.



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.

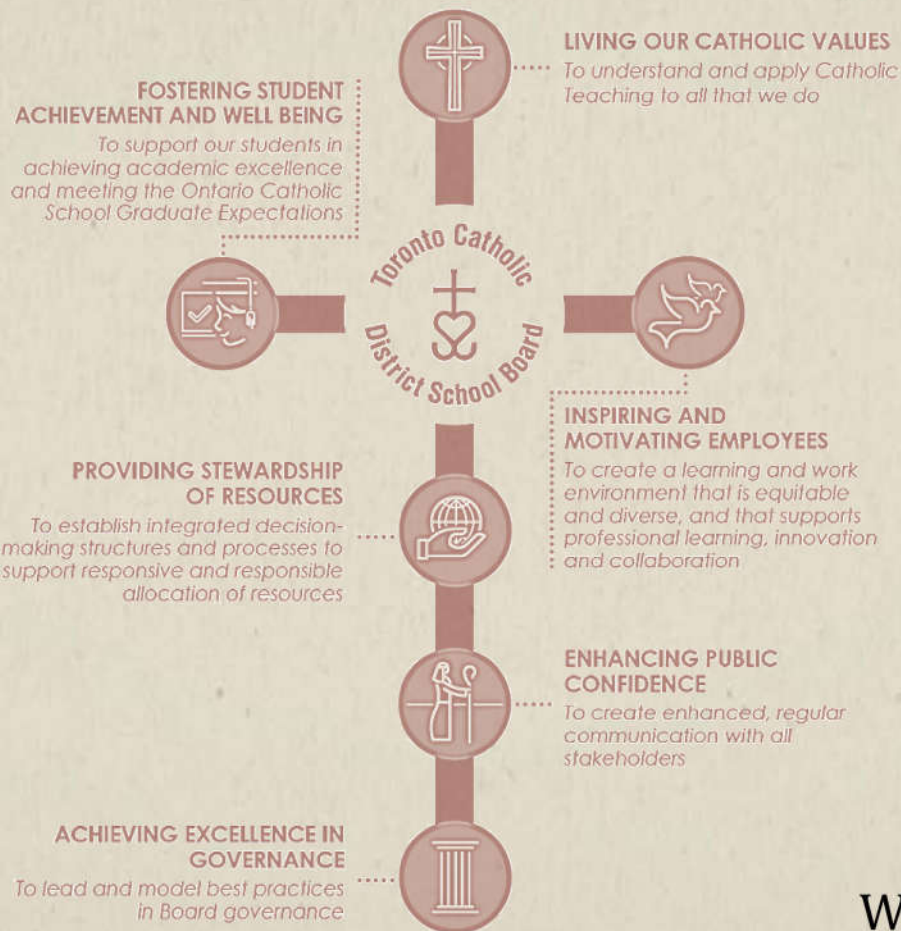
F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



2017-18 BUDGET ESTIMATES FOR CONSULTATION PURPOSES

OUR STRATEGIC DIRECTION 2016-2021



Wednesday, April 12, 2017

PURPOSE

1. Provide a high level overview of 2017-18 Budget projections and potential strategy to address the shortfall and accumulated deficit.
2. Seek approval for the Budget Consultation Strategy.

CONTEXT

Over the past two years, changes to the GSN model have resulted in reductions to TCDSB's operating funds and is one of the primary reasons why the Board has a deficit.

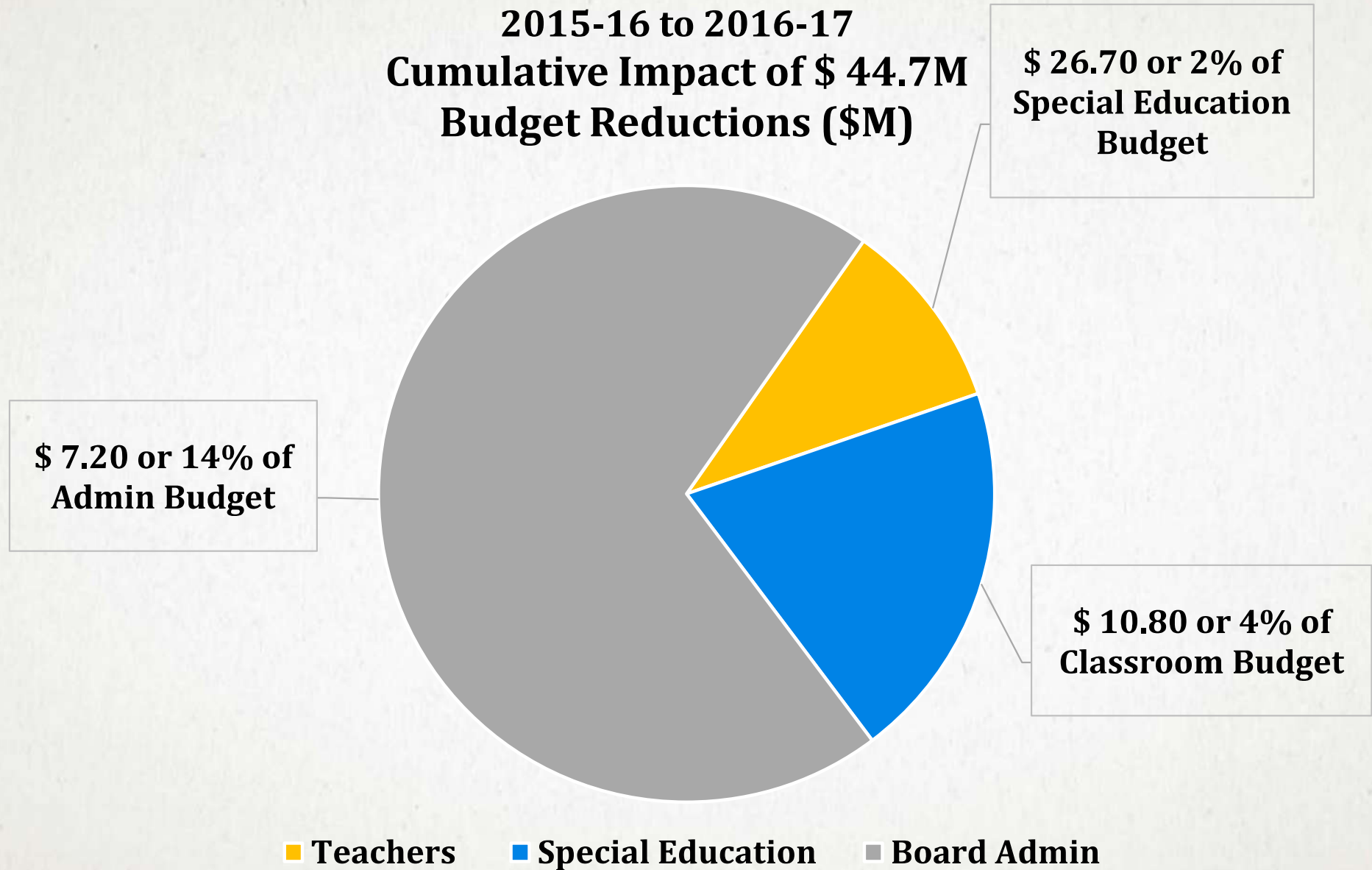
- TCDSB is expecting a 0.8% or \$8.3M overall reduction to its 2017-18 GSN allocation.
- 2017-18 is the third and final year of projected GSN funding reductions
- The information provided in this report is based on our preliminary estimates at this point in time
- The 2017-18 GSN announcement is expected in early April 2017 and could have a further impact to fiscal 2017-18

BACKGROUND (CONTINUED)

- TCDSB has made reductions totalling \$44.7M over the past two years to balance its budget in-year
- Cuts have impacted all areas of the Board including classroom and administration
- Future budget strategies should try to minimize further reductions to ensure effective programming and system supports

BACKGROUND

**2015-16 to 2016-17
Cumulative Impact of \$ 44.7M
Budget Reductions (\$M)**



PRELIMINARY OUTLOOK

The table below depicts the 2017-18 projected revenues 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 | \$1,119.9 M |
| Less: GSN reductions | \$ (8.3) M |
| Projected Grant Revenues | <u>\$1,111.6 M</u> |

POTENTIAL IN-YEAR BUDGET STRATEGY

- 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

POTENTIAL IN-YEAR BUDGET STRATEGY (CONTINUED)

- An additional \$0.8M would need to be found to balance the budget in-year.
- Staff have identified potential revenue generating opportunities to address this gap.

This strategy could allow TCDSB to balance the 2017-18 in-year budget without any reductions to programs or staffing (assuming no further GSN reductions).

OTHER POTENTIAL BUDGET OPPORTUNITIES

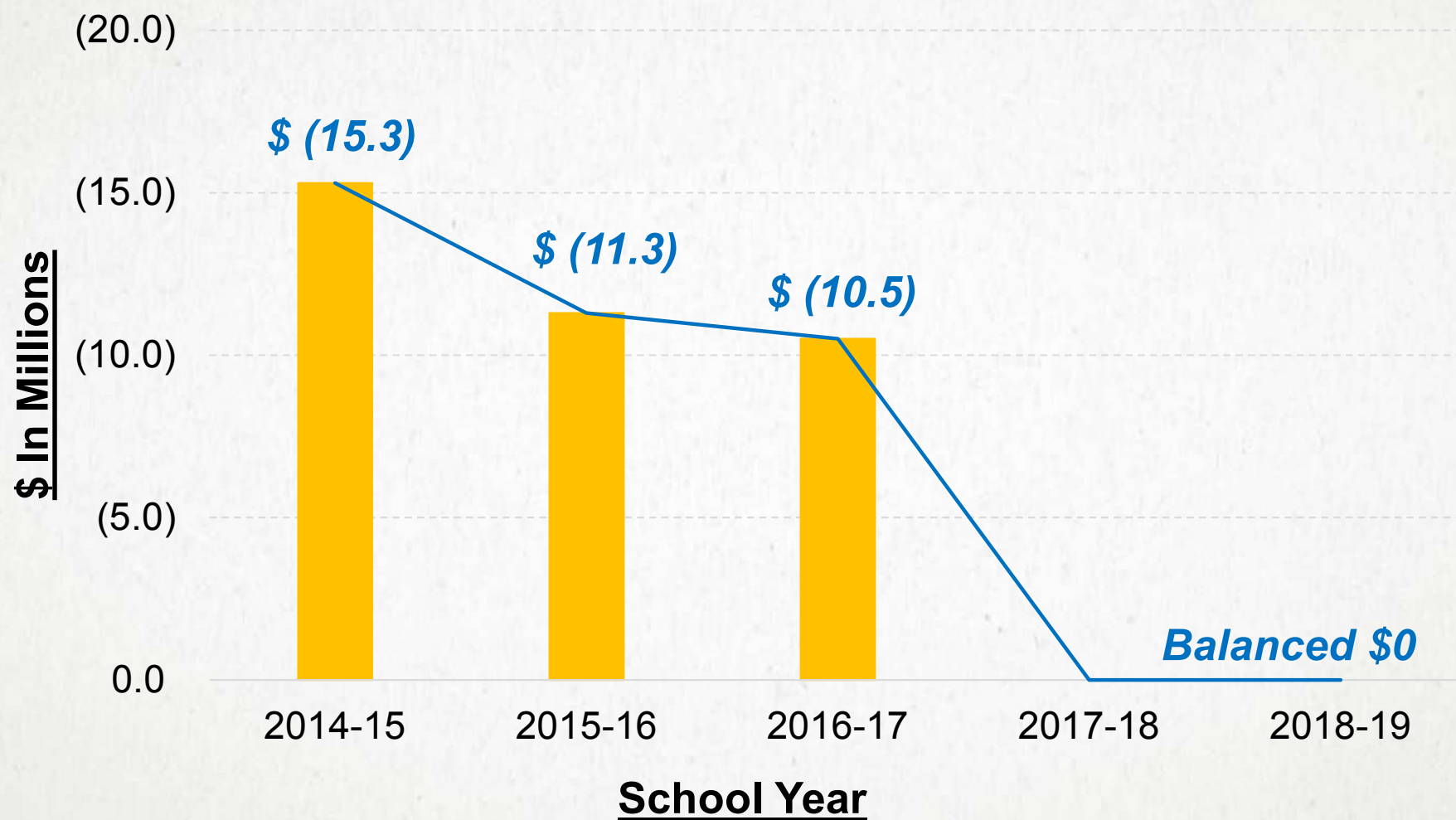
- Trustee approved school consolidations in 2017-18 will result in cost-savings
- Potential investment opportunities have also been identified:
 - Employee Assistance Program
 - IT infrastructure
 - Religious Program Resources
- Consultation process may also result in new ideas for savings and/or investments
- These items will be presented as part of the draft budget estimates report, while complying with the need to balance the budget

STRATEGY TO ADDRESS ACCUMULATED DEFICIT

- Accumulated deficit is currently projected at \$10.5M
- As part of our MYRP, TCDSB is committed to eliminating this accumulated deficit by 2018-19.
- There is an opportunity to use funds in the Benefits Surplus to completely eliminate the Accumulated Deficit.
- Staff have been working with the Benefit providers and the Ministry and it is expected that \$10.5M can be accessed by the end of 2017-18
- This will eliminate the Accumulated Deficit one year earlier than planned

STRATEGY TO ADDRESS ACCUMULATED DEFICIT (CONTINUED)

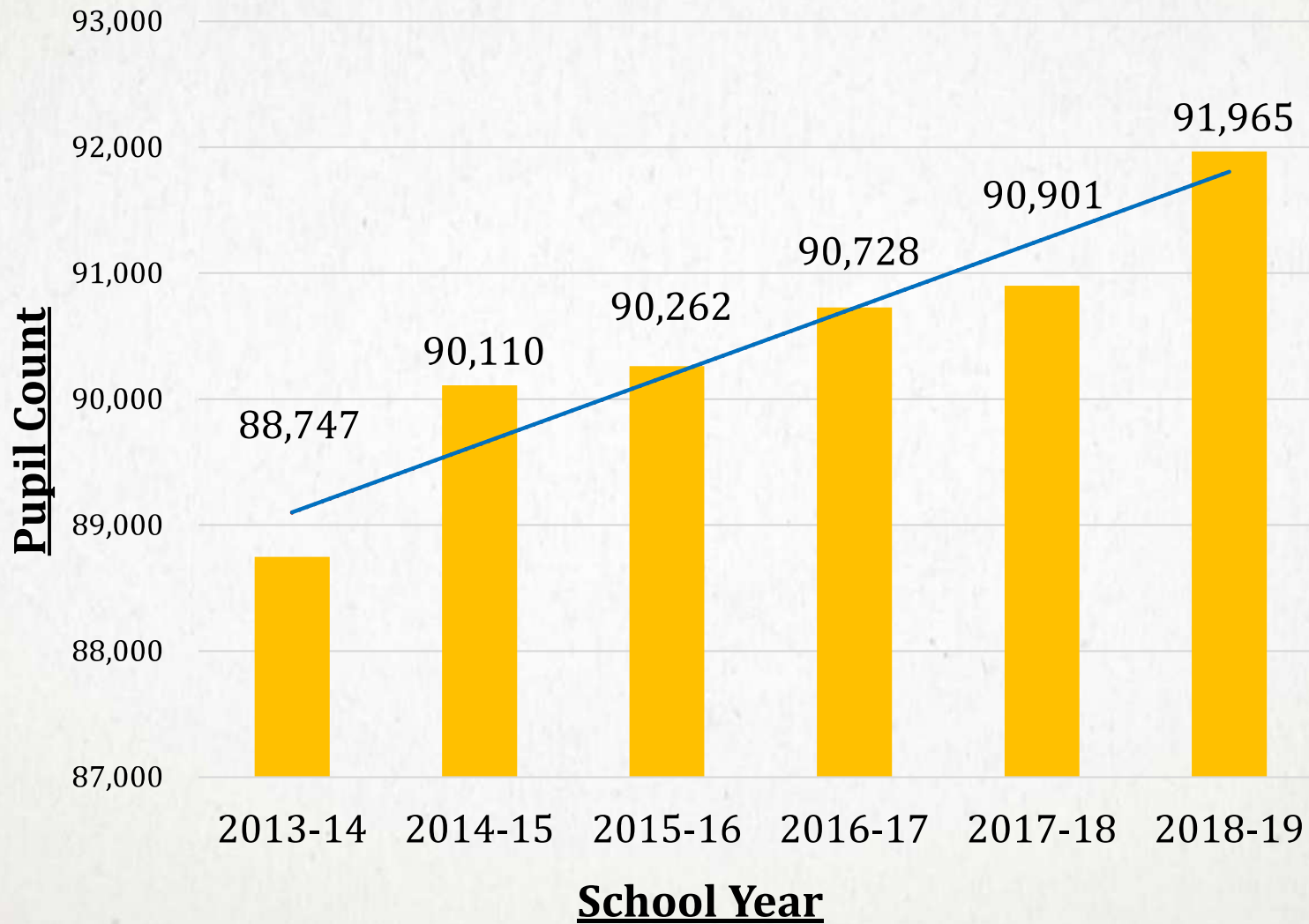
Accumulated Surplus/(Deficits)



This strategy would eliminate the accumulated deficit one year early.

FUTURE OUTLOOK

Total Average Daily Enrolment



COMMUNICATION STRATEGY

Based on the options being considered for the 2017-2018 Budget, it is proposed that the community engagement will be conducted at the level of “Inform” – which is used for regular annual budget consultations.

Input and feedback received during this process will be presented to the Board following the completion of the consultation process.

STAFF RECOMMENDATION

- 1) Use the System Priorities funding of approximately \$7.5M to offset the staffing reductions of \$8.3M, with the balance reductions of \$0.8M to be funded from additional revenue generating opportunities identified below.
- 2) Approve for inclusion in the budget engagement and consultation process, the following list of potential revenue generating opportunities.

| 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 |

APPENDIX A

UPDATED MYRP 2017-18 (\$ in Millions)

| | 2015-16 Actuals as of at August 31, 2016 | 2016-17 Approved Revised Estimates | 2017-18 Projections | 2018-19 Projections |
|--------------------------------------------|------------------------------------------------|------------------------------------------|------------------------|------------------------|
| Opening Accumulated Surplus / (Deficit) | (15.3) | (11.3) | (10.5) | 0.0 |
| Total Revenue | 1,122.7 | 1,119.9 | 1,121.7 | 1,124.8 |
| GSN Reductions | | | (8.3) | |
| ASO Benefits Surplus | | | 10.5 | |
| Total Revenue | 1,122.7 | 1,119.9 | 1,123.9 | 1,124.8 |
| Expenditures | 1,148.2 | 1,134.4 | 1,121.7 | 1,124.8 |
| Board Approved Expenditure Reductions | (29.4) | (15.3) | 0.0 | 0.0 |
| In-year Required Reductions | 0.0 | 0.0 | (8.3) | 0.0 |
| Total Expenditures | 1,118.8 | 1,119.1 | 1,113.4 | 1,124.8 |
| In-Year Surplus / (Deficit) | 3.9 | 0.8 | 10.5 | 0.0 |
| Accumulated Surplus / (Deficit) | (11.3) | (10.5) | 0.0 | 0.0 |

2017-18 Revenue includes additional GSNs due to projected increase in enrolment

APPENDIX B

2017-18 SUMMARY OF GSN REDUCTIONS AND SYSTEM PRIORITY ALLOCATIONS

| Description of Employees included in Union Groups | Total GSN Reductions 2017-18 | | Total System Priorities Funding Allocation 2017-18 | | System Priorities Funding to offset GSN Reduction 2017-18 | System Priority Additions | NET FTE (Cuts) / Additions |
|-------------------------------------------------------------------------|------------------------------|---------------|----------------------------------------------------|--------------|-----------------------------------------------------------|---------------------------|----------------------------|
| | \$ M | FTE | \$ M | FTE | \$ M | \$ M | \$ M |
| <u>OECTA</u> Elementary & Secondary Teachers. | (3.70) | (36.3) | 5.70 | 56.8 | 3.7 | 2.0 | 20.5 |
| <u>EWA0</u> Professional & Paraprofessionals | (0.20) | (2.1) | 0.20 | 2.0 | 0.2 | - | (0.1) |
| <u>CUPE</u> Educational Assistants, School Secretarial Staff. | (3.70) | (57.7) | 3.60 | 58.3 | 3.6 | - | 0.6 |
| TOTAL | (7.60) | (96.1) | 9.50 | 117.1 | 7.5 | 2.0 | 21.0 |



REPORT TO

EDUCATION COUNCIL

YEAR-END REPORT ON THE EFFECTS OF TRUSTEE-APPROVED REDUCTIONS: 2015-2016

Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ." Colossians 3:23-24

| Created, Draft | First Tabling | Review |
|----------------|----------------|---------------------------------------------|
| March 30, 2017 | April 10, 2017 | Click here to enter a date. |

Nick D'Avella, Superintendent of Student Success
 Marina Vanayan, Senior Coordinator, Educational Research
 Mariangela Artuso, Research Associate, Educational Research

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

On January 12, 2017 Trustees received a preliminary report on the impacts of Board-approved reductions (**Appendix A**). Using a variety of data, this current report provides additional information on the impact of the implementation of the Board-approved Multi-Year Deficit Recovery Plan (MYRP).

With a focus on key areas of the Board Learning and Improvement Plan (BLIP), this report provides a side-by-side comparison of data from the 2014-2015 school year, prior to the implementation of the MYRP, with data from the 2015-2016 school year, the first year in which MYRP reductions were implemented. Given the early stages of this analysis, it is important to note that no specific, long-term trend(s) can be identified at this time. Data for the 2016-2017 school year will become available in the fall of 2017. These data will inform the year-end report on the impact of reductions in the 2016-2017 school year.

An important area of focus continues to be the impacts of reductions in Special Services. These impacts were the subject of a separate report (*Final Report: Review of Educational Assistants and Child and Youth Worker Efficiencies Board-Wide-April 6*) dedicated to the analysis of Special Education Services in the aftermath of MYRP reductions.

The cumulative staff time dedicated to developing this report was 35 hours.

B. PURPOSE

1. This status report monitors the impact of the Multi-Year Recovery Plan (MYRP) using quantitative metrics and indicators specified in our Board Learning and Improvement Plan (e.g., EQAO Scores, Credit Accumulation, Safe and Caring Catholic School Climate Survey, Student Transition Survey, My School, My Voice Survey, Safe School Survey, Board Learning Improvement Plan/School Effectiveness Framework – BLIP/SEF Survey). See **Appendix B**.
2. Within the context of the MYRP, continuous monitoring of the impact of approved reductions on the system is essential to ensure that optimal

conditions for learning are sustained to the highest possible degree through the allocation of all available human and material resources.

3. Consistent with the methods used by the Ministry of Education, we have adopted a dynamic and adaptive approach to the monitoring of data reflecting a “learning-as-we-go” method.
4. Monitoring and tracking of change will take place on an ongoing basis to inform and facilitate decision making in the development of approaches that best meet the learning and well-being needs of our school communities.
5. This report will help to inform the board’s decision making as it continues to implement the multi-year deficit recovery plan.

C. BACKGROUND

1. **January 12, 2017** - At the Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting, the Board received a preliminary report on the impact of trustee-approved reduction (**Appendix A**).
2. The report of January 12, 2017 provided information on the impacts, risks, and opportunities associated with a series of reductions with both direct and indirect classroom impact. For reference these are summarized as follows:

Direct Classroom Impact: Classroom Teachers

- a. Secondary Teachers – Reduction FTE 54.00 at a savings of \$5.6 million
- b. Monsignor Fraser College Secondary Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million
- c. Special Education Teachers – Reduction of FTE 50.00 in secondary and FTE 35.00 in elementary at a savings of \$8.5 million
- d. Education Assistants (EAs) and Child & Youth (CYWs) – elementary and secondary – Reduction of 86.00 Education Assistants at a savings of \$4.3 million and FTE 12.00 CYWs at a savings \$0.7 million
- e. Literacy Program Teachers (elementary) – Reduction of FTE 47.00 at savings of 4.7 million

Indirect Classroom Impact: Non-teaching Personnel FTE

- a. Teacher Librarians (elementary) – Reduction of FTE 48.01 at savings of \$2.7 million
- b. Central Program Principals and Central Resource Teachers – Reduction of FTE 44.00 at a savings of \$4.8 million
- c. Vice-Principal - Reduction of FTE 14.00 at a savings of \$1.5 million
- d. Elementary Guidance Teachers – Reduction of FTE 4.00 at savings of \$0.4 million
- e. Secondary School Student Supervisors – Reduction of FTE 10.00 at a savings of \$0.2 million

Reductions in Resources

- f. Textbooks, Computer Technology, School Block Carryovers, and Reductions of School Block Budgets at a savings of \$3.6 million
 - g. Professional Development – Reductions of \$0.5 Million in the Staff Development Budget
-
- 3. At TCDSB, all human and material resources are aligned with, and allocated to, the fulfilment of our Multi-Year Strategic Plan. To this end, the approach taken to assess the impact of reductions has been holistic in nature, ongoing, and responsive to the needs of our Catholic learning community.
 - 4. With a focus on key areas of the Board Learning and Improvement Plan (BLIP), this report provides a side-by-side comparison of data from the 2014-2015 school year, prior to the implementation of the MYRP, with data from the 2015-2016 school year, the first year in which MYRP reductions were implemented.
 - 5. *Given the early stages of this analysis, it is important to note that no specific, long-term trend(s) can be identified at this time.*
 - 6. Data for the 2016-2017 school year will become available in the fall of 2017. These data will inform the year-end report on the impact of reductions in the 2016-2017 school.

D. EVIDENCE/RESEARCH/ANALYSIS

IMPACT ON STUDENTS

The impact on students is summarized using an established set of key indicators included in the TCDSB Board Learning and Improvement Plan (BLIP).

The system-level data highlighted below are based on comparison for a two-year period. The year 2014-2015 represents the state of affairs prior to the staff reductions.

The year 2015-2016 represents the school year with substantive staff reductions in both elementary and secondary schools. The next set of data for the current school year (2016-2017) will become available in the fall of 2017 resulting in ‘three-year trend’.

1. STUDENT ACHIEVEMENT DATA: KEY INDICATORS

a) Elementary

EQAO Primary and Junior Reading, Writing, Mathematics

Percentage of all students at or above the provincial standard

| | 2014-2015 | 2015-2016 |
|-----------------|-----------|-----------|
| Grade 3 Reading | 69% | NP |
| Grade 3 Writing | 79% | NP |
| Grade 3 Math | 64% | NP |
| Grade 6 Reading | 78% | NP |
| Grade 6 Writing | 80% | NP |
| Grade 6 Math | 52% | NP |

Elementary EQAO results are not available for 2015-2016; NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the board’s students did not participate. The TCDSB did not participate due to labour disruptions that took place in the Spring of 2016.

New data will be available in the Fall of 2017. Overall, Mathematics has been identified as an area of need and focus both in the Primary Division and Junior Division.

b) Secondary

EQAO Grade 9 Mathematics

Percentage of all students at or above the provincial standard

| | 2014-2015 | 2015-2016 |
|----------------|-----------|-----------|
| Academic Level | 82% | 83% |
| Applied Level | 44% | 45% |

Results indicate:

- Overall no change in the percent of all students in both the Academic and Applied program at or above the provincial standard between 2014-2015 and 2015-2016.
- Numeracy is strong for students taking Grade 9 Academic mathematics.
- In Grade 9 Applied mathematics, there is room for improvement towards the Board goal of 80%.

Ontario Secondary School Literacy Test (OSSLT)

Percentage of first-time eligible participating students successful

| | 2014-2015 | 2015-2016 |
|----------------|-----------|-----------|
| Academic Level | 93% | 91% |
| Applied Level | 51% | 48% |
| All | 83% | 81% |

Results indicate:

- Overall a slight decrease in the percentage of participating students successful on the OSSLT between 2014-2015 and 2015-2016.
- Literacy remains strong for students taking Academic English and for students overall.
- There is room for improvement in literacy for students taking Applied English towards the BLIP goal of 75%.

Credit Accumulation

Percentage of students 'on track' to accumulate all credits

| | 2014-2015 | 2015-2016 |
|-------------------------------|-----------|-----------|
| Grade 9 (8 or more credits) | 85% | 86% |
| Grade 10 (16 or more credits) | 78% | 79% |

Results indicate:

- Positive outcomes in Grades 9 and 10.
- There has been no change in the percent of students who are 'on track' to accumulate all credits between 2014-2015 and 2015-2016.

Graduation Rates

Percentage of students graduating (based on a 5-year graduation rate)

| | | |
|---------------------|-----------|-----------|
| Grade 9 Cohort year | 2010-2011 | 2011-2012 |
| Graduation year | 2014-2015 | 2015-2016 |
| Graduation Rate | 83% | 85% |

Results indicate:

- Strong and positive graduation rates.
- Overall a slight increase (based on a 5-year graduation rate) between 2014-2015 and 2015-2016.

2. STUDENT PERCEPTUAL DATA: KEY INDICATORS

Key questions from annual system surveys that provide student perceptual data on the school climate were extracted and are presented below.

a) Elementary

Safe and Caring Catholic School Climate Survey

(10,294 Grade 6 and 8 students)

Percentage of students who 'agree or strongly agree'

| Indicators | 2014-2015 | 2015-2016 |
|---------------------------------------------------------------|-----------|-----------|
| Their school promotes Catholic values, virtues, and practices | 88% | 91% |

| | | |
|--------------------------------------------------------|-----|-----|
| Their school is a happy and welcoming place to learn | 83% | 86% |
| Adults in their school have high expectations for them | 84% | 87% |
| Students care about each other | 74% | 75% |

Percentage of students who:

| Indicators | 2014-2015 | 2015-2016 |
|------------------------------------|-----------|-----------|
| 'love or like' school | 70% | 72% |
| feel 'safe or very safe' in school | 92% | 95% |

Results indicate:

- Elementary students report positive perceptions about school.
- Overall no change or a slight increase in elementary students' perceptions of school climate between 2014-2015 and 2015-2016.

b) Secondary

Student Transition (ST) Survey

(3,039 Grade 9 students)

Safe School Survey

(4889 Grade 9 to 12 students)

My School, My Voice (MSMV) Survey

(5,499 Grade 10 and 12 students)

Percentage of students who:

| Indicator | | 2014-2015 | 2015-2016 |
|-----------------------|------|-----------|-----------|
| 'love or like school' | ST | 76% | 82% |
| | MSMV | 63% | 63% |

Percentage of students who:

| Indicator | | 2014-2015 | 2015-2016 |
|------------------------------------|--------------|-----------|-----------|
| feel 'safe or very safe' in school | Safe Schools | 92% | 91% |

Percentage of students who agree or strongly agree

| Indicators | | 2014-2015 | 2015-2016 |
|---------------------------------------------------------------|------|-----------|-----------|
| Their school promotes Catholic values, virtues, and practices | MSMV | 86% | 85% |
| Their school is a happy and welcoming place to learn | MSMV | 77% | 76% |
| Teachers in their school have high expectations for them | ST | 89% | 87% |
| | MSMV | 77% | 77% |
| Students care about each other | MSMV | 61% | 60% |

Results indicate:

- Secondary students for the most part report positive perceptions about school.
- Overall little or no change in secondary students' perceptions of school climate between 2014-2015 and 2015-2016.

IMPACT ON STAFF

1. Informal conversations, observations, and anecdotal evidence suggest that while there are strains and challenges, schools are working towards managing as effectively and efficiently as possible to offer the best possible service to TCDSB students. This qualitative feedback has been gleaned through various informal communications among central staff and school staff (e.g., shared at team meetings, school visits).
2. On the BLIP/SEF Survey, teachers were asked to respond to a series of items addressing: professional needs, teaching as a vocation, involvement in decision making, recognition for effort, time constraints, and work-related fatigue. Based on responses as reported to Board on November 3, 2016, Staff Engagement and Well-Being is *not yet meeting the criteria* (below 70%). The success criterion is met when 80% of respondents indicate a positive response on relevant items within each of the BLIP components.
3. Through the Special Education Multiple Student Case Study it was learned that staff report using a range of strategies to continue to foster supports to meet student needs. Staff reported concerns stemming from attempting to

accomplish this goal with reduced human resources. In several schools, with fewer EAs, other staff (teachers, nurses, CYWs, and principals) report that they are assuming different or expanded responsibilities and roles. Furthermore, staff report that as a result of the perceived changes in focus in roles and responsibilities, they require training and professional learning to address the unique special education needs of students with different exceptionalities.

E. METRICS AND ACCOUNTABILITY

1. To observe the impact of the Multi-Year Recovery Plan reductions on staff, additional data gathering is needed. A collaborative, dynamic, adaptive approach will be used reflecting a “learning-as-we-go” method, and responding to the needs that may arise.
2. It is proposed that during the 2017-2018 school year, using case study methodology, further qualitative data will be collected to learn ways in which staff have worked within the new contexts, identifying concerns, needs, and strengths upon which to build. Areas of focus may include: Impact of reduced Guidance Counsellors, Central Staff, Student Supervisors. Identified promising practices will be shared to continue to strengthen collaborations and support a common vision of high expectations for all our students.
3. Each year we will monitor student achievement and staff engagement data and report on the impact of reductions in the context of the Multi-Year Recovery Plan.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and.



REPORT TO

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

APPENDIX A PRELIMINARY REPORT ON TRUSTEE-APPROVED REDUCTIONS 2016- 2017.DOCX

*"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:

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*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.

DATA SOURCES: MULTIPLE MEASURES TO INFORM LEARNING AND IMPROVEMENT PLANS K-12

A. **ACHIEVEMENT** (*What do we know about student achievement?*)

Provincial Indicators

1. EQAO Results

| Percentage of all TCDSB students at level 3 and 4: | 2013-2014 | 2014-2015 | 2015-2016 |
|----------------------------------------------------|-----------|-----------|-----------------|
| Primary Reading | 70% | 69% | NP ¹ |
| Junior Reading | 74% | 78% | NP |
| Primary Writing | 81% | 79% | NP |
| Junior Writing | 81% | 80% | NP |
| Primary Mathematics | 66% | 64% | NP |
| Junior Mathematics | 53% | 52% | NP |
| Grade 9 Applied Mathematics | 44% | 44% | 45% |
| Grade 9 Academic Mathematics | 83% | 82% | 83% |

| Percentage of participating TCDSB students successful: | 2013-2014 | 2014-2015 | 2015-2016 |
|--------------------------------------------------------|-----------|-----------|-----------|
| OSSLT (Applied level) | 52% | 51% | 48% |
| OSSLT (Academic level) | 93% | 93% | 91% |
| OSSLT | 84% | 83% | 81% |

Gaps – Special Education, ELL

| Percentage of all TCDSB students at level 3 and 4: | Special Needs | | | ELLs | | |
|----------------------------------------------------|---------------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Primary Reading | 39% | 39% | NP | 58% | 50% | NP |
| Junior Reading | 39% | 45% | NP | 55% | 57% | NP |
| Primary Mathematics | 33% | 32% | NP | 57% | 47% | NP |
| Junior Mathematics | 16% | 15% | NP | 39% | 35% | NP |
| Grade 9 Applied Mathematics | 35% | 34% | 35% | 47% | 41% | 44% |

| Percentage of participating TCDSB students successful: | Special Needs | | | ELLs | | |
|--------------------------------------------------------|---------------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| OSSLT | 57% | 56% | 56% | 77% | 73% | 67% |

2. Credit Accumulation

| TCDSB | 2013-2014 | 2014-2015 | 2015-2016 |
|-------------------------------|-----------|-----------|-----------|
| Grade 9 (8 or more credits) | 86% | 85% | 86% |
| Grade 10 (16 or more credits) | 77% | 78% | 79% |

3. Graduation Rates

| Grade 9 cohort year | 2009-2010 | 2010-2011 | 2011-2012 |
|-----------------------------------------|-----------|-----------|-----------|
| Percentage of TCDSB students graduating | 81% | 83% | 85% |
| Graduation year | 2013-2014 | 2014-2015 | 2015-2016 |

NOTE: This is a 5 year Graduation Rate; The year reported is based on student's cohort year; only students graduating from a TCDSB school as of June 30 with a diploma or certificate are included

¹ NP = "Non-participating" indicates due to exceptional circumstances, TCDSB students did not participate.

B. PERCEPTUAL (*What do we know about student/teacher attitudes and behaviours?*)**2015-2016 Overview of System-wide Student and Teacher Surveys**

| | PANEL | SURVEY | GRADES | N |
|-----------------|------------|--------------------------------------------------------|------------------------------------|--------------------------------------|
| Student Surveys | Elementary | Safe and Caring Catholic School Climate Survey (SCCSC) | All Grade 6 and 8 students | 10,294 |
| | | EQAO Student Questionnaire | All Grade 3 and 6 students | Gr 3 – NP Gr 6 – NP |
| | Secondary | Student Transition (ST) | Sample of Grade 9 students | 3,039 |
| | | My School My Voice (MSMV) | Sample of Grade 10 and 12 students | 5,499 |
| | | EQAO Student Questionnaire | All Grade 9 students | Academic – 4,401 |
| | | | | Applied – 1,977 |
| Teacher Surveys | Elementary | BLIP/SEF | All teachers | 2,759 |
| | | EQAO Teacher Questionnaire | Grade 3 and 6 teachers | NP |
| | Secondary | BLIP/SEF | All teachers | 887 |
| | | EQAO Teacher Questionnaire | Grade 9 teachers | Academic – 128 |
| | | | | Applied – 77 |

NOTES:

- The perceptual data are organized by area of focus.
- Where available data are reported for the past three years; 2013-2014 is the baseline.

A. NURTURING OUR CATHOLIC COMMUNITY

Student Surveys

| Percentage of students who <i>strongly agree or agree</i> that: | SCCSC ² | | | MSMV ³ | | |
|---------------------------------------------------------------------------------------------------|-------------------------|------------|------------|-------------------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Their school promotes Catholic virtues and values. | N/D ⁴ | 88% | 91% | 84% | 86% | 85% |
| Their school promotes Catholic practices (e.g., masses, prayers, etc.) | N/D | 87% | 91% | 84% | 85% | 85% |
| Their school meets the spiritual needs of students and provides spiritual direction and guidance. | N/D | N/D | N/D | 73% | 73% | 75% |

Teacher Surveys

| Percentage of teachers who report <i>implementation or routine use</i> of the following: | BLIP/SEF ⁵ | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|-----------|------------|-----------|-----------|
| | Elementary | | | Secondary | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| The school nurtures Catholic Social Teachings (Human Dignity, Preferential option for the poor and vulnerable, Solidarity). | N/D | 86% | 88% | N/D | 81% | 83% |
| In our planning, we understand the various challenges faced by our students and families (this includes spiritual, socio-economic, emotional, social and physical needs). | N/D | 88% | 89% | N/D | 81% | 85% |

B. STAFF ENGAGEMENT AND WELL-BEING

Teacher Surveys

| Percentage of teachers who report <i>implementation or routine use</i> of the following: | BLIP/SEF | | | | | |
|------------------------------------------------------------------------------------------|------------|-----------|-----------|------------|-----------|-----------|
| | Elementary | | | Secondary | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| The school community understands and responds to the professional needs of staff. | N/D | 65% | 70% | N/D | 65% | 67% |
| The school community understands and supports the vocation of teaching. | N/D | 68% | 72% | N/D | 69% | 72% |

| Percentage of teachers who report <i>often, always or most of the time</i> : | BLIP/SEF | | | | | |
|---------------------------------------------------------------------------------------------------------|------------|-----------|-----------|------------|-----------|-----------|
| | Elementary | | | Secondary | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| I am satisfied with the amount of involvement I have in decisions that affect my work. | N/D | 68% | 71% | N/D | 64% | 66% |
| I feel I am rewarded (in terms of praise and recognition) for the level of effort I put out for my job. | N/D | 61% | 62% | N/D | 52% | 52% |
| Percentage of teachers who report <i>sometimes, once in a while or not at all</i> : | BLIP/SEF | | | | | |
| | Elementary | | | Secondary | | |

² SCCSC = Safe and Caring Catholic School Climate (elementary student survey)

³ MSMV = My School My Voice (secondary student survey)

⁴ N/D = No data (not asked on survey)

⁵ BLIP/SEF = Board Learning Improvement Plan/School Effectiveness Framework (elementary and secondary teacher survey)

| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
|-------------------------------------------------------------------------------------------------|------------|-----------|-----------|------------|-----------|-----------|
| In the last 6 months, too much time pressure at work has caused me worry, “nerves” or stress. | N/D | 57% | 60% | N/D | 56% | 59% |
| In the last 6 months, I have experienced worry, “nerves” or stress from mental fatigue at work. | N/D | 56% | 57% | N/D | 56% | 58% |

C. ASSESSMENT FOR, AS AND OF LEARNING

Student Surveys

| Percentage of students who <i>strongly agree or agree</i> that: | SCCSC | | | MSMV | | |
|--------------------------------------------------------------------------------------------------|------------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| They understand learning goals and success criteria. | 92% | 86% | 89% | 81% | 82% | 81% |
| Students are given time and opportunity to revise and upgrade their work for their own learning. | N/D | 83% | 86% | 70% | 68% | 71% |

| Percentage of students who report their school emphasizes <i>very much or quite a bit</i> : | SCCSC | | | MSMV | | |
|----------------------------------------------------------------------------------------------|------------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Giving and receiving timely feedback on how to improve their work. | N/D | 78% | 80% | 59% | 60% | 60% |
| Gathering information about their learning before, during and at the end of a unit of study. | N/D | 77% | 78% | 58% | 58% | 57% |

| Percentage of students who report <i>most of the time</i> : | EQAO Grade 3 | | | EQAO Grade 6 | | |
|------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|-----------|--------------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| They make sure they understand what they are reading. | 64% | 63% | NP | 68% | 71% | NP |
| They organize their ideas before they start to write. | 41% | 44% | NP | 34% | 33% | NP |
| When working on a mathematics problem, they read over the problem first to make sure they know what they are supposed to do. | 65% | 65% | NP | 76% | 76% | NP |
| When working on a mathematics problem, they think about the steps they will use to solve the problem. | 41% | 46% | NP | 45% | 47% | NP |

| Percentage of students who report <i>very often</i> : | EQAO Grade 9 Applied | | | EQAO Grade 9 Academic | | |
|-----------------------------------------------------------------|----------------------|-----------|-----------|-----------------------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| They check their mathematics answers to see if they make sense. | 20% | 16% | 16% | 30% | 26% | 26% |

Teacher Surveys

| Percentage of teachers who have used the EQAO sample student assessments and scoring guides this year/this past semester or year to: | | | | 2013-2014 | 2014-2015 | 2015-2016 |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--|--|-----------|-----------|-----------|
| Inform classroom instruction <i>independently</i> | EQAO Grade3 | | | 77% | 76% | NP |
| | EQAO Grade 6 | | | 72% | 75% | NP |
| | EQAO Grade 9 Applied | | | 76% | 77% | 73% |
| | EQAO Grade 9 Academic | | | 83% | 71% | 73% |

| Percentage of teachers who have used the EQAO sample student assessments and scoring guides this year/this past semester or year to: | | 2013-2014 | 2014-2015 | 2015-2016 |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|-----------|-----------|
| Inform classroom instruction <i>with a school team</i> | EQAO Grade3 | 29% | 25% | NP |
| | EQAO Grade 6 | 26% | 23% | NP |
| | EQAO Grade 9 Applied | 39% | 38% | 42% |
| | EQAO Grade 9 Academic | 30% | 35% | 33% |

| Percentage of teachers who report <i>implementation or routine use</i> : | BLIP/SEF | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------|------------|-----------|-----------|
| | Elementary | | | Secondary | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction. (1.1) | N/D | 87% | 89% | N/D | 80% | 84% |
| A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps. (1.2) | N/D | 86% | 88% | N/D | 79% | 83% |
| Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria. (1.3) | N/D | 81% | 87% | N/D | 68% | 75% |
| During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria. (1.4) | N/D | 79% | 85% | N/D | 72% | 81% |
| Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education plan (IEP). (1.5) | N/D | 70% | 76% | N/D | 61% | 67% |

D. SCHOOL AND CLASSROOM LEADERSHIP

Teacher Surveys

| Percentage of teachers who <i>strongly agree or agree</i> that they had the opportunity to participate in decisions about the school's improvement goals: | | 2013-2014 | 2014-2015 | 2015-2016 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|-----------|-----------|
| For reading | EQAO Grade3 | 68% | 58% | NP |
| | EQAO Grade 6 | 73% | 65% | NP |
| For writing | EQAO Grade3 | 67% | 57% | NP |
| | EQAO Grade 6 | 72% | 64% | NP |
| For mathematics | EQAO Grade3 | 69% | 64% | NP |
| | EQAO Grade 6 | 75% | 70% | NP |
| | EQAO Grade 9 Applied | 59% | 62% | 66% |
| | EQAO Grade 9 Academic | 67% | 65% | 70% |

| Percentage of teachers who <i>strongly agree or agree</i> that: | | 2013-2014 | 2014-2015 | 2015-2016 |
|-----------------------------------------------------------------|-----------------------|-----------|-----------|-----------|
| There is co-operation at their school among teachers. | EQAO Grade3 | 83% | 77% | NP |
| | EQAO Grade 6 | 80% | 77% | NP |
| | EQAO Grade 9 Applied | 82% | 84% | 81% |
| | EQAO Grade 9 Academic | 88% | 88% | 86% |

| Percentage of teachers who <i>strongly agree or agree</i> that: | | 2013-2014 | 2014-2015 | 2015-2016 |
|----------------------------------------------------------------------|-----------------------|-----------|-----------|-----------|
| There is co-operation at their school among all staff members. | EQAO Grade3 | 71% | 66% | NP |
| | EQAO Grade 6 | 68% | 66% | NP |
| | EQAO Grade 9 Applied | 79% | 73% | 74% |
| | EQAO Grade 9 Academic | 77% | 81% | 79% |
| There is co-operation at their school between students and teachers. | EQAO Grade3 | 87% | 83% | NP |
| | EQAO Grade 6 | 84% | 83% | NP |
| | EQAO Grade 9 Applied | 91% | 79% | 82% |
| | EQAO Grade 9 Academic | 93% | 91% | 90% |

| Percentage of teachers who report <i>implementation or routine use</i> : | BLIP/SEF | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------|------------|-----------|-----------|
| | Elementary | | | Secondary | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. (2.1) | N/D | 72% | 81% | N/D | 66% | 70% |
| Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement. (2.2) | N/D | 76% | 84% | N/D | 73% | 77% |
| Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning. (2.4) | N/D | 66% | 74% | N/D | 61% | 67% |
| Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment. (2.5) | N/D | 83% | 84% | N/D | 83% | 85% |

E. STUDENT ENGAGEMENT, MENTAL HEALTH AND WELL-BEING

Student Surveys

| Percentage of students who | SCCSC | | | ST ⁶ | | | MSMV | | |
|----------------------------|-----------|-----------|-----------|-----------------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Love or like school. | 74% | 70% | 72% | 79% | 76% | 82% | 53% | 63% | 63% |

| Percentage of students who <i>strongly agree or agree</i> that: | SCCSC | | | ST | | | MSMV | | |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Students' opinions are encouraged and included in all parts of school life. | 83% | 80% | 82% | N/D | 85% | 84% | 65% | 66% | 66% |

| Percentage of students who <i>strongly agree or agree</i> that: | MSMV | | |
|-----------------------------------------------------------------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 |
| There are optional programs available to meet their needs. | 72% | 72% | 73% |
| There are leadership opportunities available to all students. | 73% | 73% | 74% |

⁶ ST = Student Transition: Your Move to High School (secondary student survey)

| Percentage of students who report that it is <i>very important or important</i> for them to: | SCCSC | | | ST | | | MSMV | | |
|----------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Participate in extracurricular activities | N/D | 68% | 67% | N/D | 63% | 62% | N/D | 48% | 49% |
| Join sport teams | N/D | 58% | 59% | N/D | 52% | 51% | N/D | 36% | 37% |
| Take part in leadership groups | N/D | 60% | 60% | N/D | 51% | 51% | N/D | 38% | 37% |

| Percentage of students who report that their feelings have affected them <i>seldom or never</i> in a negative way in: | SCCSC | | | ST | | | | | | MSMV | | |
|-----------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|------------|-----------|-----------|----------------|-----------|-----------|-----------|-----------|-----------|
| | | | | In Grade 8 | | | In High School | | | | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Their school work | 54% | 50% | 50% | 48% | 50% | 47% | 60% | 60% | 55% | 31% | 30% | 30% |
| Their social life | 54% | 51% | 53% | 53% | 52% | 51% | 65% | 66% | 61% | 39% | 39% | 38% |
| Their family life | 62% | 57% | 61% | 62% | 62% | 60% | 69% | 71% | 66% | 46% | 47% | 47% |

| Percentage of students who <i>strongly agree or agree</i> that: | SCCSC | | | MSMV | | |
|-----------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Their school is a healthy and active place to be. | 87% | 84% | 86% | N/D | 74% | 73% |
| Students in their school care about each other. | 76% | 74% | 75% | N/D | 61% | 60% |
| Their school is a happy and welcoming place to learn. | 88% | 83% | 86% | N/D | 77% | 76% |
| Other students at their school make them feel like they belong. | 84% | 79% | 81% | N/D | 69% | 69% |

| Percentage of students who report <i>most of the time</i> : | | 2013-2014 | 2014-2015 | 2015-2016 |
|-------------------------------------------------------------|-----------------------|-----------|-----------|-----------|
| They like to read. | EQAO Grade3 | 43% | 43% | NP |
| | EQAO Grade 6 | 40% | 41% | NP |
| They like to write. | EQAO Grade3 | 50% | 47% | NP |
| | EQAO Grade 6 | 41% | 38% | NP |
| They like mathematics. | EQAO Grade3 | 59% | 60% | NP |
| | EQAO Grade 6 | 48% | 50% | NP |
| | EQAO Grade 9 Applied | 42% | 42% | 41% |
| | EQAO Grade 9 Academic | 58% | 59% | 59% |
| Mathematics is one of their favourite subjects. | EQAO Grade 9 Applied | 25% | 25% | 26% |
| | EQAO Grade 9 Academic | 42% | 43% | 44% |

Teacher Survey

| Percentage of teachers who have used the EQAO data (demographic data, assessment and questionnaire results) this year/this past semester or year to: | | 2013-2014 | 2014-2015 | 2015-2016 |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|-----------|-----------|
| Learn more about students at the school (e.g., attitudes, activities outside of school) ⁷ <i>independently</i> | EQAO Grade3 | 36% | 28% | NP |
| | EQAO Grade 6 | 40% | 32% | NP |
| | EQAO Grade 9 Applied | 30% | 29% | 32% |
| | EQAO Grade 9 Academic | 30% | 30% | 31% |
| Learn more about students at the school (e.g., attitudes, activities outside of school) ⁷ <i>with a school team</i> | EQAO Grade3 | 38% | 40% | NP |
| | EQAO Grade 6 | 36% | 43% | NP |
| | EQAO Grade 9 Applied | 31% | 25% | 39% |
| | EQAO Grade 9 Academic | 32% | 37% | 43% |

| Percentage of teachers who report <i>implementation or routine use</i> : | BLIP/SEF | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------|------------|-----------|-----------|
| | Elementary | | | Secondary | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. (3.1) | N/D | 87% | 88% | N/D | 83% | 85% |
| Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs). (3.2) | N/D | 79% | 84% | N/D | 74% | 77% |
| Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship. (3.4) | N/D | 77% | 79% | N/D | 78% | 79% |

F. CURRICULUM TEACHING AND LEARNING**Student Surveys**

| Percentage of students who report that it is <i>very important or important</i> for them to: | SCCSC | | | ST | | | MSMV | | |
|----------------------------------------------------------------------------------------------|------------|-----------|-----------|------------|-----------|-----------|------------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Do well in school | N/D | 88% | 92% | N/D | 96% | 95% | N/D | 89% | 88% |

| Percentage of students who <i>strongly agree or agree</i> that: | SCCSC | | | ST | | | MSMV | | |
|------------------------------------------------------------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Adults/Staff/Teachers in their school have high expectations for them. | N/D | 84% | 87% | 88% | 89% | 87% | 78% | 77% | 77% |

| Percentage of students who <i>strongly agree or agree</i> that: | SCCSC | | | MSMV | | |
|-------------------------------------------------------------------|-----------|-----------|-----------|------------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| They try hard to do their best when doing their school work. | 92% | 86% | 91% | N/D | 79% | 79% |
| They feel that they can be successful in their school work. | 94% | 87% | 91% | 83% | 84% | 84% |
| Their school work is challenging and makes them want to try hard. | 81% | 77% | 80% | 58% | 61% | 63% |

⁷ In 2013-2014, question for Grade 3 and 6 Teachers was "To learn more about students at the school (e.g., their perceptions, their activities outside school)"

| Percentage of students who <i>strongly agree or agree</i> that: | SCCSC | | | MSMV | | |
|-----------------------------------------------------------------------|------------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| There is a strong belief in their school that all students can learn. | N/D | 85% | 90% | 76% | 77% | 82% |

| Percentage of students who report that their school emphasizes <i>very much or quite a bit</i> : | MSMV | | |
|--------------------------------------------------------------------------------------------------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 |
| Recognizing excellence in all levels of study. | 64% | 66% | 64% |

Teacher Surveys

| Percentage of teachers who <i>strongly agree or agree</i> with the following statements about their school: | | 2013-2014 | 2014-2015 | 2015-2016 |
|-------------------------------------------------------------------------------------------------------------|-----------------------|-----------|-----------|-----------------------|
| Quality work is expected from all students. | EQAO Grade3 | 89% | 86% | NP |
| | EQAO Grade 6 | 83% | 82% | NP |
| | EQAO Grade 9 Applied | 90% | 85% | NR⁸ |
| | EQAO Grade 9 Academic | 84% | 86% | NR |
| The school culture promotes success for all students. | EQAO Grade3 | 88% | 86% | NP |
| | EQAO Grade 6 | 85% | 81% | NP |
| | EQAO Grade 9 Applied | 92% | 89% | NR |
| | EQAO Grade 9 Academic | 90% | 87% | NR |
| The school expects teachers to differentiate instruction to meet the needs of all students. | EQAO Grade3 | 98% | 93% | NP |
| | EQAO Grade 6 | 90% | 92% | NP |
| | EQAO Grade 9 Applied | 91% | 89% | NR |
| | EQAO Grade 9 Academic | 93% | 94% | NR |

| Percentage of teachers who report <i>implementation or routine use</i> : | BLIP/SEF | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------|------------|-----------|-----------|
| | Elementary | | | Secondary | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| A culture of high expectations supports the belief that all students can learn, progress and achieve. (4.1) | N/D | 83% | 86% | N/D | 77% | 77% |
| Teaching and learning in the 21 st Century is collaborative, innovative and creative within a global context. (4.3) | N/D | 65% | 70% | N/D | 60% | 69% |
| Instruction and assessment are differentiated in response to student strengths, needs and prior learning. (4.5) | N/D | 82% | 86% | N/D | 74% | 80% |
| Resources for students are relevant, current, accessible, inclusive and monitored for bias. (4.6) | N/D | 67% | 69% | N/D | 66% | 72% |

G. PATHWAYS PLANNING AND PROGRAMMING

Student Surveys

| Percentage of students who <i>strongly agree or agree</i> that: | SCCSC | | | MSMV | | |
|----------------------------------------------------------------------------------------------|-----------|-----------|-----------|------------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| It is important to take part in events that help them learn about different jobs or careers. | 93% | 85% | 89% | N/D | 82% | 81% |
| They are familiar with the Ontario Catholic School Graduation expectations. ⁹ | 79% | 76% | 77% | 75% | 76% | 76% |

⁸ NR = not reported, currently under field-testing.

⁹ For SCCCS, only Grade 8s responded to this question.

| Percentage of students who report that their school emphasizes <i>very much or quite a bit</i> : | MSMV | | |
|--------------------------------------------------------------------------------------------------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 |
| Recognizing excellence in all program pathways. | 63% | 65% | 63% |
| Continuing my education (college, career training, etc.) | 76% | 77% | 77% |

| Percentage of teachers who <i>strongly agree or agree</i> : | | 2013-2014 | 2014-2015 | 2015-2016 |
|---------------------------------------------------------------------------------------------|-----------------------|-----------|-----------|-----------|
| The mathematics they learn now is useful for everyday life. | EQAO Grade 9 Applied | 44% | 46% | 44% |
| | EQAO Grade 9 Academic | 35% | 36% | 33% |
| The mathematics they learn now helps them do work in other subjects. | EQAO Grade 9 Applied | 46% | 48% | 48% |
| | EQAO Grade 9 Academic | 54% | 56% | 56% |
| They need to do well in mathematics to study what they want later. | EQAO Grade 9 Applied | 57% | 60% | 60% |
| | EQAO Grade 9 Academic | 66% | 68% | 67% |
| They need to keep taking mathematics for the kind of job they want after they leave school. | EQAO Grade 9 Applied | 50% | 49% | 49% |
| | EQAO Grade 9 Academic | 59% | 60% | 59% |

Teacher Surveys

| Percentage of teachers who report <i>implementation or routine use</i> : | BLIP/SEF | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------|-----------|-----------|-----------|
| | Elementary | | | Secondary | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students and provide opportunity to complete the Ontario Catholic Graduate Expectations. (5.1) | N/D | 69% | 75% | N/D | 74% | 79% |
| Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs. (5.2) | N/D | 73% | 77% | N/D | 70% | 75% |
| Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations. (5.4) | N/D | 74% | 77% | N/D | 75% | 80% |

H. HOME, PARISH, SCHOOL AND COMMUNITY PARTNERSHIPS

Teacher Surveys

| Percentage of teachers who report <i>implementation or routine use</i> : | BLIP/SEF | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------|-----------|-----------|-----------|
| | Elementary | | | Secondary | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| The school and community build partnerships to enhance learning opportunities and well-being for students. (6.3) | N/D | 74% | 79% | N/D | 72% | 76% |
| Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations. (6.4) | N/D | 73% | 78% | N/D | 67% | 70% |



REPORT TO

REGULAR BOARD

ANNUAL PORTABLE PLAN AND OTHER ACCOMMODATION NEEDS 2017-18

"Enlarge the place of your tent, and let the curtains of your habitations be stretched out; do not hold back; lengthen your cords and strengthen your stakes." Isaiah 54:2

| Created, Draft | First Tabling | Review |
|----------------|----------------|--------|
| April 6, 2017 | April 19, 2017 | |

John Volek, Sr. Coordinator Planning Accountability, Admissions and Assessment
 Morris Iafrate, Sr. Coordinator Energy and Renewal
 Maia Puccetti, Superintendent of Facilities
 Mario 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

The Board, at the March 2, 2017 meeting of the Student Achievement and Well Being Committee, approved the report “*2017-18 to 2019-20 Consensus Enrolment Projections.*”

Detailed in this report are the accommodation needs for the 2017-18 school year to be satisfied either by portable relocation or interior modification of existing buildings to create additional teaching spaces. Accommodation needs are generated either by increased enrolment or the addition of programming.

As of February 2017, the TCDSB has 333 portable classrooms in active use and 12 additional portables currently in storage at the West Portable Compound. Over the past ten years, the total portable inventory has been reduced from 533 to the current 333 (*Appendix ‘A’*). This represents a total reduction of 200 portables (38%) over the past ten-year period. All portable needs will be satisfied from within the current inventory. The operational total will be reduced to 329 portables over the summer of 2017.

Improvement of the condition of portables occurs through a combination of the refurbishment and replacement program, portable demolition and disposal. The average age of a portable classroom has improved to 2003 from an average age of 1987 in the 2007-2008 school year (Year by Year improvement shown in *Appendix ‘A’*).

There are a number of Capital projects that are in design/planning stages that will require portable moves on site to allow for construction activities. Portable removal will occur upon project completion which is expected in 2017. Completion of several large capital projects currently in development will further reduce the amount of portables in the next two to three years.

Also included in this report are interior modifications to school buildings to create additional FDK space to accommodate increased student registration and/or new French Immersion programs approved as part of the Long Term Accommodation Program Plan. Although the classroom conversions detailed in this report will not require the addition of portables for this school year, the increase of FDK classes will require the addition of portable classrooms in future years as the new cohort of students proceeds through the grades.

B. PURPOSE

This report assesses Portable and Other Accommodation Needs for the 2017-18 school year. The cost of the portable program inclusive of labour, transportation and materials is \$2,240,195, and the cost of the interior modifications to meet FDK needs for 2017-18 is \$659,000. Both will be funded through the approved 2016-18 School Renewal Program under the School Renewal Grant. The 2016 – 2018 School Renewal program, approved by Board in February 2017, identified an estimated budget of \$1,338,691 for portable classroom activity for 2017. An additional \$1,560,504 is required to complete the Portable and Other Accommodation Needs Plan as outlined in the body of this report. If approved, interior retrofits and portable placement will commence in spring/summer 2017.

C. BACKGROUND

1. The annual assessment of Accommodation Needs was undertaken by the Planning Department throughout January and February of 2017. Each school was reviewed based on projected enrolment and teaching space requirements. Where additional space was required or declared surplus, each Principal was asked to confirm their anticipated needs with Planning staff and provide feedback.
2. With the addition of new French Immersion sites, it was determined that additional FDK spaces would be required at three of the five new locations to adequately accommodate the program.
3. Tentative Final-Form 100 staffing models were completed and confirmed with Principals and Area Superintendents during the week of March 6 to 10, 2017. Additional space requirements resulting from enrolment increases were identified and addressed as part this process including site visits where necessary.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Portable counts in each Trustee Ward are detailed by school in *Appendix 'B'*. Totals by Ward comparing the 2007-08 school year to the 2017-18 school year inclusive of changes proposed in this report are included in the following table:

| TOTAL | | | | |
|------------------------------|---------------------------|---------------------------|--------------------------------|---------------------------|
| Trustee Ward | Portable Count 2007-08 | Portable Count 2016-17 | Portable Action Summer 2017 | Portable Count 2016-17 |
| Andrachuk | 66 | 64 | 0 | 64 |
| Bottoni | 68 | 17 | 0 | 17 |
| Crawford | 114 | 79 | -12 | 67 |
| D'Amico | 7 | | 0 | 0 |
| Davis | 15 | 6 | 0 | 6 |
| Del Grande | 55 | 19 | 0 | 19 |
| Kennedy | 13 | 12 | 9 | 21 |
| Martino | 62 | 27 | -6 | 21 |
| Piccininni | 31 | 23 | 0 | 23 |
| Poplawski | 8 | 0 | 0 | 0 |
| Rizzo | 63 | 67 | 5 | 72 |
| Tanuan | 41 | 19 | 0 | 19 |
| TOTAL – (On School Sites) | 543 | 333 | -4 | 329 |
| TOTAL INVENTORY | 543 | 345 | | 341 |

2. The cost of renovating a portable classroom and renewing its use for another 10-15 years is less than \$25,000, using Board staff to complete the work, as compared to a cost of \$45,000 using external contractors, and over \$60,000 for the purchase and installation of new portable classrooms. Therefore, there are substantial savings resulting from renovating portables “in place”. This method of portable renewal has improved the average age of the portable inventory and has created a sufficient inventory to satisfy the proposed portable plan without the need to purchase additional “new” portables.
3. Beginning in 2008, portable classroom maintenance, renovation and redevelopment projects have been managed and completed by Board staff. There are a total of six dedicated trades staff assigned to the “Portable Crew”,

to execute the program. The annual costs to operate this division including staff salaries/benefits, construction materials, tools and vehicles is \$522,243, carried in the Portable Allowance budget, within the School Renewal Program.

4. The Portable Crew also undertakes interior retrofit projects during the school year, primarily to address accommodation or program-related needs in schools. Using experienced trades staff, who have knowledge of the buildings, and understand the sensitivities of working in an occupied school is beneficial to the Board – in terms of saving both time and costs.
5. The result of the refurbishment and replacement program is the improvement of the average age of a portable classroom used by the TCDSB to 2003 from an average age of 1987 in the 2007-2008 school year (Year by Year improvement shown in *Appendix 'A'*).
6. As per the Board's practice, any surplus portables will be offered on a public website for sale and removal; all insurance, liability and removal costs (except power, data and P.A. system disconnection) are to be assumed by the successful applicant.
7. Several questions have been raised in the past with regard to the "air-conditioning" (AC) of portable classrooms. Newly purchased portables have air conditioning however the Board has been moving in the direction of replacing portables and ultimately reducing the overall inventory, negating the need to purchase brand new. Approximately 54% of portables are air conditioned. All portables have mechanical ventilation units which circulate fresh air throughout the structure. The cost to add an air-conditioning unit to the existing mechanical unit is approximately \$6500/portable, for an estimated total of \$988,000. In cases where the school building has air-conditioning, those schools would receive portables with AC if available. This is done to keep portables on site consistent with the building operations. As the older portables are refurbished they receive an upgrade to the air ventilation/heating unit to a more powerful motor thus increasing air changes and improving the air quality.

E. ACTION PLAN

1. The following table provides a summary of portable moves required to accommodate enrolment changes and construction project completion targets. Every effort has been made by Renewal and Planning staff to address immediate and crucial pressures in the 2017-18 Accommodation Needs Plan. All related costs for these projects are included in the totals. Costs for demolition and/or removal include restoration of the site.

| School | Action | Estimated Cost |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Holy Angels | Add two portables to accommodate continued enrolment pressures resulting from boundary adjustment with Our Lady of Sorrows in 2016. | \$59,559 |
| Nativity of Our Lord | Remove four portables and relocate Music inside the school. | \$61,807 |
| St. John Paul II | Demolish two portables that have been decommissioned due to damage. Replace with two refurbished portables. | \$112,682 |
| Senator O'Connor | Add six portables to accommodate enrolment growth. A total of twelve portables will be located on site. This is the limit for this site due to site restrictions. See comment #7, #8 for further detail. | \$199,580 |
| Our Lady of Fatima | Two additional portables are required on site to accommodate increased enrolment. The existing portables will be reconfigured on site and one will be replaced due to deficiencies. | \$141,934 |
| St. Bonaventure | Add three portables to be placed along the back of play yard to accommodate enrolment growth. The school continues to experience enrolment growth and currently offers a popular Extended French and Gifted program along with Special Needs and ESL allocations. There will be a review of the Gifted program for potential | \$87,632 |

| | | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| | relocation to another location for the future. | |
| St. Boniface | Remove two oldest portables on site. Boundary has begun to have an effect on reducing enrolment. Also see comment #9, #10. | \$36,471 |
| St. Edward | <p>Add two portables to address immediate enrolment pressure.</p> <p>School is built to a capacity of 458 however there are 4 FDK spaces (maxed at 30 students per class) that will generate an enrolment of 600+ students overtime. The school was built to the right-size at the time under a previous funding model based on 20 FDK students per class.</p> <p>The site is restricted for portable placement due to a City funded play structure and an easement on the property by the Toronto Regional Conservation Authority. Recommend further analysis of long-term need for this community to balance enrolment through a capital addition/boundary adjustment. This will be the subject of a future report.</p> | \$102,262 |
| St. Eugene | Remove six portables following completion of addition anticipated for September 2017. | \$44,950 |
| St. Gregory | Add two portables to accommodate enrolment pressures for the 2017-18 school year as indicated in the recent Boundary Review. | \$68,549 |
| St. Henry | Remove one remaining portable for use in replacement program at St. John Paul II. | \$44,950 |
| St. Maria Goretti | Remove two portables to be reused elsewhere in the system. | \$44,950 |

| | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| St. Matthias | Add three portables due to consolidation of Holy Redeemer into St Matthias (PAR decision February 23, 2017) and addition of Special Needs programming. | \$126,985 |
| St. Simon | Remove 6 portables upon completion of new school. Anticipated for late 2017. | \$96,133 |
| St. Ursula | Remove 5 portables upon completion of addition. Also see comment #9, #10. | \$95,112 |
| St. Victor | Addition occupied Jan. 2017. Remove all 5 remaining portables. | \$44,950 |
| TOTAL | | \$1,368,506 |

2. Senator O'Connor Catholic Secondary School has been previously approved for six additional portable classrooms for a total of twelve (12) to address enrolment pressure and eliminate the need for student use of the O'Connor Estate House. No further portables can be placed on site due to parking requirements and fire route regulations. An enrolment cap is in place due to the limited number of washroom fixtures on site.
3. In order to bring the portables on site, the fence around the field needs to be removed and the soil should be clear of the effects of winter freezing. Access to the field, track and area behind the school will be severely restricted with an impact on athletic programming and concerns from staff of the safety of staff and students. For these reasons the placement of six portable classrooms at Senator O'Connor Catholic School is recommended to commence in July 2017 as part of the summer 2017 Portable Plan.
4. The five portable classrooms at St. Ursula Catholic School will no longer be required following completion of construction and are surplus to the future needs of the Board. The portables date from 1988 and 1989 and the estimated cost to retrofit these 5 portables is \$150,000. The portables have a market value of \$0 due to the cost of renovation and the cost of haulage.
5. Additional Full Day Kindergarten classes are required at St. Benedict, St Jerome and St Gerald to accommodate the implementation of new French Immersion (FI) programs. Each school has been allocated an additional FDK classroom in addition to their current allotment of Regular FDK classes. Planning and Facilities staff have visited all three sites to identify appropriate

space in consultation with school Principals. A detailed scope of work for each school is included in *Appendix 'B'*.

6. The estimated cost to complete the three (3) FI FDK projects is \$564,000 to be funded from the School Renewal program. While the implementation of French Immersion at five new sites can be accommodated for the 2017-18 school year, **additional spaces will be required at these sites each year** to accommodate the phasing-in/roll-out of the program. St. Benedict and St. Jerome are currently oversubscribed and have portable classrooms on site. No additional portables are required this school year however it should be noted that as the new student cohort progresses through the grades, additional classroom needs could potentially result in additional portable classroom requirements. St. Gerald as an undersubscribed school has some space to offer the French Immersion program and should not require additional portables until the program reaches Junior/Intermediate grade levels. That being said, portable needs will continue to be assessed on an annual basis and adjusted as enrolment trends change.
7. Blessed Sacrament, St. Fidelis and Immaculate Conception require additional FDK teaching spaces to accommodate increased enrolment. Planning and Facilities staff have attended each site and identified appropriate spaces for conversion. A defined scope of work for each project has been developed in consultation with school Principals. This work, detailed in *Appendix 'C'*, is also to be funded from the School Renewal Program, for a total estimated cost of \$95,000.
8. A summary of all costs associated with the 2017-18 Portable and Other Accommodation Needs Plan is included in *Appendix 'D'*.

F. METRICS AND ACCOUNTABILITY

1. The portable budget maintenance program is tracked through SAP work notification orders and reported to the Ministry of Education.
2. The portable inventory is tracked through the School Facility Inventory System (SFIS) Ministry database.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

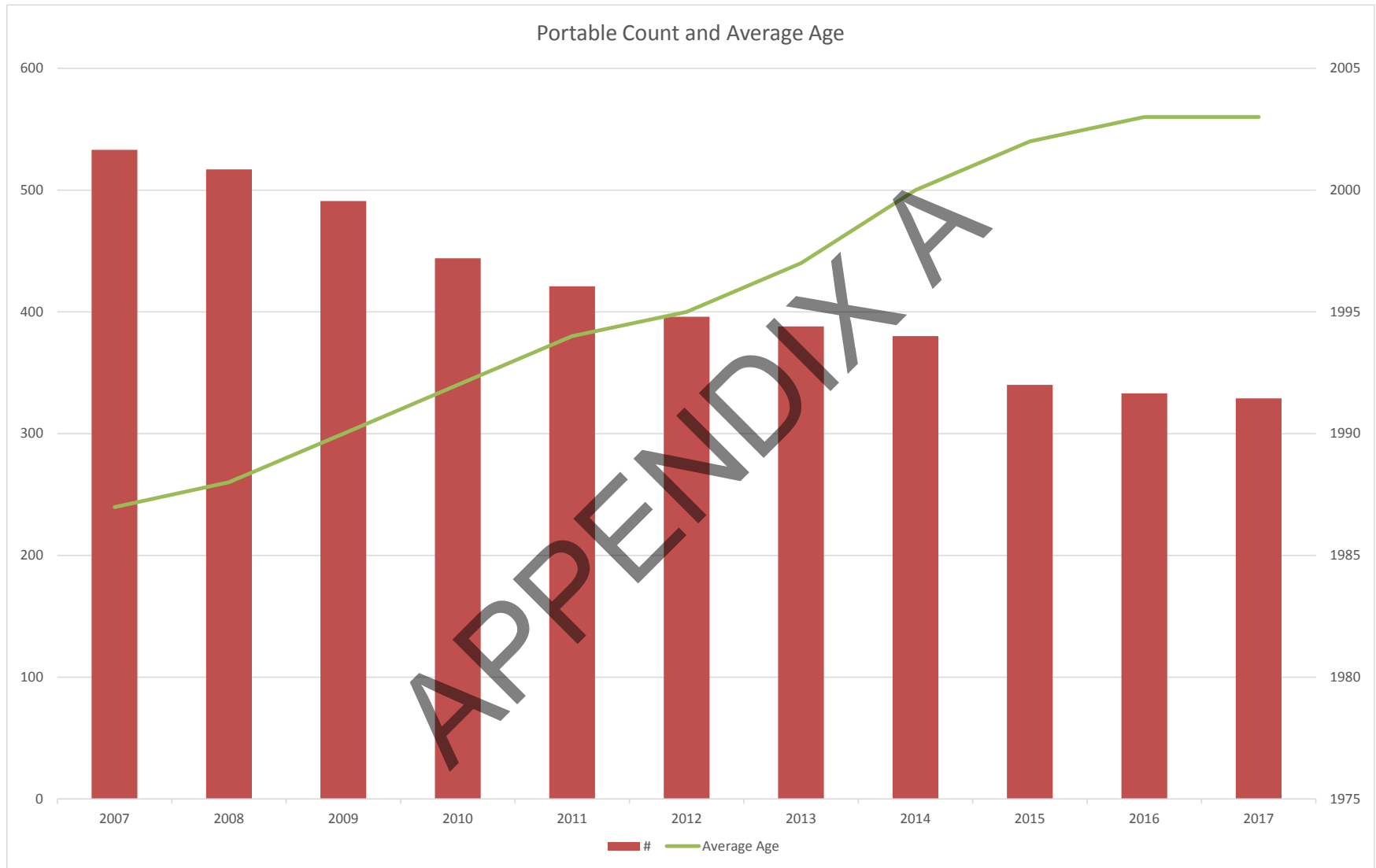
1. A comprehensive Portable and Other Accommodation Needs Plan budget of \$2,899,915 is required to complete all portable moves and classroom retrofits for the 2017-18 school year. Portable relocation, demolition, and site preparation/restoration will commence in spring/summer 2017. Interior modifications required at various schools will begin as detailed as soon as possible.
2. Superintendent of Schools, will be provided with a detailed summary of the Accommodation Needs addressed in this plan, and the Principals at the affected schools will be contacted directly by the Portable/Renewal/Capital Supervisor project lead to confirm dates and times that work will be performed.
3. Communication material will be issued to schools and neighbours in accordance with the Operational Procedures within the *Good Neighbour Policy S.A. 25*.

H. STAFF RECOMMENDATION

1. That the Director of Education be authorized to implement the Portable and Other Accommodation Needs Strategy as outlined in this report.
2. That the Portable Plan and Other Accommodation Needs budget to be funded from 2016 – 2018 School Renewal Program be approved as detailed.

| | |
|-----------------------------------------------------|------------------|
| Total Portable Plan 2017-18 | \$ 2,240,195.53 |
| French Immersion FDK Needs (3 schools) | \$ 564,000.00 |
| Other FDK Accommodation Needs (3 schools) | \$ 95,000.00 |
| Total Portable and Accommodation Needs Plan 2017-18 | \$ 2,899,195.53 |
| Approved Portable Budget School Renewal 2016-18 | (\$1,338,691.00) |
| Additional Funding Requirement for approval | \$ 1,560,504.53 |

PORTABLE MOVES (10Yrs.)



FDK French Immersion Retrofits

| St Benedict | |
|--------------------------------------------------------------------------------------------|---------------------|
| Scope of work Rm 123 | |
| demolish cubbies, closet, create new cubbies with bench and hooks, patch floor | \$ 15,000.00 |
| New teacher closet | \$ 5,000.00 |
| Classroom shelving unit x 4 | \$ 10,000.00 |
| Add one Adult and child sink with backsplash + counter with solid top +cabinet with uppers | \$ 15,000.00 |
| new plumbing, trenching, slab on grade & terrazzo repair) | \$ 10,000.00 |
| chalk board (might require new one if cutting is not feasible) | \$ 2,500.00 |
| Patch drywall ceiling | \$ 1,000.00 |
| Painting | \$ 1,000.00 |
| Total Estimated Construction cost (HST excl.) | \$ 59,500.00 |

| St. Gerald | |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Scope of work Rm 128 | |
| New cubbies with bench and hooks | \$ 10,000.00 |
| New teacher closet | \$ 5,000.00 |
| Classroom shelving unit x 4 | \$ 10,000.00 |
| New washroom (incl. new exhaust fan and light, new plumbing, trenching, slab on grade & terrazzo repair) | \$ 80,000.00 |
| New Drinking Fountain | \$ 8,000.00 |
| Removal of wall, build new masonry patch flooring | \$ 12,000.00 |
| Reconfigure Acoustic ceiling tiles & lights | \$ 8,000.00 |
| Add one Adult and child sink with backsplash + cabinet with uppers | \$ 15,000.00 |
| Removal of existing window, create exit to playground with new door (security access card NOT incl.), fire alarm connection to door | \$ 15,000.00 |
| grade at door exit | \$ 10,000.00 |
| Relocate existing PA system and masterclock | \$ 5,000.00 |
| patch ground | \$ 7,000.00 |

FDK French Immersion Retrofits

| St Benedict | |
|-------------------------------------------------------------------------|-----------------|
| | |
| Estimated Project Budget | |
| Consultant Fee (10%) | \$5,950 |
| Construction Cost | \$59,500 |
| Permit Fees | \$800 |
| Project Management (approx. 3.5%) | \$2,700 |
| Technical allowance (incl. testing and Inspection, DSS & disbursements) | \$7,500 |
| Contingency Allowance (10%) | \$5,950 |
| Total Estimated Project Cost (HST ex | \$82,400 |

| St. Gerald | |
|-------------------------------------------------------------------------|----------------------|
| windows to accommodate new wall, patch floor | \$ 10,000.00 |
| Relocate existing white board and chalk board | \$ 1,000.00 |
| Painting | \$ 2,000.00 |
| Total Estimated Construction cost (HST excl.) | \$ 198,000.00 |
| | |
| Estimated Project Budget | |
| Consultant Fee (10%) | \$19,800 |
| Construction Cost | \$198,000 |
| Permit Fees | \$1,500 |
| Project Management (approx. 3.5%) | \$8,500 |
| Technical allowance (incl. testing and Inspection, DSS & disbursements) | \$7,500 |
| Contingency Allowance (5%) | \$19,800 |
| Total Estimated Project Cost (HST ex | \$255,100 |

| St. Jerome | |
|-------------------------------------------------------------------------------------------------|--------------|
| Scope of work Rm 218 | |
| New cubbies with bench and hooks | \$ 10,000.00 |
| New teacher closet | \$ 5,000.00 |
| Classroom shelving unit x 4 | \$ 10,000.00 |
| New washroom (incl. new exhaust fan and light, new plumbing connect sanitary to washroom below) | \$ 80,000.00 |
| New Drinking Fountain | \$ 8,000.00 |
| Removal of wall, build new masonry wall, patch flooring | \$ 12,000.00 |
| raceway and electrical work along library upon removal of wall | \$ 9,000.00 |
| Reconfigure Acoustic ceiling tiles & lights | \$ 8,000.00 |
| Add one Adult and child sink with backsplash + cabinet with uppers | \$ 15,000.00 |
| masterclock | \$ 5,000.00 |
| windows to accommodate new wall, patch floor | \$ 10,000.00 |
| chalk board | \$ 1,000.00 |

FDK French Immersion Retrofits

| St. Jerome | |
|----------------------------------------------------------------------------|----------------------|
| Painting | \$ 2,000.00 |
| Total Estimated Construction cost (HST excl.) | |
| | \$ 175,000.00 |
| | |
| Estimated Project Budget | |
| Consultant Fee (10%) | \$17,500 |
| Construction Cost | \$175,000 |
| Permit Fees | \$1,500 |
| Project Management (approx. 3.5%) | \$7,500 |
| Technical allowance (incl. testing and Inspection, DSS & disbursements) | \$7,500 |
| Contingency Allowance (5%) | \$17,500 |
| Total Estimated Project Cost (HST ex | \$226,500 |

Other FDK Accommodation Needs

| | | |
|----------------------------------------------------------------|-----------|------------------|
| New cubbies with bench and hooks | \$ | 10,000.00 |
| Classroom shelving x 4 cabinets | \$ | 10,000.00 |
| Add one Adult and child sink with backsplash + cabinet with up | \$ | 15,000.00 |
| new plumbing, trenching, slab on grade & terrazzo repair) | \$ | 10,000.00 |
| Contingency | \$ | 3,000.00 |
| Painting | \$ | 2,000.00 |
| FDK Room Total | \$ | 50,000.00 |
| Removal of cabinetry, replace sink, patch flooring | \$ | 12,000.00 |
| Add Classroom shelving for instruments x 4 cabinets | \$ | 10,000.00 |
| Contingency | \$ | 2,000.00 |
| Painting | \$ | 1,000.00 |
| Music Room Total | \$ | 25,000.00 |
| Blessed Sacrament Total | \$ | 75,000.00 |

| | | |
|---------------------------------------------------------|-----------|-----------------|
| Immaculate Conception Total - (add cubbies only) | \$ | 5,000.00 |
|---------------------------------------------------------|-----------|-----------------|

| | | |
|------------------------------------|-----------|------------------|
| FDK play space - extend playground | \$ | 5,000.00 |
| FDK room - add cubbies and sink | \$ | 10,000.00 |
| St. Fidelis Total | \$ | 15,000.00 |

| | | |
|--------------------------------|-----------|------------------|
| Total for three Schools | \$ | 95,000.00 |
|--------------------------------|-----------|------------------|

Portable and Other Accommodation Needs Cost Summary

| School | Total |
|--------------------------------------------------------|-------------------------|
| Senator O'Connor Catholic Secondary School Phase 2 | \$ 199,579.78 |
| St. Boniface | \$ 85,916.56 |
| St. Bonaventure Catholic School | \$ 87,631.68 |
| St. Edward Catholic School | \$ 102,262.16 |
| St. Henry Catholic School | \$ 44,950.40 |
| St. John Paul II Catholic Secondary School | \$ 112,682.48 |
| Our Lady of Fatima Catholic School | \$ 141,934.29 |
| St. Maria Goretti Catholic School | \$ 44,950.40 |
| St. Matthias Catholic School | \$ 126,984.88 |
| St. Ursula Catholic School | \$ 95,110.96 |
| St. Victor Catholic School | \$ 44,950.40 |
| St. Eugene Catholic School | \$ 44,950.40 |
| St. Gregory Catholic School | \$ 68,549.36 |
| St. Simon Catholic School | \$ 96,132.56 |
| Holy Angels Catholic School | \$ 59,559.28 |
| Nativity of Our Lord Catholic School | \$ 61,806.80 |
| 2017 Portable Relocation Program | \$ 1,417,952.39 |
| 2017-2018 Portable Classroom Renewal Work | \$ 200,000.00 |
| 2017-2018 Portable Classroom In-Year Contingency | \$ 100,000.00 |
| Truck expenses | \$ 50,000.00 |
| Contract Labour | \$ 472,243.14 |
| Total Portable Plan 2017-18 | \$ 2,240,195.53 |
| French Immersion FDK Needs (3 schools) | \$ 564,000.00 |
| Other FDK Accommodation Needs (3 schools) | \$ 95,000.00 |
| Total Portable and Accommodation Needs Plan | \$ 2,899,195.53 |
| Approved Portable Budget School Renewal 2016-18 | (\$1,338,691.00) |
| Additional Requirement for approval | \$ 1,560,504.53 |
| | |



REPORT TO

REGULAR BOARD

ST. BRUNO AND ST. RAYMOND CATHOLIC SCHOOLS CONSOLIDATION CONSULTANT APPOINTMENT AND PROJECT BUDGET APPROVAL (WARD 9)

*"I can do all this through Him who gives me strength."
Philippians 4:13 (NIV)*

| Created, Draft | First Tabling | Review |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|
| April 6, 2017 | April 19, 2017 | |
| D. Friesen, Senior Coordinator, Capital Development M. Farrell, Coordinator, Materials Management P. de Cock, Comptroller, Business Services J. Wujek, Superintendent of Learning, Student Achievement and Well-Being M. Puccetti, Superintendent of Facilities 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

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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 approval of the Capital project budget for the replacement of St. Raymond Catholic School of \$10,844,447.00, subject to Ministry of Education approval of additional funding for unique site costs and Toronto Green Standards. The replacement school will have an OTG capacity of 350 pupil places and a childcare centre for 49 children.

This report also recommends approval of the appointment of Kohn Shnier Architects to provide consulting services for the new elementary school at the site of St. Raymond Catholic School for a cost of \$747,918.47 including net HST. The consulting services include tendering and contract administration for renovations at St. Bruno Catholic School to accommodate the relocation of St. Raymond students in September 2017, and demolition of the existing St. Raymond Catholic School targeted for the fall of 2017.

Funding is available from the Ministry of Education from the 2016 School Consolidation Capital grant, the Full Day Kindergarten grant, the Child Care Capital grant and the School Renewal Grant (for renovations to St. Bruno to accommodate St. Raymond students in September 2017). In addition, following completion of a preliminary design and cost consultant's estimate, a request will be submitted to the Ministry of Education for Capital Land funding for demolition of the existing St. Raymond school, unique site costs and Toronto Green Standard requirements.

The cumulative staff time dedicated to developing this report was 15 hours.

B. PURPOSE

1. On September 17, 2015, the Board approved in part the following:
That the Director of Education submit a detailed budget for the Board approval for each Capital project prior to tendering.
2. The Board's Purchasing Policy requires that contracts for new schools and major additions be approved by the Board of Trustees.
3. Board approval is required for the consultant appointment and preliminary project budget for the consolidation of St. Raymond and St. Bruno Catholic Schools so that design of the new school and demolition of the existing St. Raymond school can commence.

C. BACKGROUND

1. On May 18, 2016, the Board received approval from the Ministry of Education (EDU) for School Consolidation Capital (SCC) and Full Day Kindergarten (FDK) funding of \$7,937,261 for the construction of a 350 pupil place new elementary school to consolidate the student populations of St. Raymond and St. Bruno Catholic Schools, plus \$1,556,995 for a child care centre to accommodate 49 children, at the current St. Raymond location at 270 Barton Avenue.
2. On March 2, 2017, EDU approved the Space Plan Template for the new 350 pupil place school and 49 space child care at the St. Raymond site.

D. VISION

| VISION | PRINCIPLES | GOALS |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| To maximize capital improvement opportunities and address the long term accommodation needs. | Long Term Accommodation Plan Guiding Principles, Stewardship of Resources, deliver the capital investment which incorporate 21 st Century Learning principles | To address the accommodation of students and staff in a cost effective manner, with the available funding from Ministry grants and other sources. |

E. ACTION PLAN

1. A “Stage 1” *Request for Qualifications* was issued on January 26, 2017, to all interested architects in Ontario, through the “Biddingo” bidding service, in order to prequalify architects for upcoming Capital projects in four categories as follows:
 - (i) Secondary replacement schools and major additions to \$40M;
 - (ii) Elementary replacement schools and major additions to 16M;
 - (iii) Child care additions to \$5M;
 - (iv) School and child care retrofits to \$2M.
2. Submissions were received from 24 architectural firms for Category 2: *Elementary replacement schools and major additions to 16M*. Following

evaluation by a committee of Board Capital staff, 11 firms were prequalified for this category of projects, based on the following criteria stipulated in the RFQ:

| Evaluation Criteria Schedule | Points Available |
|-----------------------------------------------------------------------|------------------|
| A) Firm Profile (See 5.1.1) 25 points | |
| 1. Firm stability: Years in business, number of staff | 5 |
| 2. Overall experience: Appropriate project types and scale | 10 |
| 3. Qualifications of Key Staff | 10 |
| | |
| B) Project Experience (See 5.1.7) 35 points | |
| 1. Number of Similar Projects | 5 |
| 2. Recent Completed Example(s) | 5 |
| 3. Suitable Project Sizes | 5 |
| 4. Demonstrated Cost Control | 5 |
| 5. Demonstrated Energy/Greenhouse Gas Reduction | 5 |
| 6. Design Quality – Aesthetics and Functionality | 5 |
| 7. References | 5 |
| | |
| C) Project Approach (Question Responses - See 5.1.8) 40 points | |
| 1. Design Approach | 8 |
| 2. Energy/Greenhouse Gas Reduction Approach | 8 |
| 3. Cost Control Approach | 8 |
| 4. Municipal Approvals Approach | 8 |
| 5. Contract Administration/Construction Field Review Approach | 8 |
| | |
| Total | 100 |

3. “Stage 2” RFP P-028-17 was issued to the 11 firms prequalified for elementary replacement schools for full consulting services for the design and construction of a 350 pupil place new elementary school to consolidate the student populations of St. Raymond and St. Bruno Catholic Schools. The scope of work also includes separate tendering and contract administration for the immediate demolition of the existing St. Raymond Catholic School and minor renovations at St. Bruno Catholic School to be carried out in the summer of 2017 to accommodate the relocation of St. Raymond students.
4. On March 23, 2017, nine (9) proposals were received from prequalified architectural firms in response to RFP P-028-17. A list of the respondents and their sub-consultant teams is included as Appendix A. The proposals

were evaluated by a committee of Board Capital staff according to the following criteria stipulated in the RFP:

| <u>Evaluation Criteria</u> | <u>Points Available</u> |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| A. Score from Stage 1 Prequalification prorated to 25% | 25 |
| B. Qualifications of proposed sub-consultant team | 15 |
| C. Understanding of Scope of Work - Completeness of Work Plan Deliverables (Appendix C) | 20 |
| D. Suitability of Proponent Team's proposed consultant/sub-consultant services and timelines as outlined in the Work Plan (Appendix C) | 20 |
| E. Proposed Fixed Fee (Excluding Stipulated Allowances and Separate Price) (Appendix B) | 20 |
| Sub-total to Determine Shortlist for Interviews | 100 |
| F. Interview & Separate Price (Shortlisted Proponents) | 25 |
| Grand Total | 125 |

5. The first part of the evaluation comprised criteria A-E to determine a short list of the highest scoring firms to be further evaluated in an interview. The following five (5) firms were selected to be interviewed:

CS& P Architects
Hossack & Associates Architects
Kohn Shnier Architects
MG Architects
Susan Friedrich Architect

6. Interviews were conducted on April 3 and April 4, 2017 by a panel of four (4) Board staff, including the Superintendent of Facilities Services. The highest scoring firm at the conclusion of the interviews is recommended to be appointed to provide full consulting services for the project including, the demolition of the existing St. Raymond school and renovations to St. Bruno Catholic School to accommodate the temporary relocation of St. Raymond students.

F. METRICS AND ACCOUNTABILITY

1. The preliminary Capital project budget for the consolidation of St. Raymond and St. Bruno Catholic Schools is detailed in Table 1 below:

| Table 1 - St. Raymond/St. Bruno Consolidation- Project Budget | | | | | All costs include net HST | 5-Apr-17 | |
|------------------------------------------------------------------|-------|----------------------------------------------------------------------------|------------------------------------------------------|--------------------------|-------------------------------|-----------------------------|--------------|
| OTG | 350 | Potential Funding Breakdown | | | | Total Estimated Costs | |
| Benchmark Area per pupil (sq.m.) | 11.02 | In Benchmark | | Not in Benchmark | | | |
| Approved GFA of School(sq.m.) | 3,848 | Capital Priorities/ FDK | Child Care (B11) | Site Prep/ Demolition | Toronto Green Standard/ | | |
| GFA of Child Care (sq. m.) | 446 | | | | | | |
| Total GFA including Childcare | 4,294 | | | | | | |
| A. Consulting Fees and Expenses | \$/m2 | Note: Renovations to St. Bruno \$11,546 incl net HST from SRG not included | | | | | |
| Total Architectural Services Contract | | \$565,619 | \$58,256 | \$112,497 | \$0 | \$736,372 | |
| Committee of Adjustment | | | | | \$5,000 | \$5,000 | |
| Property/Topo Survey | | \$10,000 | | | | \$10,000 | |
| A. Total Consulting Cost | | \$175 | \$575,619 | \$58,256 | \$112,497 | \$5,000 | \$751,372 |
| B. Other Soft Costs | | | Note: Renovations to St. Bruno from SRG not included | | | | |
| Total Estimated Municipal Permits and Fees | | \$168,124 | \$13,380 | \$6,934 | \$4,520 | \$192,959 | |
| Total TCDSB Allowances | | \$257,181 | \$51,264 | \$0 | \$0 | \$308,444 | |
| B. Total Other Soft Costs | | \$117 | \$425,305 | \$64,644 | \$6,934 | \$4,520 | \$501,403 |
| C. Construction Costs | | \$ /sq.m. | Note: Renovations to St. Bruno from SRG not included | | | | |
| Subtotal Site Preparation | | \$123 | \$0 | \$0 | \$526,240 | \$526,240 | |
| Basic Expert Panel Building | | \$1,861 | \$5,786,337 | \$1,374,095 | | \$7,160,432 | |
| Estimated 3 Storey Premium: | | | | | \$200,000 | \$200,000 | |
| Estimated TGS Premium: | | | | | \$235,000 | \$235,000 | |
| Subtotal Building | | \$1,769 | \$5,786,337 | \$1,374,095 | \$0 | \$435,000 | \$7,595,432 |
| Subtotal Site Development | | \$186 | \$790,000 | \$0 | \$0 | \$10,000 | \$800,000 |
| C. Total Construction Budget | | \$2,124 | \$6,576,337 | \$1,374,095 | \$526,240 | \$645,000 | \$9,121,672 |
| Contingency Allowance | | | \$360,000 | \$60,000 | \$24,000 | \$26,000 | \$470,000 |
| TOTAL PROJECT COST | | \$2,525 | \$7,937,261 | \$1,556,995 | \$669,671 | \$680,520 | \$10,844,447 |
| APPROVED FUNDING | | \$2,211 | \$7,937,261 | \$1,556,995 | TBD | TBD | \$9,494,256 |
| Estimated Funding Deficit (Request for Unique Site Cost Funding) | | | | | \$669,671 | \$680,520 | \$10,844,447 |

2. The Ministry of Education will provide additional funding for the demolition of the existing school following submission of a detailed estimate of the cost. The Ministry is also expected to provide additional funding for extraordinary site costs such as Toronto Green Standard requirements, City of Toronto storm water management requirements, required municipal services and infrastructure upgrades and excessive grade changes, upon submission of a detailed cost estimate for the project. Based on recent previous projects, additional funded costs are expected to be approximately \$350,000 for demolition and \$800,000 to \$1,000,000 for unique site costs.
3. Following tendering, the project budget will be revised to reflect the actual tender price and a report submitted for Board approval of the tender award and, if required, a revised project budget.
4. The project budget will be monitored through the Board's financial systems and audit processes and financial status will be reported to the Ministry of Education annually through the Capital Asset Project Template (CAPT) system.
5. Renovations to St. Bruno Catholic School to accommodate the temporary relocation of St. Raymond students have been approved in the 2016-2018 School Renewal Plan and are not included in the Capital project budget. The fee for this work included in the architect's contract is \$11,302.00, plus net HST of \$244.12 for a total of \$11,546.12, funded from the School Renewal Grant.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Solid experience within the consultant team in energy efficient design and net zero energy strategies was an important factor in the selection of the recommended team. The Request for Proposal also included an optional fee for additional work toward net zero energy in the event that additional funding is received for this purpose.
2. Staff are in the process of retaining energy-efficient-design research specialist to provide the customized, wide-ranging, independent research required by the TCDSB to assess its current assets and complete a study to provide a report by fall 2017 to define achievable energy conservation and production and greenhouse gas reduction targets and outline recommendations for, and cost implications of, implementation of strategies

to move the Board toward Net Zero Energy. The results of the study will be available to the consultants for the new school on the St. Raymond site in the early stages of design.

3. Following approval of the consultant appointment, a Local Design Committee will be convened to meet with the architect and Board staff to provide input into the design for the new school.
4. Monthly letters are sent to the school principal for distribution to the school community and posted on the Board's Website during the school year to provide continuous updates on the status of the project.

H. STAFF RECOMMENDATION

1. That the appointment of Kohn Shnier Architects to provide consulting services for the new elementary school at the site of St. Raymond Catholic School be approved in the amount of \$732,105.00, plus net HST of \$15,813.47 for a total cost of \$747,918.47 funded as follows:

| | Current EDUApproved Funding | Potential Funding Breakdown Subject to EDU Approval |
|----------------------------------|-----------------------------------|--------------------------------------------------------------|
| SCC and FDK Grants | \$659,789.65 | \$565,618.97 |
| Child Care Capital Grant | \$76,582.69 | \$58,256.31 |
| School Renewal Grant | \$11,546.12 | \$11,546.12 |
| Capital Land/Demo Funding | | \$112,497.06 |
| Total Consulting Contract | \$747,918.46 | \$747,918.46 |

2. That a preliminary project budget of \$10,844,447.00, including net HST, be approved for new elementary school at the site of St. Raymond Catholic School, as outlined in Table 1 in this report, including demolition of the existing St. Raymond school and excluding renovations to St. Bruno Catholic School to accommodate the temporary relocation of St. Raymond students, approved in the 2016-2018 Renewal Plan.

APPENDIX A - St. Raymond/St. Bruno Consolidation Consultant Appointment

| P-028-17 For Full Architectural Services | Proposed Sub-consultant Team | | | |
|-------------------------------------------------|-----------------------------------------|----------------------------|-----------------------|----------------------------|
| Architectural Firms | Mechanical / Electrical Engineer | Structural Engineer | Civil Engineer | Landscape Architect |
| CS&P Architects Inc. | WSP/MMM | WSP | WSP/MMM | WSP/MMM |
| Hossack & Associates Architects | Ellard Wilson | Stephenson | MGM | Seferian |
| Kohn Shnier | Crossey | Entuitive | JSW | JSW |
| MC Architects Inc. | Ellard Wilson | Ravens | Counterpoint | NAK |
| MG Architects Inc. | Ellard Wilson | Ravens | MGM | Baker Turner |
| Moffet & Duncan Architects Inc. | Ellard Wilson | Ravens | Candevcon | Fleisher Ridout |
| Montgomery Sisam Architects Inc. | WSP/MMM | Blackwell | WSP/MMM | PMA |
| Snyder Architects | Ellard Wilson | Thornton Tomasetti | Flora | MSLA |
| Susan Friedrich Architect Inc. | Ellard Wilson | Lea | Masongsong | Serdika |



REPORT TO

REGULAR BOARD

***ATTENDANCE BOUNDARY REVIEW –ST. GREGORY,
NATIVITY OF OUR LORD, MOTHER CABRINI, ST.
MARCELLUS, OUR LADY OF SORROWS –FINAL 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 |
|----------------|----------------|---------------------------------------------|
| April 5, 2017 | April 19, 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

RECOMMENDATION REPORT

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Director of Education

A. EXECUTIVE SUMMARY

At the March 2, 2017 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting, 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)*” in accordance with Elementary School Attendance Boundary Review Policy (S.A.03). The full report and appendices can be found on the website at the following link:

<https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Documents/BARC-March2,%202017-Sect-15.d.pdf> .

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.*

This Final report considers the recommendations of the Director’s Interim report, the BRC’s input and public delegations and written submissions received at the:

- March 2, 2017 Student Achievement and Well Being Committee meeting,
- March 9, 2017 Corporate Services, Strategic Planning and Property Committee meeting,
- March 30, 2017 Regular Board meeting, and
- April 6, 2017 Student Achievement and Well Being Committee meeting.

In addition, 2 public meetings were held on November 15 and December 12, 2017.

B. PURPOSE

The purpose of this report is to consider public input and to present final recommendations for consideration and approval regarding the Boundary Review Process for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows.

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.

Minutes from the public meetings are included in *Appendix 'A'* in the Interim report which can be found at the following link:

<https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Documents/BARC-March2,%202017-Sect-15.d.pdf> .

3. 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 conducted an assessment of all boundary options including status quo, the staff option, and additional options discussed through the course of the BRC meetings. However, the BRC concluded that consensus could not be reached.
5. Resulting from the BRC's discussion 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).

6. Additionally, staff will continue to investigate possible locations in the South/Central Etobicoke area to secure a new elementary school site to alleviate current and projected enrolment pressures.
7. In the interim, to admit approximately 150 projected 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 April 2017.

Community feedback was provided to Trustees on March 2nd, 9th, 30th, and April 6th, 2017. A summary of the delegations and written submissions are included in this report, and staff have provided explanations or responses to these concerns. The actual submissions can be found on the website at the following link:

<https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Documents/Delegations-Mar9-30-R.pdf>

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following is a Summary of Delegations and Written Submissions:

| Summary of Concerns | Staff Comments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Board needs to conduct an audit to determine how many students live outside the St. Gregory fixed attendance boundary. | Fixed boundaries were approved and implemented in 2012, the impacts of which are still being felt. Some students were within the original catchment area prior to the implementation of fixed boundaries. In addition, the Admissions Review Process includes a number of priorities in determining eligibility. |
| Any boundary option that would have students cross Highway 427 is dangerous, it creates lengthy bus rides and deters students from participating in extracurricular activities. If students miss the bus, how will they get home? | Provisions will be made to provide bussing to students as per Transportation Policy. |
| Moving the Special Needs Program or the French Program is disruptive. | This is not a staff recommendation, however the Board relocates programs based on need and location of students. |

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| The effect of a boundary change may reinforce positive and negative stereotypes of school communities. | The proposed boundary option for St. Gregory/Nativity of Our Lord was drawn along the Mimico Creek without prejudice to socio-economic considerations. The goal was to balance enrolment at schools using a logical boundary such as a watercourse. The geographical population density of students living in this area was another consideration in determining the most suitable boundary. |
| Children should be able to walk or ride their bikes to school promoting physical activity and healthy lifestyles. | The TCDSB has approved an Active Transportation Travel Charter which encourages the use of active transportation for travel to and from school and supports healthy and active living. This is promoted regardless of geographic boundaries. |
| Dividing the community will impact children's abilities to form friendships in the neighbourhood. | The Board is sensitive to any disruptions that a boundary change will have on children however, an accommodation problem exists in this area which poses an equally significant challenge to the well-being of children. |
| Use portables at St. Gregory until a new site can be found to address a long-term solution. | 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 April 2017. The Board has been investigating and assessing possible locations in the South / Central Etobicoke area for a new elementary school. |
| If a boundary change is going to happen, create a grandfathering clause for people who have moved into the area and children are not yet school aged. | Students will be admitted as per the Admissions Policy. Any students currently enrolled at St. Gregory will be allowed to continue in the school regardless of a boundary change. |
| Why has bussing been acceptable for those currently being bussed and not now? | The Board does bus students across highways and major arterial roads and it was a consideration at the outset of this review. |

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| Mimico creek is an inappropriate boundary to divide school communities. | Under SA 03 Boundary Review Policy a watercourse is described as a logical boundary. |
| The process was unfair, people were notified late in the process and were not invited to present alternative proposals, as well neighbouring schools to the south were not invited to participate. | There were two public meetings held on November 15, 2016 and December 12, 2016. These meetings are required as part of the process to gain community input. The BRC process, communication to community, and other material has been posted at the following website: https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Pages/default.aspx |
| Has the Committee considered other scenarios to alleviate enrolment issues? | All scenarios that were considered by the Committee are included in <i>Appendix 'B'</i> in the Interim report which can be found at the following link: https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Documents/BARC-March2,%202017-Sect-15.d.pdf |
| Portables at St. Gregory will not address the long-term solution of oversubscription in an area with future growth. The result will be less outdoor space for children to play. With more students at St. Gregory traffic congestion on site will be worse. | Portables are used across the system to provide short-term relief to accommodation pressures. Only a minimal number of portables are contemplated at this time. Traffic impacts can be mitigated through separate processes in consultation with transportation officials of the board and the City. |
| Opposed to Status Quo, however in support of the Board investigating a new school site but this will take time. In short-term supportive of Committee Discussion Scenario 1. | The Board has been investigating and assessing possible locations in the South / Central Etobicoke area for a new elementary school. |
| Opposed to status quo because students at St. Gregory already have inferior space / classrooms ie) music room is now a staff room, music is being held on the stage while gym class is occurring. Worry there will be | Portables can be placed on St. Gregory's site as a temporary measure. They are used across the system and are a standard practice in mitigating short-term accommodation pressures. The school based staffing models |

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| a compromise on curriculum with overcrowding. | ensure an acceptable level of accommodation. |
| Opposed to Status Quo and that St. Gregory should not accept portables as Nativity of Our Lord has excess capacity to accommodate students. | This was recognized by staff but not accepted by the Committee. |
| Opposed to Status Quo because St Josyf Cardinal Slipyj should be used to alleviate enrolment pressures in this area. | JCS is full to capacity with approximately 600 students and 5 portables on site. It is an Eastern Rite school with unique programming. |
| Oppose status Quo - adopt Scenario 3 to alleviate pressure on Our Lady of Sorrows. | Noted. |
| How does the Board calculate projections? | Consensus enrolment projections are produced by TCDSB Planning Services on an annual basis during a 6 month cycle spanning October to March. Enrolment for the upcoming school year is projected based on October 31 st enrolment of the current year. Planning Services assesses each TCDSB school individually based on historical enrolment, and to gauge local trends within the existing community. Additionally, throughout the year, TCDSB Planning Services maintains a database of all development applications circulated by the City of Toronto Planning Department. This information is used to predict student growth from new development in a particular school community, and when combined with information from the existing community, results in a draft staff projection for consultation. Beginning in mid-December, staff circulates draft enrolment projections to all principals in the system for comment. Based on local feedback from the Principals, the initial draft staff enrolment projection is reassessed and adjusted where necessary. The adjusted projection is then sent to school |

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| | superintendents for signoff, ultimately resulting in a consensus enrolment projection. |
| How does the Board calculate space and student distribution? | Classroom allocations are assessed annually in conjunction with staff assignments. An increase in student population does not always require additional classrooms. Classes are filled to the maximum allowed under the Collective Bargaining agreement as well as any Ministry restrictions. The need for additional/temporary spaces are assessed annually. Student distribution is managed through the use of fixed attendance boundaries in accordance with the Admissions and Placement Policy. |
| The total units which are to be added to the catchment area for Our Lady of Sorrows is 1,941 which is a yield of 102.8 students. Further, proposed development units to be built (1,759 – 5,850 units) between 2017 and 2030 are more significant to the OLS catchment area than any other area in Etobicoke. | In the Our Lady of Sorrows boundary, the City of Toronto circulated, at the end of 2016, additional development applications for 383 units. These applications were not included in the original analysis by the PAR because the information was not received prior to the start of the process. To date, a total of 2,324 units are proposed for occupancy for up to 2030. |

7. BRC and Community Feedback

In brief, 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 boundary options can be found in *Appendix 'B'* of the Interim report at the following link:

<https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Documents/BARC-March2,%202017-Sect-15.d.pdf>.

The BRC concluded that consensus could not be reached for the following reasons:

- Bussing across major highways was not acceptable,
- Moving special programs was perceived to be disruptive to students,

- Opportunity for a new school in the area requires exploration and would be a better solution to enrolment pressures.

The majority of verbal and written comments submitted through the delegation process reflect the above reported observations. However, some community members were supportive of bussing students across Highway 427.

Another issue was portables at St. Gregory, which some community members were supportive of.

8. Traffic Report

In response to the traffic concerns, staff provided a summary below of the City traffic reports for the period of January 1, 2012 to December 31, 2016. The full traffic reports are attached to the Interim report in *Appendices 'D' and 'E'* which can be found at the following link:

<https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Documents/BARC-March2,%202017-Sect-15.d.pdf> .

For the intersections of the East Mall and West Mall at Rathburn Rd, on the bridge over Highway 427, and the intersection of Kipling and Rathburn, the following observations were reported:

- a) Between 2012 and 2016 there were zero fatalities and 26 personal injuries.
- b) Of the 26 personal injuries, 6 were pedestrian collisions and 2 were cyclist collisions.
- c) Most collisions occurred between 8am to 9am as well as 3pm to 6pm.
- d) There were no school bus or school guard collisions.
- e) Collisions were categorized by minimal, minor or major.
- f) 1 major collision was reported.
- g) 5 collisions occurred within the 0-4yr age range and 10 collisions occurred within the 5-14yr age range.

For the intersection of Kipling and Rathburn, the following observations were reported:

- 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, minor or major.
- f) No major collisions occurred.
- g) 2 collisions occurred within the 0-4yr age range and 3 collisions occurred within the 5-14yr age range.

9. 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, approximately 3 portables would be required for 2017. However given the current 4.5 FDK allocation cap in place for St. Gregory, there will be a requirement for 2 portables for 2017.

10. 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'* in the Interim report which can be found at the following link: <https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Documents/BARC-March2,%202017-Sect-15.d.pdf>

| 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 |

11. Transportation

As the BRC did not reach consensus, the existing attendance boundaries will remain in place, resulting in no additional transportation costs.

12. Summary

Resulting from the BRC's discussions and community feedback, staff recommend that the attendance boundaries remain status quo. Additionally, staff are actively pursuing school sites in the South / Central Etobicoke area to accommodate enrolment growth. This direction is consistent with the recommendations of the Long-Term Accommodation Plan (LTAP).

On March 9, 2017, the Board approved entering into an Agreement of Purchase and Sale to acquire the former Buttonwood Hill Public School, a non-operating school declared surplus by the Toronto District School Board (TDSB), which is located in the larger area of forecasted growth. As per the requirements of *Ontario Regulation 444/98*, the TCDSB submitted an Expression of Interest for the Buttonwood Hill property on March 20, 2017.

E. STAFF RECOMMENDATION

That the following recommendations be considered for approval at the meeting of the Board of Trustees on April 19, 2017.

1. That 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 Plan (LTAP), staff investigate and assess possible locations in the South /Central Etobicoke area for a new elementary school to alleviate enrolment pressures.
3. That, subject to the purchase of the Buttonwood site, or an alternative site in Central Etobicoke, that a boundary review be initiated involving St. Gregory, St. Marcellus, Our Lady of Sorrows, All Saints, Father Serra, and St. Eugene.



REPORT TO

REGULAR BOARD

STATUS UPDATE REGARDING AMENDMENTS TO TCDSB HOT WEATHER STANDARD OPERATING PROCEDURE (ALL WARDS)

*"I can do all this through Him who gives me strength."
Philippians 4:13 (NIV)*

| Created, Draft | First Tabling | Review |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|
| February 27, 2017 | April 19, 2017 | |
| C. Maltese, Coordinator of Occupational Health & Safety D. Koenig, Superintendent, Human Resources A. Della Mora, D. Yack, J. Shanahan, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell Superintendents of Learning, Student Achievement and Well-Being M. Puccetti, Superintendent, Facilities 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

Toronto Public Health declared two heat events during the first week of the 2016/2017 school year: a heat alert on September 7, 2016 and an extreme heat alert on September 8, 2016.

During a 15 year reporting period of 2001 to 2016, Toronto Public Health declared a total of 110 heat alerts, of which 45 (41%) were issued during the school year (primarily in September, May and June). During the same reporting period, Toronto Public Health declared 90 extreme heat alerts, of which 29 (32%) were issued during the school year.

TCDSB schools would have been closed a total of **3 times in 2003, 8 times in 2005 and 5 times in 2010** during the school year if extreme heat alerts had triggered a school closure as the standard Board response.

School closure during extreme heat alerts is not feasible since it will have a direct impact on school operations, working families, students living in apartments or housing with no air conditioning (A/C), tenants such as child care agencies, and permit holders. From a health and safety standpoint, school closure is not necessary since the TCDSB Hot Weather Standard Operating Procedure incorporates a series of TCDSB best practices and responses to heat warnings that lower the risk of heat-related illness to young children, students and staff with pre-existing medical conditions and vulnerable employee groups such as custodians conducting summer school clean-up.

The Director of Education has the authority to close school(s) for emergency reasons under TCDSB Policy A. 16, Emergency School Closure. In schools with non-operable windows, which rely on mechanical ventilation, emergency closure will be considered in the event there is a power failure or the mechanical systems breaks down. School closure for safety reasons is foreseeable during an emergency declared by the City of Toronto arising from severe and prolonged heat waves or when the humidex is above 45°C. A humidex of 48°C was recorded in Toronto on July 21, 2011.

The reports provides feedback and comments from various stakeholders regarding amendments to the Hot Weather Protocol.

The cumulative staff time dedicated to developing this report was 28 hours.

B. PURPOSE

October 20, 2016 - at the Regular Board meeting, Trustees approved a motion directing staff to review the feasibility of emergency school closure during extreme heat events. Staff were directed to consult with Toronto Public Health, TECT, TSU, CUPE, OAPCE and other key stakeholders.

At the March 9, 2017 Corporate Services, Strategic Planning and Property Committee, Board directed staff to attach the Information report “Status Update regarding Indoor Air Temperature in Non-Air Conditioned Schools” (all Wards), as part of the April 2017 report regarding amendments to the TCDSB Hot Weather Protocol.

C. BACKGROUND

1. There is no maximum indoor regulated temperature in Ontario; however, the Education Act and Occupational Health and Safety Act place general duty obligations on School Boards for the care and safety of students and employees respectively.
2. Heat-related illnesses such as heat exhaustion and heat stroke are generally triggered by temperature, humidity and the level of physical exertion associated with hard physical work or high physical sports activity. The body may lose too much fluid through sweat and inadequate water intake. In the case of heat stroke, the body stops sweating all together causing the core body temperature to rise to dangerous levels.
3. **June 2006** - Director’s Council approved protocol for Tenant Requests for Use of Portable Air Conditioning Units, approving the use of “waterless” portable A/C units (12,000 to 7,000 BTU), for the months of July and August. The costs for supply and installation of the unit, as well as any electrical upgrades are to be borne by the childcare for exclusive use leased spaces. The childcare are charged a minimal fee for additional electrical consumption for the A/C units for July and August.
4. **October 18, 2006** - Board approved a TCDSB Heat Protocol in response to a sharp rise in heat alerts issued by the Medical Officer of Health in 2005 and 2006. The TCDSB Heat Protocol provides a series of school-based responses to mitigate the effects of hot weather on staff and students.

5. **April 16, 2016** - the City of Toronto Hot Weather Response Plan was updated to reflect a new standardized provincial heat alert system. The City of Toronto Plan focuses its attention to the vulnerable population: people experiencing homelessness, elderly people living alone, people with pre-existing illness, people living in apartments with no A/C and young children. Heat warnings are issued by the Medical Officer of Health based on the following provincial criteria:

| Forecast Temperature High (°C) | Forecast Temperature Low (°C) | Forecast Humidex | Duration (days) | Medical Officer of Health will issue: |
|--------------------------------|-------------------------------|------------------|-----------------|---------------------------------------|
| ≥ 31 | ≥ 20 | ≥ 40 | 2 | Heat Warning |
| ≥ 31 | ≥ 20 | ≥ 40 | 3+ | Extended Heat Warning |

6. **November 2016** - the TCDSB Occupational Health and Safety Department updated the 2006 TCDSB Heat Protocol to a TCDSB Hot Weather Standard Operating Procedure (SOP) that references the new provincial harmonized heat warning system and incorporates TCDSB best practices and responses to heat events as summarized below (items in bold are new strategies arising from stakeholder consultation):

CITY OF TORONTO MEDICAL OFFICER OF HEALTH HEAT WARNING DECLARATION

| | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓ | TCDSB Communications Department will forward all communications from Toronto Public Health re: Heat Events via e-mail to workers and other TCDSB stakeholders with active TCDSB email addresses. |
| ✓ | Principals will make frequent announcements reminding staff and students to drink plenty of water. |
| ✓ | Personal water bottles will be allowed at student desks and outside if necessary. |
| ✓ | Staff will be asked to close south-facing window coverings during the day. |
| ✓ | The use of fans will be encouraged throughout the school |
| ✓ | Natural ventilation through operable windows can be helpful for cooling. Natural ventilation can be improved by using fans near the open windows. |
| ✓ | If feasible, computers and lights will be turned off. |
| ✓ | If computers must be turned on, computer use will be limited to the earliest hours of the school day. |
| ✓ | If possible, students and staff will be moved from the top floor to the main floor |
| ✓ | If possible, students and staff will be moved to cooler sections of the building; rooms on lower floors, gymnasium, multiple program room, library and atriums |
| ✓ | Schools will limit outdoor physical education activities to the early morning. Staff and students will take frequent rest and water breaks. |
| ✓ | Since the gym tends to be cooler, some outdoor physical education activities will be scheduled in the gym. |
| ✓ | Where there are cooling centres in the school such as an air-conditioned library or classroom(s), students and staff will access these cooling centres on a rotation basis throughout the day. |
| ✓ | If feasible, identify outdoor cooling places that have shading (large trees or a roofed shade structure). Staff and students will access these cooling places on a rotation basis throughout the day. Please refer to the City of Toronto Shade Policy Guidelines for further information. |

| CITY OF TORONTO MEDICAL OFFICER OF HEALTH EXTENDED HEAT WARNING DECLARATION | |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓ | Same steps as outlined under Heat Warning Declaration, plus |
| ✓ | All outdoor physical activity will be cancelled. Track and Field days will be rescheduled to rain days. |
| ✓ | If the school has mechanical ventilation with no operable windows and the mechanical ventilation malfunctions, school closure under TCDSB Policy A.16 Emergency School Closure, will be considered. |

| CITY OF TORONTO DECLARES AN EMERGENCY SEVERE AND PROLONGED HEAT WAVE THAT LEADS TO POWER OR WATER SHORTAGES INCREASED MORTALITY RATES, STRAINS ON HEALTHCARE SERVICES | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓ | TCDSB will activate the School Emergency Response Plan and Emergency Operation Centre (EOC) |
| ✓ | Schools will be closed under TCDSB Policy A.16 Emergency School Closure in consultation with TDSB, the Ministry of Education and Toronto Public Health. |

EVIDENCE/RESEARCH/ANALYSIS

1. Toronto Public Health has posted heat alert statistics on their Web site from 2001 to 2016. The table below summarizes the number of heat alerts and extreme alerts issued from May 15 to September 30 each year as well as a comparison of those alerts issued during the school calendar year, primarily in September, May and June.

| Year | Heat Alerts | | Extreme Heat Alerts | |
|--------------|-------------|-------------|---------------------|-------------|
| | Total | Sept – June | Total | Sept – June |
| 2016 | 14 | 4 | 8 | 1 |
| 2015 | 8 | 2 | 4 | 2 |
| 2014 | 1 | 1 | 0 | 0 |
| 2013 | 7 | 6 | 6 | 2 |
| 2012 | 12 | 5 | 9 | 2 |
| 2011 | 7 | 3 | 5 | 0 |
| 2010 | 5 | 3 | 11 | 5 |
| 2009 | 1 | 0 | 2 | 2 |
| 2008 | 3 | 1 | 6 | 1 |
| 2007 | 10 | 6 | 5 | 2 |
| 2006 | 9 | 5 | 8 | 1 |
| 2005 | 8 | 5 | 18 | 8 |
| 2004 | 2 | 0 | 0 | 0 |
| 2003 | 3 | 1 | 3 | 3 |
| 2002 | 14 | 0 | 2 | 0 |
| 2001 | 6 | 3 | 3 | 0 |
| TOTAL | 110 | 45 | 90 | 29 |

2. From 2001 to 2016, Toronto Public Health declared a total of 110 heat alerts, of which 45 (approx. 41%) were issued during the school year (primarily in September, May and June). During the same reporting period, Toronto Public Health declared 90 extreme heat alerts, of which 29 (approx. 32%) were issued during the school year. If the school board had adopted a policy of school closure during extreme heat alerts, 29 school days would have been lost from 2001 to 2016 inclusive.

3. The table below shows the percentage of buildings that do not have air-conditioning. Approximately 54% of portables are air conditioned. All portables have mechanical ventilation units which circulate fresh air throughout the structure. The cost to add an air-conditioning unit to the existing mechanical unit is approximately \$6500/portable, for an estimated total of \$988,000.

| TCDSB Sites | Elementary | Secondary | Portables |
|-------------------------------------|------------|-----------|-----------|
| Total # of schools/portables | 168 | 34 | 333 |
| With A/C # | 13 | 23 | 181 |
| % of buildings or portables with AC | 8% | 68% | 54% |

4. **Consultation:** Staff consulted with several key stakeholders inviting written submissions, comments, suggestions, and revisions to the TCDSB Hot Weather SOP. The following are the results of the consultation.

Ontario School Boards

The Facilities Department requested copies of hot weather procedures from other school boards through the Ontario Association of School Business Officials (OASBO) Operations, Maintenance and Construction Committee. None of the school boards that responded invoked school closure during heat events. The focus of many school boards was on custodial working conditions during the summer and student safety during recess and physical education activities.

Toronto Public Health (TPH)

TPH responded that the TCDSB Hot Weather SOP is comprehensive. TPH provided helpful comments for staff's consideration related to windows/fans, physical education and outdoor cool spaces. The following comments from TPH have been adopted into the TCDSB Hot Weather SOP:

- for schools without air conditioning and if windows open, natural ventilation can be helpful for cooling. Natural ventilation can be improved by using fans placed near the windows.
- students and staff should be reminded to take frequent rest and water breaks during physical education activities.
- if feasible, identify outdoor cooling places that have shading (large trees or a roof structure). Staff and students will access these cooling places on a rotation basis throughout the day.

City of Toronto Children Services

- do not support closing schools as school closure would impact families
- operators would lose revenue and still be required to cover fixed costs such as staffing
- children services follow the direction of the Ministry of Health and Toronto Public Health during heat events.
- Note: TCDSB has had a protocol in place since 2007, regarding tenant use of portable air conditioning units, defined under the lease agreement for exclusive use space.

YMCA – does have a policy on Extreme Heat Alerts as follows

- during extreme heat alerts, current practice is that children don't go outside
- staff reduce strenuous activities for the children, provide quiet activities and plenty of water
- all lights are turned off in the space
- portable A/C units and fans are utilized where feasible

Learning Enrichment Foundation – no formal policy in place

- during extreme heat alerts, current practice is not take the children outside and provide quite activities

- extra fans are purchased and are used in conjunction with portable A/C units
- if possible, water play opportunities are provided outside if the program has access to a hose
- lights are lowered if possible
- drinking water is available at all times

PLASP Child Care Centres – formalized policy in place as follows

- sites that operate in the summer (not all are PLASP sites operate in July/August) are chosen based on their availability of air conditioning and close to water parks or cooling stations
- program go outside first thing in the morning and later in the afternoon
- quiet activities are planned outdoors in a shady area for a period of time
- water is always provided
- fans are used in spaces as needed

Family Day Child Care Services – no written policy for extreme heat

- physical activities are reduced during heat alerts
- plenty of water is available
- agency does not have portable air conditioners, but provides as many fans as possible
- if there is a room that is air conditioned, staff try to rotate groups through the room throughout the day
- try to find the coolest place possible to have cool down sessions, such as shaded outdoor areas. Quiet activities are planned in these shaded areas.
- the agency tries to work with the conditions as best as possible and monitor the children. Lots of water and quiet, calm activities are planned for the children

Ontario Association of Parents in Catholic Education (OAPCE)

Comments received by email, April 3, 2017:

- Ceiling Fans: Many parents asked why we do not see more of these in schools, as this might help alleviate the warm air in a room. It could be that rather than have ceiling fans in every classroom, place them in libraries or bigger rooms.
- Cooling Centres in schools: Parents noted that in many schools, the office, staff room, library and maybe the gymnasium have window-mounted air-conditioners in them. Can AC units be given to a number of classrooms on different floor levels i.e. if there is an old building that has three floors, maybe place several window units on the third and second floor, then allow classes to "take turns" using these classrooms. This may also become a good idea especially for high schools during exams.
- Fund-raising: Allow parents to fundraise to purchase and or donate portable air conditioners. This question comes up regularly from parents as to why they cannot purchase portable air conditioners using the funds that they raise, or through the donation of units. Parents noted that the Board would carry the burden of the electricity used to run the unit but perhaps the use can be controlled – used only on extreme heat days or under the discretion of the principal. Parents noted that this would create the 'have' and 'have not' inequity between schools.
- Dress code and Uniforms: When these heat alerts are given, when it is possible, schools should allow students an exemption from wearing their uniforms to be allowed to wear "lighter" clothing in school for the day. Just like when most of us may wear more casual clothes on hot days, offer this to our students as well. Most specifically, high school uniforms are usually made with a heavier material for the bottom and/or top. As a heat alert may be in place for several days, students would be allowed to wear cooler alternative clothing (appropriate for school).
- Portable Fans: Provide schools with more portable fans, once again allow parents to help contribute to the purchasing of them as well. Some parents also suggested that the school could purchase several pop-up tents to use at the school during the day to offer shade and have more outdoor classroom opportunities if possible.

Toronto Catholic Parent Involvement Committee (CPIC)

Email comments regarding revised Hot Weather Protocol received February 23, 2017 – primarily regarding clarifications to the text of the protocol.

Support Staff (CUPE) Joint Health and Safety Committee

There was no feedback provided by March 31, 2017. Further discussion will occur at subsequent Joint Health and Safety meetings.

Elementary Teachers' (TECT) Joint Health and Safety Committee

The following 12 recommendations were made:

- a) that the Board direct principals and teachers not to occupy portables without central air conditioning during a heat warning
- b) that schools without central air conditioning identify an accessible cooling centre within 500 meters that can accommodate 20% of the school population
- c) that the Board provide window coverings for south and west windows in worksites that do not have central air conditioning
- d) that the Director close schools during a heat warning that do not have an identified cooling centre within 500 meters and that can accommodate 20% of the worksite population
- e) that the Board produce a Standard Operating Procedure that includes the insert the Environment Canada chart on Humidex from Temperature and Relative Humidity Readings
- f) that the Board include a chart that outlines level of physical activity at different humidex levels as found in the Heat Stress Awareness Guide
- g) that the SOP include information that the use of fans, in conditions where the humidex reading is 35 or greater since it exacerbates the dangers of heat stress

- h) that the Director close or relocate schools where mechanical ventilation or central air conditioning is not working properly during heat warnings
- i) that the SOP include direction that in worksites with an identified cooling centre a schedule will be created to allow workers and students regular relief from the heat
- j) that the SOP include defined circumstances for school/worksites closures
- k) that the Board produce a Heat Stress poster for classrooms
- l) that the Board adopt the voluntary National Joint Council Occupational Health and Safety Directive that recommends that in offices, air temperatures should be maintained within the ideal temperature range of 20 °C to 26 °C range. Temperatures between 17 °C and 20 °C and above 26 °C can be uncomfortable, and occupancy in each of these extremes should not exceed 3 hours daily or 60 hours annually. Temperatures above 26 °C are deemed uncomfortable when the humidex reading at a given temperature equals 40 °C or less, with a reading of more than 40 °C considered dangerous.

Secondary Teachers' (TSU) Joint Health and Safety Committee

There was no feedback provided by March 31, 2017. Further discussion will occur at subsequent Joint Health and Safety meetings.

Elementary and Secondary School Principals Association Presidents

- a) Provide a floor plan drawing for each classroom/groups of similar configured classrooms showing best location for fans to optimum air circulation;
- b) Provide schools with a list of recommended fan types and unit rate suppliers/vendors for schools to purchase the fans;
- c) During hot weather/heat alerts that students located on the third floor can be relocated to the ground floor – gymnasiums, multi-program rooms and or to outdoor classrooms;

- d) Board should consider creating a cooling centre in each school such as in the library;
- e) Board should consider installation of ceiling fans in classrooms where there is the ceiling height.

D. METRICS AND ACCOUNTABILITY

1. The TCDSB Hot Weather Standard Operating Procedure will be reviewed annually by the TCDSB OHS Department. Any revisions will be made in consultation with the TCDSB Joint Health and Safety Committees and other stakeholders.
2. Not all TCDSB students, childcare attendees or staff live in air-conditioned buildings. Many Toronto Community Housing Corporation (TCHC) facilities for example, are not air-conditioned. Closing schools during extreme heat alert days may place these individuals in more difficult or precarious situations as well as may place a burden on parents and care-givers to find alternative accommodation for their children if the school and childcare are closed for several days due to a heat event.
3. System-wide school closure would need to be coordinated with our co-terminus board as this will impact school bus transportation. The TCDSB would be accountable for a percentage of the transportation costs during a school closure.
4. Schools are permitted to install a portable air conditioning unit in a room to provide a cooling centre for students that have medical issues related to extreme heat. The request is sent through the Area Superintendent, through to the Health and Safety department. The Maintenance department will assist with the installation of the unit.
5. Childcare tenants can request installation of portable A/C units for exclusive use leased space, for the months of July and August with the costs to be covered by the childcare.
6. The Board has a Standard Operating Procedure for set temperatures in schools, which was included in the Energy Management Plan approved in 2013. During the cooling season, Custodial staff are advised to maintain Air Conditioning systems at a minimum temperature of 25° C (77° F) for Occupied Spaces and for Minimum Occupancy/Unoccupied spaces, the minimum temperature setting is 30° C. These standard occupied temperature settings for both Cooling and Heating season are intended to provide a balance

for occupant comfort and energy conservation. Staff collect annual energy consumption information per building and post this on the Board's Energy Web site as was detailed in the TCDSB Energy Management Plan 2013 -2018 (Corporate Services, Strategic Planning and Property, June 2014).

7. Staff will collect indoor air temperature at twelve non-air-conditioned schools, one per Ward, for the months of May, June and September, commencing May 2017, as detailed in the report attached as Appendix B.
8. In 2016, the Board approved a \$300,000/year energy reduction target as part of the multi-year recovery plan. Board also approved becoming a "Net Zero" energy board. As a consequence, future initiatives to introduce air-conditioning in schools should be considered in light of achieving energy efficiency in schools. The "Net Zero" Energy study which is subject of a separate report, may recommend other alternative options – including alternative natural ventilation design features that are more energy-efficient than air conditioning.
9. The cost of creating an air-conditioned cooling centre in a typical elementary school library is approximately \$35,000/school (supply and installation). The total cost to add a cooling centre in the existing 155 non-A/C elementary schools would be between \$5.4M. The Board would need approval from the Ministry of Education to fund this initiative from School Renewal funding. This would have an impact of the Board's current School Operations budget and the utility budget.
10. The cost to add ceiling fans to a non-A/C school is dependent of a variety of factors; the number and size of rooms, sufficient floor to ceiling height, type and size of fan. A rule of thumb for estimated cost is \$2000/room to install one or two fans (including addressing asbestos and providing electrical power and controls).


E. STAFF RECOMMENDATION

1. That the Board approve the TCDSB Hot Weather Standard Operating Procedure as detailed in Appendix A.
2. That the report regarding the collection of indoor air temperature at twelve sample schools, one per Ward, as detailed in Appendix B, is provided for the consideration of the Board.



Occupational Health and Safety Standard Operating Procedures

HOT WEATHER

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------|---------------------------------|
|  TORONTO CATHOLIC DISTRICT SCHOOL BOARD | Responsible Department: TCDSB Occupational Health and Safety | Document Type: Program | Document state: Revision |
| | Prepared By TCDSB Occupational Health and Safety | Function Accident Prevention | Date (DD/MM/YYYY) 01/11/2016 |
| | Document ID: OHS-SOP-014 | | |
| | Original Date: October 2006 | Revision date: February, 2017 | Revision number: 01 |

**REVISION LOG**

| REVISION | DATE | DESCRIPTION OF CHANGES |
|----------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01 | November 1, 2016 | Updated to reflect the new provincial harmonized heat alert system and to incorporate existing TCDSB classroom and facility procedures and best practices, thereby reducing the impact of hot weather on students and staff |
| 02 | | |
| 03 | | |
| 04 | | |
| 05 | | |
| | | |



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1.0 PURPOSE

All School Boards have a general duty to protect students and workers from hazards in schools and other Board workplaces, including weather-related hazards that may impact school operations such as heat stress, particularly during the hot summer months.

The TCDSB Hot Weather Procedure increases the awareness level of all TCDSB workers to heat-related illness during heat warnings issued by Toronto Public Health and outlines a series of practical measures that schools and Board departments can take to help prevent discomfort and heat-related illness for students and staff.

The TCDSB Hot Weather Procedure also helps the Facilities Department support their workers involved in custodial operations, maintenance, and repairs during the summer months.

2.0 BACKGROUND AND SCOPE

2.1 Background

The majority of TCDSB facilities, especially schools, are open year-round. Many buildings accommodate programs in the summer months such as daycares, focus on youth camps, and summer school classes.

The summer is also an extremely busy period for TCDSB Facilities custodial and maintenance staff involved in cleaning, repairs, renewal and capital work, much of which can only be done in the short window when students and other regular building occupants are not present.

In the October 18, 2006 meeting of the Committee of the Whole Board, the Board approved a document titled "TCDSB Heat Protocol in Schools". This document outlined a series of responses and strategies to heat alerts and extreme heat alerts declared by the City of Toronto Medical Officer of Health (Appendix A).

In May 2016, the City of Toronto Hot Weather Response Plan (HWRP) was updated to reflect a provincial harmonized heat alert system (Appendix B). The City of Toronto HWRP was created to protect vulnerable people from the health impacts of extreme heat, such as young children, seniors, the homeless and people with pre-existing illnesses or chronic diseases (Appendix C).

Toronto Public Health (TPH) receives weather forecasts from Environment and Climate Change Canada (ECCC) in advance of issuing a Heat Warning. Extended Heat Warnings are issued if conditions are forecasted to continue for **3 or more days**.

Under Ontario's Occupational Health and Safety Act (OHSA), there is no maximum regulated temperature in the workplace; however, Employers are legally required to take all precautions reasonable to protect

workers. Under the Education Act, School Boards are legally required to give assiduous attention to the health and comfort of its students.

Occupations that are commonly at risk of heat stress include firefighters, miners, welders, steel workers, kitchen staff and outdoor workers that work in construction, roofing, landscaping and farming. **Heat stress measures are not meant to stop work altogether, but to allow workers to continue to work safely.**

While high physical exertion is a primary risk factor for heat stress, other factors such as humidity, temperature, clothing (including personal protective equipment), and the body's ability to cool itself also contribute to whether or not a person will suffer heat stress, and to what degree.

The Ministry of Labor enforces the OHSA and has created heat stress guidelines (Appendix E). The Occupational Health and Safety Council of Ontario (OHSCO) also has a reference document on heat stress awareness (Appendix F)

2.2 Scope

The TCDSB Hot Weather Procedure applies to all TCDSB students, workers, visitors and building occupants.

The following TCDSB employee groups have been identified as having an elevated risk of suffering heat stress due to the nature of their job duties (Appendix G):

- Custodial staff conducting summer clean-up
- Maintenance staff working outdoors or on school roofs during the summer
- Supervisory Staff / Project Coordinators (when working in the field during the summer)
- Print Shop Staff during the summer
- Teaching staff, particularly during physical education activities, outdoor field trips, and yard duty during heat warnings

The TCDSB Hot Weather Procedure identifies a series of hazard controls that lowers the likelihood of heat-related illness for vulnerable students, particularly young children and employee groups at risk.

3.0 APPLICABLE LEGISLATION, STANDARDS, DOCUMENTS

The following legislation, standards, documents and information apply to the Hot Weather Procedure and were referenced during its creation:

- Occupational Health and Safety Act, R.S.O. 1990
- *Heat Protocol in Schools*, TCDSB, 2006
- *Heat Stress Awareness Guide*, Occupational Health and Safety Council of Ontario, 2009



- *Heat Warnings and Extended Heat Warnings*, City of Toronto
<http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=faf1ebfc2bb31410VgnVCM10000071d60f89RCRD>
- *Hot Weather Response Plan*, City of Toronto, 2016

4.0 DEFINITIONS

Definitions from the Occupational Health and Safety Act

Supervisor: a person who has charge of a workplace or authority over a worker

Worker: means any other the following but does not include an inmate of a correctional institution or like institution or facility who participates inside the institution or facility in a work project or rehabilitation program:

- A person who performs work or supplies services for monetary compensation.
- A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled.
- A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university or other post-secondary institution.
- A person who receives training from an employer, but who, under the Employment Standards Act, 2000, is not an employee for the purposes of that Act because the conditions set out in subsection 1 (2) of that Act have been met.
- Such other persons as may be prescribed who perform work or supply services to an employer for no monetary compensation;

Workplace: means any land, premises, location or thing at, upon, in or near which a worker works

5.0 ROLES AND RESPONSIBILITIES

Safety is a shared responsibility. The successful implementation of the TCDSB's Hot Weather Procedure requires participation and commitment from all staff. The roles and responsibilities of each party are outlined below:

5.1 Communications Department

- Forward all communications from the City of Toronto regarding Heat Warnings and Extended Heat Warnings to all Board employees and other stakeholders (with a TCDSB email address) via email

5.2 School Administrators (Principals / Vice-Principals)

- Take all reasonable precautions when notices of Heat Warnings and / or Extended Heat Warnings are received
- Make frequent announcements to staff and students to drink plenty of water
- Adjust school operations and activities as needed
- Provide Heat Stress Awareness information and instruction to all teaching and non-teaching school staff at least annually (preferably in May)

5.3 Facilities Custodial Operations and Maintenance Department Supervisors

- Provide on-going resources, information and reminders, especially during warm weather months (i.e. May - September) of best practices to prevent heat stress;
- Provide guidance and support to custodial and maintenance workers to reschedule and / or re-organize work where required (e.g. when a Heat Warning or Extended Heat Warning has been issued);
- Proactively check the City of Toronto website for Heat Warnings to ensure Warnings are communicated to workers in a timely manner (as alerts from the Communications Department may not be sent until after Custodial and Maintenance staff have begun their workday).

5.4 Workers

- Participate in and / or receive any training, instruction or information provided by the Employer and Supervisors regarding heat stress awareness;
- Be familiar with signs of heat stress and heat stroke (in oneself and others);
- Stop work immediately and report to their Supervisor for assistance if they experience any symptoms of heat stress.
- Follow any school or work operation adjustments during hot weather as directed by their Supervisor

5.5 Occupational Health and Safety Department

- Update the Hot Weather Procedure as new information becomes available;
- Provide consultation and guidance to Supervisors conducting accident investigations for heat stress related injuries and illness.

6.0 PROCEDURE

6.1 Heat Protocol for School Administrators

School Administrators will implement the following control measures and strategies when a Heat Warning or Extended Heat Warning (respectively) has been issued by Toronto Public Health:

| CITY OF TORONTO MEDICAL OFFICER OF HEALTH HEAT WARNING DECLARATION | |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓ | TCDSB Communications Department will forward all communications from Toronto Public Health, via e-mail to workers and other TCDSB stakeholders with active TCDSB email addresses, that a Heat Warning has been declared. |
| ✓ | Principals will make frequent announcements reminding staff and students to drink plenty of water. |
| ✓ | Personal water bottles will be allowed at student desks and outside if necessary. |
| ✓ | Staff will be asked to close south-facing window coverings during the day. |
| ✓ | Natural ventilation through operable windows can be helpful for cooling. Natural ventilation can be improved by using fans near the open windows. |
| ✓ | If feasible, computers and lights will be turned off. |
| ✓ | If computers must be turned on, computer use will be limited to the earliest hours of the school day. |
| ✓ | Schools will limit outdoor physical education activities to the early morning. Staff and students will take frequent rest and water breaks. |
| ✓ | Since the gym tends to be cooler, some outdoor physical education activities will be scheduled in the gym. |
| ✓ | Where there are cooling centers in the school such as an air-conditioned library or classroom(s), students and staff will access these cooling centers on a rotation basis throughout the day. |
| ✓ | If feasible, identify outdoor cooling places that have shading (large trees or a roofed shade structure). Staff and students will access these cooling places on a rotation basis throughout the day. Please refer to the City of Toronto Shade Policy Guidelines for further information (Appendix D). |

**CITY OF TORONTO MEDICAL OFFICER OF HEALTH
EXTENDED HEAT WARNING DECLARATION**

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓ | Same steps as outlined under Heat Warning Declaration, plus |
| ✓ | All outdoor physical activity will be cancelled. Track and Field days will be rescheduled to rain days. |
| ✓ | Schools will consider temporary modifications to their local student dress code in keeping with the guiding principles of TCDSB Policy S.S. 07, Dress Code for Pupils Policy |
| ✓ | If the school has mechanical ventilation with no operable windows and the mechanical ventilation malfunctions, school closure under <i>TCDSB Policy A.16 Emergency School Closure</i> , will be considered. |

**CITY OF TORONTO DECLARES AN EMERGENCY
SEVERE AND PROLONGED HEAT WAVE
THAT LEADS TO POWER OR WATER SHORTAGES
INCREASED MORTALITY RATES, STRAINS ON HEALTHCARE SERVICES**

| | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓ | TCDSB will activate the School Emergency Response Plan and Emergency Operation Center (EOC) |
| ✓ | School closures under <i>TCDSB Policy A.16 Emergency School Closure</i> , will be considered in consultation with TDSB, the Ministry of Education and Toronto Public Health. |

7.0 COMMUNICATION AND AWARENESS

The Hot Weather Standard Operating Procedure will be communicated to the following staff:

- All Principals, Vice-Principals and Facilities Management (including Capitol and Renewal departments)
- All Principals and Facilities Supervisors shall use the information provided in Section 6.0 and the Appendices of this SOP as training / instruction / information for their workers. At a minimum, workers shall be made aware of the following:
 - The definition of heat stress and other heat-related maladies (i.e. heat rash, heat stroke)
 - Signs and symptoms of heat stress
 - Heat stress treatment and prevention tips
 - The Provincial Harmonized Heat Warning and Information System

- Principals shall provide heat stress awareness information to all school staff at least annually. Facilities management shall provide heat stress awareness information to unionized facilities staff periodically, such as during Head Caretaker meetings, Maintenance Meetings, March Break training, and via on-going meetings between workers and their Service Quality Supervisors, and non-unionized facilities staff (who visit school sites) at least annually.

8.0 EVALUATION

The Hot Weather SOP will be reviewed at least annually by the Occupational Health and Safety Department. Any revisions will be done in consultation with the respective TCDSB Joint Health and Safety Committees.

9.0 APPENDICES

Appendix A: TCDSB Heat Protocol in Schools, 2006

Appendix B: Provincial Harmonized Heat Warning Information System

Appendix C: City of Toronto's Hot Weather Response Plan, 2016

Appendix D: City of Toronto Shade Policy Guidelines

Appendix E: Heat Stress Awareness, Ontario Ministry of Labour

Appendix F: Heat Stress Awareness, Occupational Health and Safety Council of Ontario

Appendix G: Heat Stress Awareness for TCDSB workers



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

STATUS UPDATE REGARDING THE COLLECTION OF INTERIOR AIR TEMPERATURES IN NON-AIR CONDITIONED SCHOOLS (ALL WARDS)

*"I can do all this through Him who gives me strength."
Philippians 4:13 (NIV)*

| Created, Draft | First Tabling | Review |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------|
| February 6, 2017 | February 15, 2017 | |
| K. Elgharbawy, Senior Coordinator, Maintenance and Energy Management M. Iafrate, Senior Coordinator, Renewal A. Della Mora, D. Yack, J. Shanahan, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell Superintendents of Learning, Student Achievement and Well-Being M. Puccetti, Superintendent of Facilities Services | | |
| INFORMATION REPORT | | |

Vision:

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

Mission:

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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 a status update regarding the collection of daily interior air temperatures at schools that do not have air-conditioning nor displacement ventilation systems.

Temperature collection will begin in May and continue to the end of September at twelve (12) schools, one per Ward. Temperature reading will be collected either through the Building Automation systems, if the school is equipped with some mechanical ventilation or with temperature-recording data loggers. The data will be collated and analysed to assist with the planning and prioritization for future passive cooling measures.

The cumulative staff time dedicated to developing this report was 25 hours.

B. PURPOSE

1. This report is provided as a follow up to the June 6, 2016 report presented at Corporate Services, Strategic Planning and Property Committee, regarding Passive Cooling for Schools without Air-conditioning. The Board direction to staff is below:
 1. *That we consider the strategies outlined in the report and include the following items:*
 - a) *Increase insulation on all west and south facing walls in our buildings;*
 - b) *Operable windows should have upper operable windows beyond the 100 mm (10 cm) openings;*
 - c) *Install white roofs with solar panels initially to reduce Hydro usage or to run air conditioning;*
 - d) *Investigate green roofs to include native plants or succulents that do not require frequent watering (desert types);*
 2. *That staff begin collection of day-to-day temperature data in order to prioritize the implementation of passive cooling measures in our*

schools. Priority for data collection and monitoring to be for those schools without air conditioning, air displacement ventilation.

C. BACKGROUND

1. School buildings present unique challenges for meeting heating, ventilation and air conditioning (HVAC) requirements. Room occupancy and use, building age, size, as well as the presence or absence of a mechanical ventilation system are all factors that influence indoor air temperature. The local climate and outdoor air temperatures also impact indoor air temperatures.
2. There are approximately 139 TCDSB schools that have mechanical ventilation systems (this does not include schools that are only equipped with washroom exhaust fan). Of these, approximately 83 schools have tempered or air conditioned air as part of the ventilation system. In some cases, air-conditioning may only be provided to a portion of rooms or spaces within the building. The majority of schools with mechanical ventilation systems are operated by a building automation system (BAS), which provides remote-access and diagnosis of the mechanical system as well as temperature adjustments. The BAS can also provide temperature readings but in some cases, the BAS monitors a zone in the building rather than individual classrooms.
3. For older schools that do not have mechanical ventilation systems and/or BAS, the indoor air temperature is primarily monitored through the boiler controls and radiator controls throughout the heating season for the months of October to May. These temperature controls would not be in use during the warmer months when the heating season is completed. The only way therefore to capture room temperatures in these classrooms would be to install individual thermometers in each room, approximately 6,106 rooms in total, system-wide.
4. In order to facilitate the collection of the space temperature data, the Energy Department will install data loggers in the classrooms that are likely to be warmer than the rest of the school. Room temperature in selected classrooms will captured at the following twelve (12) schools, which represent different

building ages, construction types, and may have partial mechanical ventilation:

| Trustee Ward | School | Size | Build Year | Does the school have mechanical ventilation - Full or Partial? |
|--------------|--------------------|--------|------------|----------------------------------------------------------------|
| 1 | St Benedict | 56,069 | 1966 | Partial |
| 2 | St Gregory | 72,237 | 1999 | Yes |
| 3 | St Matthew | 41,336 | 1950 | Partial |
| 4 | St Charles Garnier | 37,501 | 1975 | Partial |
| 5 | St Charles | 37,147 | 1959 | Partial |
| 6 | St Clare | 65,326 | 1694 | Partial |
| 7 | St Kevin | 20,335 | 1965 | Partial |
| 8 | The Divine Infant | 37,512 | 1986 | Partial |
| 9 | Holy Rosary | 35,725 | 1921 | No |
| 10 | St Cecilia | 69,965 | 1914 | Partial |
| 11 | Notre Dame | 68,512 | 1949 | Partial |
| 12 | St Barbara | 34,627 | 1965 | Partial |

D. EVIDENCE/RESEARCH/ANALYSIS

1. Environment Canada and Climate Change (ECCC) data from the past six years indicates that there have been between six (6) to ten (10) hot degree days (over 30°C.) during the school year in Toronto per year, as previously noted in the two following reports presented to Board; *Report On Cost-Benefit Analysis Of Displacement Ventilation And Full Air Conditioning, October 2015* and

Report on Passive Cooling For Schools Without Air Conditioning (All Wards), June 6, 2016.

2. The ECCC also provides data for the average daily temperature for the months of May, June and September for the past six years noted below:

| <i>Average Temperature (°C)</i> | | | |
|---------------------------------|------------|-------------|------------------|
| Year | May | June | September |
| 2012 | 18.2 | 21.6 | 18.2 |
| 2013 | 13.3 | 17.5 | 16.5 |
| 2014 | 12.2 | 18.3 | 17.4 |
| 2015 | 13.9 | 17.0 | 19.9 |
| 2016 | 12.8 | 18.4 | 20.1 |

3. There is no legislation requiring air-conditioning in new or existing buildings in Ontario. In 2006, the Board-approved “Heat Protocol in Schools”. This document outlines responses and strategies to heat alerts and extreme heat alerts declared by the City of Toronto Medical Officer of Health. In 2016, the City of Toronto Hot Weather Response Plan (HWRP) was updated. Toronto Public Health (TPH) receives warnings of heat alerts from ECCC and will make those known to the public. The Occupational Health and Safety (OHS) Act of Ontario, does not regulate maximum temperature in workplaces. The OHS Council has provided a Heat Stress Awareness guidelines for workers, which the Board has distributed to the various joint-health and safety committees.
4. A separate report regarding updates to the Board’s Hot Weather Protocol will be provided in March 2017 upon completion of consultation with TCDSB stakeholders.

E. ACTION PLAN

1. The collection of daily indoor air temperature will be undertaken using temperature-recording data logging devices. Data loggers will be placed in one or two classrooms per floor in each of the selected schools for the months of May, June and September. The use of the data loggers may also be extended into the winter months. Indoor air temperatures during the heating months can

be monitored through the boiler and the controls for the room radiators or terminal units.

2. The preferred model of data logger has the capability of transmitting indoor temperature data wirelessly and can read indoor temperatures between -30°C and 70°C to an accuracy of 1%. Each device has memory storage capability to record 30,000 measurements and has a typical battery life of one year. Data loggers would need be collected from each room, in order to download the information into a computer.
3. Staff will also note the room conditions and features for the rooms where temperature readings are taken, as well as noting other factors that may influence indoor air temperature. The analysis will also include outdoor weather and temperature data as provided by the ECCC.

F. METRICS AND ACCOUNTABILITY

1. Temperature readings collected through BAS and data loggers are a more consistent and reliable way to capture accurate readings throughout the day (and at night) than by collecting the data manually. The information can be electronically loaded into the appropriate spreadsheet or tables for analysis.
2. The Board currently communicates heat stress awareness information as well as City of Toronto Heat Alerts to schools, in keeping with Hot Weather Protocol. The report on Passive Cooling Measures (2016) includes some actions that can be undertaken by schools such as adding fans to circulate air in classrooms as well as turning off lights, and closing blinds/curtains to reduce solar heat gain. Taking students outside to a shady part of the yard is another option.
3. The results of the room temperature analysis will be of value to plan and implement passive cooling measures at schools. In addition, this information may help support requests to the Ministry of Education to provide funding to introduce air-conditioning or other cooling measures in existing schools, as currently School Renewal funding is not permitted to be used to introduce “new” systems into schools unless in response to a legislative requirement.

4. The schools with BAS and mechanical ventilation systems (but not air-conditioning) can take advantage of “night cooling”, to bring cooler, external air into the building prior to the start of the school day. This practise is also beneficial in schools with air conditioning as it reduces the daytime cooling load on the building, and saves on energy.
5. The Board recently approved becoming a Net Zero school board – in order to achieve this with both existing and new buildings, there would need to be a balance between the amount of energy used or required to operate the school and the amount of energy (primarily electricity) that the building produces through renewable measures such as solar photovoltaic panels. As an example, the roof-top solar panels at Blessed Cardinal, which has partial air-conditioning in the building, produces approximately 20% of the electricity used by the building.
6. The estimated staff time to place the data loggers at the twelve schools, monitor the readings, and collate the information is approximately 280 hours. The data loggers should remain in place for the months of July and August in order to continue data-collection through September.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The information collected from the indoor room temperature analysis will be provided to the Board in a subsequent report, in October 2017.
2. A report regarding the goals and measures required to become a Net Zero school board will also be presented in the fall of 2017.
3. The updated Hot Weather Protocol is currently being circulated for consultation amongst various TCDSB stakeholder groups with a subsequent report to Board planned for March 2017.
4. School staff and parents at the selected schools will be informed by letter that temperatures readings will be collected their school for the months of May, June and September and that this information will be part of a Board report to be presented in October.

H. CONCLUDING STATEMENT

This report is for consideration of the Board.

APPENDIX B



REPORT TO

REGULAR BOARD

**BLOCK 31 – PROPOSED NAME OF NEW SCHOOL -
BISHOP MACDONELL CATHOLIC ELEMENTARY
SCHOOL**

*"For the one whom God has sent speaks the words of God, for God gives the Spirit without limit."
John 3:35*

| Created, Draft | First Tabling | Review |
|----------------|----------------|---------------------------------------------|
| April 10, 2017 | April 19, 2017 | Click here to enter a date. |

John Shain, Interim Superintendent for Area 6
Mario Silva, Comptroller of Planning and Development Services
John Yan, Communications, Public and Media Relations

RECOMMENDATION REPORT

Vision:

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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

Block 31 is a City-owned site in the Railway Lands located west of Spadina Avenue, south of Fort York Boulevard, north of the Gardiner Expressway and adjacent to the Canoe Landing Park.

The City entered into an Umbrella Agreement in 1994 with Canadian National Railways, the Toronto Catholic District School Board and the Toronto District School Board for the purpose of collecting development levies for the construction of a community centre, child care centre and separate elementary schools.

The TCDSB school will have a capacity for 550 students, and as per board policy, a name is required for the new school.

After following the policy regulations for naming a new TCDSB school, it is recommended that the Board approve the name Bishop Macdonell Catholic Elementary School.

B. PURPOSE

1. The name of the new school is proposed to be Bishop Macdonell Catholic Elementary School. This was the result of consultations that followed Board Policy S.07 School Names.

C. BACKGROUND

1. **March 7, 2017** - A public meeting was held for the surrounding schools and communities at St. Mary RC Church Hall to discuss the naming of the new school. A variety of proposed school names were discussed.

D. EVIDENCE/RESEARCH/ANALYSIS

1. A public Meeting was held on March 7, 2017 and surrounding communities were notified. In addition, the local councillor, the MP and MPP were notified and asked to post the meeting date and location on their websites.

2. A number of potential school names were reviewed at the meeting, and the preferred choice of name for the school is Bishop Macdonell Catholic Elementary School. (**Appendix A**)
3. The new school will be situated within the parish of St. Mary Roman Catholic Church. The pastor is supportive of the choice of Bishop Macdonell as the name for the new school, and has communicated this support in accordance with policy S.07 School Names. (**Appendix B**)
4. The Office of the Cardinal was contacted and the board received notice on April 11, 2017 that the Cardinal approved of the school name Bishop Macdonell Catholic Elementary School (**Appendix C**).
5. Consistent with S.07 School Names, Regulation 1 (c) and (d), both the local Trustee Ward 9 and the school Superintendent have also signalled their support for the new name.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Once the new school name is approved officially by the Board of Trustees, planning and marketing of the new school will be conducted under its official name Bishop Macdonell Catholic Elementary School, and will be communicated to the general public through a media release and supported by various social and traditional media.

F. STAFF RECOMMENDATION

Staff recommends that the Board of Trustees approve the name of the new school as Bishop Macdonell Catholic Elementary School.



**Help Us Name the New
Toronto Catholic District School
Board School to be built on Block 31
(the old Railway Lands)
near Canoe Landing Park**

**All Are Welcome to Attend a Public
Meeting To Discuss the Naming of the
New School**

**Tuesday March 7, 2017
St. Mary's Church Hall (Portugal
Square)
130 Bathurst Street
7:00 p.m. - 8:00 p.m.**

*Suggestions for the school's name can also be
emailed to Area 6 Superintendent John Shain at
john.shain@tcdsb.org*

SCHOOL NAMES REVIEWED AT PUBLIC MEETING

- Our Lady of the Lake
- St. Veronica
- Divine Mercy
- Bishop MacDonell
- St. Andre Bessette
- Our Lady of the Cape

Bishop Macdonell School

The Toronto Catholic District School Board will be opening a new Catholic Elementary school on the old railway lands, near Canoe Landing Park. As a parish, we are proposing to name the school in honour of Bishop Alexander Macdonell. Your support of this name is appreciated. Please sign your name below.

Name

PHILOMENA QUINN (Philomena Quinn)

Jenneth Rosal

Huberto Rosal

JAMES K. GILLIGAN

Carlos Souda

Jeanne Lopez

Joe Oliveira

HELDER SOUSA

Leontina Manuel Pacheco

HSHLEY TAVARES

Ana Domingues

FELICIANO FERNANDES

Connie Medeiros

Greg Skora

Bishop Macdonell School

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Name

Ali Yell

Stephen Alves

Helia Kedeiros

João Silva

Michael Caldeira

Julian L. L.

Christina Reis

Sara da Silva

João Tavares

Nancy McWhorter

Susana Coelho

ANA M. GONCALVES

JOSE SILVEIRA

SL Rose

Bishop Macdonell School

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Name

Birch Castilho

Maria Caldeira

Nelson Caldeira

M^a Teresa Maria Jesus

Lilia Tavares

Maria Sousa

MARIO MEDEIROS

Maria Ramon

Orlanda Pereira

Odilia Soares

L. MEDEIROS

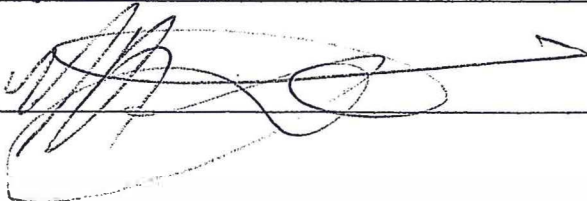
Susana Caldeira

Valter Caldeira

Bishop Macdonell School

The Toronto Catholic District School Board will be opening a new Catholic Elementary school on the old railway lands, near Canoe Landing Park. As a parish, we are proposing to name the school in honour of Bishop Alexander Macdonell. Your support of this name is appreciated. Please sign your name below.

Name

Sophia ReyerMiranda DiGiovanniLuca Di GiovanniCatherine DodgeBryceson DodgeVICTOR REGODANIEL MARTINSJennifer ValerioSusan Hoo Kong-TaylorCecilia SilvaElisa D'AversaFernando Santo

Bishop Macdonell School

The Toronto Catholic District School Board will be opening a new Catholic Elementary school on the old railway lands, near Canoe Landing Park. As a parish, we are proposing to name the school in honour of Bishop Alexander Macdonell. Your support of this name is appreciated. Please sign your name below.

Name

Nelson Santos

Michelle Narada

Maureen Kelly Meikle

Judy Martins (J. Martins)

BRYAN SOARES

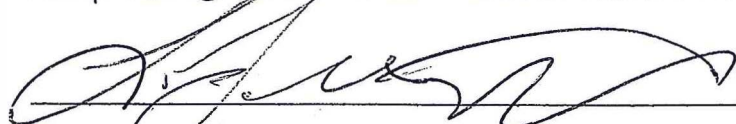
DIANNA FURTADO

A. Coe-Reed

J. Furtado

S. Furtado

Nichole Edwards



H. Gomes

WILLIAM DUNLOP.

WJ-

Bishop Macdonell School

The Toronto Catholic District School Board will be opening a new Catholic Elementary school on the old railway lands, near Canoe Landing Park. As a parish, we are proposing to name the school in honour of Bishop Alexander Macdonell. Your support of this name is appreciated. Please sign your name below.

Name

JOHN PAVAO

Chavez Family

Nathan, Shirley Rocha

Jason Branco

Melanie Trudel

Jeremy Kapoly

Quince Digbs

Tony Digbs

Anthony Digbs

Lalaine Aquino-Rizzotto

Nick Rizzotto

Bishop Macdonell School

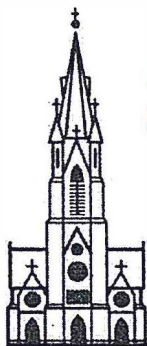
The Toronto Catholic District School Board will be opening a new Catholic Elementary school on the old railway lands, near Canoe Landing Park. As a parish, we are proposing to name the school in honour of Bishop Alexander Macdonell. Your support of this name is appreciated. Please sign your name below.

Name

Nancy McWhitt

Fe Parasdas

Judy Seymour



ST. MARY'S CHURCH

April 11, 2017

Att. Mr. John Shain
Superintendent
Toronto Catholic District School Board

RE: Bishop Macdonell School

Dear Mr. Shain,

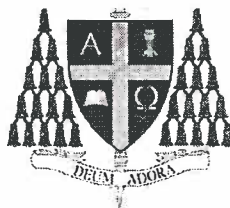
The parishioners of Saint Mary's parish are very excited with the news of a new Catholic Elementary School on the railway lands, near Canoe Landing Park. After consulting with our parishioners, I can say that they were unanimous in supporting the idea that this new school be named after the historical figure of Bishop Alexander Macdonell, the first bishop of Upper Canada, who died on January 14, 1840.

Bishop Macdonell established many Catholic parishes and schools across the province, fought for the rights of settlers and equal payment for school teachers. Wherever they dwelt he went, even by canoe, administering the sacraments, consoling the sick and preparing the dying for death.

This zealous pastor of souls, military chaplain, patriot and educator, no doubt, is among the towering figures of early Ontario history, and a figure very dear to our parish. It is for this reason that the parishioners of Saint Mary's wish to name the new school "Bishop Macdonell Catholic School".

Yours in Christ,

Fr. Fernando Couto, Pastor



Ms. Angela Gauthier
 Director of Education
 Toronto Catholic District School Board
 80 Sheppard Ave. East
 Toronto, ON M2N 6E8

April 11, 2017

Dear Ms. Gauthier,

I have been informed that the Toronto Catholic District School Board will be constructing a new Catholic elementary school in the Railway Lands area of downtown Toronto. As part of that process, I am grateful that the board consulted with the local pastor and community members in discerning a name for the new school.

I am most pleased to provide my support of Bishop MacDonell Catholic Elementary School as the preferred name for this new centre of learning. This is a fitting tribute to the first Roman Catholic Bishop of Upper Canada and a reminder of those who first nurtured the seeds of faith in our community.

May God bless all those working to bring this new school to completion. Be assured of my continued prayers for each member of our community that has been entrusted to journey with our young people in publicly funded Catholic schools throughout the Archdiocese of Toronto.

Sincerely in Christ,

+ Thomas Cardinal Collins

Thomas Cardinal Collins
 Archbishop of Toronto

cc. Bishop Robert Kasun, Auxiliary Bishop, Central Pastoral Region
 Rev. Fernando Couto, Pastor, St. Mary's Parish

REGULAR BOARD

*Let the wise hear and increase in learning, and the one who understands obtain guidance,
Proverbs 1:5*

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** (top)
- STRENGTHENING OUR GOVERNANCE** (top right)
- INSPIRED AND MOTIVATED EMPLOYEES** (bottom right)
- EXCELLENCE IN GOVERNANCE** (bottom)
- STEWARDSHIP OF RESOURCES** (bottom left)
- STUDY, LEARNING AND WELL BEING** (top left)

The icons represent:

- A cross (top segment).
- Two stylized figures holding hands (top right segment).
- A dove (bottom right segment).
- A classical column (bottom segment).
- A hand holding a globe (bottom left segment).
- A person with a checkmark (top left segment).

A. EXECUTIVE SUMMARY

This report recommends updating the Access to Pupil Information policy (S.16) to include updates which align with current practice and includes amendments moved by Trustees during the March 21, 2017 and April 11, 2017 Governance and Policy Committee meetings.

B. PURPOSE

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

C. APPENDIX

APPENDIX A: Access to Pupil Information Policy (S.16) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Access to Pupil Information policy (S.16) as amended and proposed in Appendix A.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

Date Approved:
May 9, 2007

Date of Next Review:
April 2022

Dates of Amendments:
April 19, 2017

Cross References:

Education Act, R.S.O. 1990, s.266, Pupil Records

Municipal Freedom of Information and **Protection of Privacy Act**, R.S.O. 1990, C.M56

Child and Family Services Act, R.S.O. 1990, C.11

[Ontario Student Record \(OSR\) Guideline, 2000](#)

~~Access To Pupils S.15~~

~~Apprehension Or Arrest Of Pupils S.18~~

~~Police Investigation V.P.05~~

~~Suspected Child Abuse Reporting S.17~~

~~Access to **Students in Schools Premises S.S.04**~~

~~**Progressive Discipline S.S.10**~~

~~**Fresh Start S.S.12**~~

~~**Suspension and Expulsion S.S.01**~~

~~Police/School Board Protocol~~

~~**Children's Law Reform Act**~~

Appendix

Purpose:

All pupil information including the Ontario Student Record is to be maintained for all students in accordance with The Education Act, the Municipal Freedom of Information and Protection of Privacy Act and all applicable regulations and guidelines of the Government of Ontario. This policy supports the pursuit of strengthening public confidence and the assurance of accountability as articulated in the Board's Multi-Year Strategic Plan.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

Scope and Responsibility:

This policy applies to all individuals who maintain pupil information within the TCDSB. The Director of Education is responsible for the implementation of this policy in alignment with the Multi-Year Strategic Plan.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Policy:

The Toronto Catholic District School Board requires that all staff will strictly observe confidentiality with respect to **diligently-maintained**, pupil-identifying records, including health and other records, maintained by the Board.

Access to pupil records shall be in compliance to **with** existing ~~federal~~ Provincial Acts and the most current Ontario Student Record **(OSR)** Guideline.

Regulations:

1. Maintenance Of Confidentiality

Principals shall regularly review with teaching and other staff the obligation of maintaining confidentiality respecting pupil records **information, including the OSR**, imposed by the Education Act, the Municipal Freedom of Information and Protection of Privacy Act and the Ontario Student Record Guideline. No employee of the Board shall provide information about any student or ~~their~~ **the student's** family to any outside agency, including immigration officials, unless legally obliged to do so.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

2. Providing Pupil Information To Another School, Private School Or Other Educational Institutions

Principals shall adhere to the requirements of the Regulation respecting Pupil Records (Ontario Student Record Guideline) governing the transfer of Pupil Records when a pupil transfers from one school to another.

3. Providing Pupil Information To A Pupil, ~~Or His/Her~~ Parent, Or Guardian

Pupils and their parents or guardians may access pupil information through the school principal. A pupil and his or her parent or guardian, where the pupil is a minor, are entitled to ~~examine~~ **view and/or receive a copy of all information, including the OSR** ~~the records~~ **relating to such** pupil. **A pupil between the ages of 16 to 18, who has withdrawn from parental control, may have exclusive access to their pupil records as governed by section 65 of the Children's Law Reform Act.**

Upon reaching 18 years of age, a pupil shall have exclusive access to his or her student records and may elect to grant access to such records to others. The parent or guardian of a pupil who is not mentally capable will retain the right to access the records relating to that student after he or she has reached 18 years of age.

A legally-identified custodial or non-custodial parent is entitled to be given information as to the education of that parent's child unless and until there is either an Order of the Court or a term in a separation agreement denying the person access to the child.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

Unless the pupil, parent or guardian, and the existence of the necessary relationship of the latter two to the pupil are all actually known to the principal, proper identification should, with sensitivity and discretion, be insisted upon.

4. Providing Pupil Information To Others

Every person shall preserve ~~secrecy~~ **confidentiality** in respect of the content of **all pupil information, including the OSR** ~~a record~~ that comes to the person's knowledge in the course of ~~his or her~~ **the person's** duties or employment, and no such person shall communicate any such knowledge to any other person except,

- (a) as may be required in the performance of his or her duties **as set out in the Education Act or other relevant legislation**; or
- (b) with the written consent of the parent or guardian of the pupil where the pupil is a minor; or
- (c) with the written consent of the pupil where the pupil is an adult; or
- (d) through a search warrant requiring the surrender of an Ontario Student Record to the police; or
- (e) through a subpoena or appropriate court order; or
- (f) where a teacher or the principal may have information where it is suspected that the child is in need of protection as defined in the Child and Family Services Act; or
- (g) upon request of the medical officer of health as provided in the Education Act; or
- (h) where the Municipal Freedom of Information and Protection of Privacy Act permits a school board to disclose confidential information to the police to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

5. Maintenance of Pupil Records

The Ontario Student Record must be maintained, used, disclosed, and disposed of in accordance with all applicable legislation. School administrators will be advised of relevant changes through appropriate communication. Diligent maintenance of students' Ontario Student Records would entail the mandatory inclusion of any court documents and separation agreements which may impact rights to such records.

Definitions:

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information “for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record”. The act also regulates access to an OSR and states that the OSR is “privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction” of the student. Each student and the parent(s) [and guardian(s)] of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR. (Ontario Student Record (OSR) Guideline, 2000)



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

Evaluation and Metrics:

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

Qualitative feedback provided by Principals regarding access to information requests at monthly K-12 meetings conducted by Field Superintendents.

APPENDIX A



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO RECORDS MANAGEMENT (A.20) AND ARCHIVES (A.21) POLICIES

*In whom are hidden all the treasures of wisdom and knowledge.
Colossians 2:3*

| Created, Draft | First Tabling | Review |
|----------------------------------------------------------------------------------------------------------------------------------|----------------|--------|
| April 11, 2017 | April 19, 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 consolidating the Records Management (A.20) and Archives (A.21) policies into one policy updated in meta format to align with relevant legislative requirements and current leading practices including reflecting amendments to the *Municipal Freedom of Information and Protection of Privacy Act* and following leading practices and resources provided to Ontario school boards.

B. PURPOSE

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

C. APPENDIX

APPENDIX A: Records Management & Archives Policy (A.20) as proposed

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Records Management & Archives policy (A.20) as proposed in Appendix A.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------|
| Date Approved: April 19, 2017- Board | Date of Next Review: April 2022 | Dates of Amendments: |
| Cross References: <i>Consolidating Records Management (A.20) and Archives (A.21)</i> <i>Education Act</i> <i>Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)</i> <i>Canada Evidence Act</i> <i>Ontario Evidence Act</i> <i>Personal Health Information Protection Act (PHIPA)</i> Ministry of Education Ontario Student Record, (OSR) Guideline, 2000 Privacy and Information Management (PIM) toolkit TCDSB Policy A.22 Art Collection | | |

Purpose:

The purpose of this policy is to establish requirements to protect the legal, fiscal, historical, and other interests of the Board and the public in managing records and information safely and securely, for as long as required.

Scope and Responsibility:

This policy applies to all records and information received, created and maintained within administrative departments and schools. The Director is responsible for this policy with the support of the Archives & Records Management staff.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

Alignment with MYSP:

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Inspiring and Motivating Employees

Policy:

The Board requires the institution and maintenance of a comprehensive Records and Information Management program for the systematic creation and maintenance of records and information that is accurate, authentic, reliable, accountable and consistent with applicable legislation and guidelines. In addition, the Board will support the collection and preservation of archival materials which illustrate the growth and development of TCDSB and its previous boards.

Regulations:

Records Management

1. Record keeping practices must comply with the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), the *Personal Health Information and Protection Act* (PHIPA), the *Education Act*, the *Ontario Evidence Act*, the *Canada Evidence Act*, and other statutory provisions, as well as relevant guidelines and current leading records and information management practices.
2. Information shall be readily available and accessible for as long as it is required:
 - a. Information to support evidence of communications, actions and decisions shall be routinely recorded and stored.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

- b. Information shall be accessible to staff who require it in the performance of their duties and are authorized to access it.
 - c. Information shall be shared across the organization and with social agencies in accordance with operational needs and statutory provisions.
 - d. Information shall be managed throughout its life cycle regardless of format.
 - e. Rules shall be established for the organization, storage, retrieval and destruction of records.
 - f. Plans and practices to actively make appropriate records available to the public shall be in place, and records shall be available to the public by request, subject to the statutory requirements.
3. Accountability for managing information in the custody and control of the organization shall be clearly defined, communicated and monitored:
- a. Accountability for creating a record of business decisions and transactions and for maintaining corporate memory shall be clearly established and monitored;
 - b. Roles and responsibilities for staff shall be articulated and understood for all management of information activities; and
 - c. Core competencies relating to managing information shall be identified and training shall be provided
4. Risks to information shall be managed and practices and processes in place to protect information assets:
- a. Risks to records management shall be identified and managed;
 - b. Practices shall be in place to protect confidential, sensitive, and personal information from unauthorized collection, use, disclosure or destruction;
 - c. All records shall be managed to meet rules of evidence and legal discovery;



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

- d. Contractual arrangements shall include provisions for the protection and appropriate use of records to mitigate risks;
 - e. Records shall be managed in order to support business continuity and recovery in the event of disaster; and
 - f. Records shall be managed to protect privacy and confidentiality.
5. Records management shall meet the needs of staff and stakeholders. Records management shall be timely, accurate, reliable, and relevant, have integrity and be easy to use:
- a. Processes shall be in place to ensure that records management is accurate, timely, reliable and easy to use;
 - b. Records management shall be planned and managed;
 - c. Records shall be managed appropriately throughout the entire life cycle of the record - creation, capture and collection; organization; storage, access and use; and disclosure and disposition (destruction, archival selection or permanent retention);
 - d. Processes and technology supports shall be in place to ensure appropriate access to records and tracking of who has modified or accessed confidential records.
6. Coordinated planning for records management shall be linked to organizational goals, objectives and financial planning, and shall be integrated into program and business processes:
- a. Records management practices shall be included in program planning;
 - b. Records management shall be coordinated across the organization – both schools and departments;
 - c. Records management shall be planned to support continuous service and disaster recovery; and
 - d. Records management shall be integrated into succession plans to ensure the capture and maintenance of corporate history.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

7. TCDSB shall maintain an official records retention schedule, which will outline retention of Board records according to their administrative, fiscal, legal, research and archival value. It will include records that must be retained according to legislation and/or Board procedures and a notation of the archival/historical importance of each record series where appropriate. The Records Retention Schedule will be updated as appropriate.
8. All Board employees shall be responsible for the records and information they create and maintain to support the business operations of the Board. They must ensure compliance with the Board's policy and procedures in the management of Board records.

Archives

9. Archival material shall be arranged and described according to archival principles and collections will be documented to support the organization and the retrieval of materials.
10. The Board shall provide adequate and appropriate conditions for the storage, protection, and preservation of archival material;
11. The Archives shall provide reference and services to Board employees, school communities, individuals, organizations interested in its holdings, unless access is restricted by legal requirements or written agreements with donors;
12. Where feasible, the Archives shall accept historical material, including: textual records; photographs and other visual records; maps, plans, and architectural records; and sound recordings and oral histories. Transfer of material to the Board Archives, or from the Board Archives to external cultural/historical organizations, must be approved by the Director.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

13. Material acquired by the Archives shall become the permanent property of the Board. Management will evaluate the relevance of materials on an ongoing basis, and remove items that are no longer relevant to the Archives.
14. The Archives will encourage the collection and preservation of archival material at TCDSB schools, and will provide support and advice as regards leading archival practices for school archival collections.
15. The Archives retains the right to reproduce materials for security, display, or research purposes, and may charge for any reproduction or other research service. A schedule of fees will be made available to the general public.

APPENDIX A



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

Definitions:

Board

“Board,” as referenced in this policy, means the corporate Board.

Record

Any information however recorded, whether in printed form, on file, by electronic means or otherwise and includes:

- Correspondence, a memorandum, book, plan, map, drawing, diagram, pictorial or graphic work, photograph, film, microfilm, sound recording, videotape, machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any information that is capable of being produced from a machine-readable source, under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution.

Records Management

The efficient creation, processing, retrieval, storage, and disposal and/or destruction of information

Records Inventory

A systematic listing of the records in a given area

Records Lifecycle

The stages of a record throughout its lifetime:

- The creation or when a record is received;
- The Active record, when we are using it;
- The Inactive record, when a record is used infrequently and may be stored on-site or off-site; and



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

- Disposal, when a record is securely destroyed, or is deemed to have an ongoing value to the organization and is archived for reference.

Records Series

The technical name given to a group of related records filed as a unit that are organized into a pattern or arrangement which permits evaluation as a unit for retrieval and for retention scheduling purposes.

Personal Information

Recorded information about an identifiable individual including;

- Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
- Information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved;
- Any identifying number, symbol or other particular assigned to the individual;
- The address, telephone number, fingerprints or blood type of the individual;
- The personal opinions or view of the individual except if they relate to another individual;
- Correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence;
- The views or opinions of another individual about the individual; and
- The individual's name if it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

Business records

Any documents that are made or received in connection with the transaction of public business of the Board that conveys information regarding decisions or other business activities or are associated with business programming, policies, legal or financial requirements, such as agreements/contracts, financial documents, approvals, meeting minutes.

Active record

A record that is current. It is a record that is being referred to and used on a regular basis.

Inactive records

Records that are referred to infrequently, but must be retained temporarily or permanently due to legal, fiscal, administrative or archival value.

Vital records

Records required to continue or resume business following an emergency or disaster. Each department will have records that are vital to their day-to-day operations

Archival records

Records that have permanent historical value. An example of an archival record is Board meeting minutes.

Records Retention Schedule

A list of all the record classifications and their corresponding retention periods. The schedule also identifies which records are deemed vital, which are archival, and who is the responsible department or official record holder.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: RECORDS MANAGEMENT & ARCHIVES

POLICY NO: A.20

Evaluation and Metrics:

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

- a) Regular monitoring of board records management processes by Archives and Records Management staff to identify necessary improvements to practice and training requirements.
- b) Regular audit of Board records management practice by Ministry of Education-mandated Internal Audit Committee.
- c) Official communications received by the Ontario Information and Privacy Commission.
- d) Feedback from business leaders, superintendents, and principals.

APPENDIX A



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON CURRENT POLICIES UPDATE

And it is my prayer that your love may abound more and more, with knowledge and all discernment.

Philippians 1:9

| Created, Draft | First Tabling | Review |
|----------------|----------------|--------|
| April 11, 2017 | April 19, 2017 | |

Nancy Crawford, Chair, Governance and Policy Committee

Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

INFORMATION REPORT

Vision:

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Mission:

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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 provides an update on the status of current policies on the TCDSB policy register and demonstrates progress in policy review subsequent to the February 2016 report brought to the Governance and Policy Committee.

B. PURPOSE

This Information Report is on the Order Paper of the Regular Board from a Trustee motion at the April 11, 2017 Governance and Policy Committee meeting that the information in the staff report providing a running update of current policies be brought to Board.

C. BACKGROUND

1. On February 16, 2016, staff brought a report to the Governance and Policy Committee providing the status of the policies on the TCDSB policy register.
2. During the Governance and Policy Committee in March 21, 2017, Trustees asked for a follow-up update.
3. On April 11, 2017, staff presented an information report with an update of the status of policies on the TCDSB policy register.

D. EVIDENCE/RESEARCH/ANALYSIS

1. As at March 31, 2017, there are currently 179 policies on the TCDSB policy register. In comparison, in February 2016, there were 207 policies on the policy register. Since then, 28 policies have been rescinded from the policy register or consolidated into other policies and staff are working to continue to consolidate policies and rescind as necessary.
2. In February 2016, 158 policies were overdue for review. As at March 30, 2017, 127 policies are overdue for review, including those pending review before Board and the Governance and Policy Committee.

E. METRICS AND ACCOUNTABILITY

Information in this report will be monitored by policy development staff.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

LIQUOR WAIVER FOR ST. MARY OF THE ANGELS

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

| Created, Draft | First Tabling | Review |
|----------------|----------------|---------------------------------------------------|
| April 10, 2017 | April 19, 2017 | Click here to enter a review date |

Frank D'Amico, Trustee Ward 6

RECOMMENDATION REPORT

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Angela Gauthier
Director of Education

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

A. EXECUTIVE SUMMARY

Notification was received from Trustee Frank D'Amico that St. Mary of the Angels is planning an event at the St. Mary of the Angels school on Saturday, August 12, 2017 and Sunday, August 13, 2017.

B. PURPOSE

A request was received from St. Mary of the Angels to serve alcohol at the St. Mary of the Angels Festival event, from 5:00pm until 11:00pm on Saturday, August 12, 2017 and 1:30pm until 11:00pm on Sunday, August 13, 2017.

C. BACKGROUND

Notification was received from Frank D'Amico to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at St. Mary of the Angels on Saturday, August 12, 2017 and Sunday August 13, 2017, for the St. Mary of the Angels Festival event.

D. RECOMMENDATION

Trustee Frank D'Amico requests that Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at St. Mary of the Angels Festival event on Saturday, August 12, 2017 from 5:00 pm until 11:00 pm, and Sunday, August 13, 2017, from 1:30 pm until 11:00 pm



REPORT TO

REGULAR BOARD

LIQUOR WAIVER FOR DON BOSCO

Ecclesiastes 9:7 (Go, eat your food with gladness, and drink your wine with a joyful heart, for GOD has already approved what you do.)

| Created, Draft | First Tabling | Review |
|----------------|----------------|---------------------------------------------------|
| April 10, 2017 | April 19, 2017 | Click here to enter a review date |

Joseph Martino, Trustee Ward 1

RECOMMENDATION REPORT

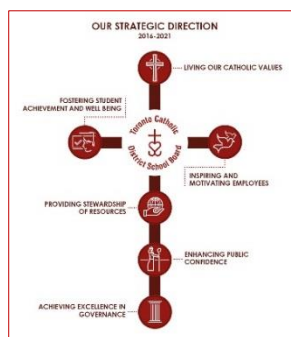
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Angela Gauthier
Director of Education

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

A. EXECUTIVE SUMMARY

Notification was received from Trustee Joseph Martino that the Don Bosco Secondary School Farewell Reunion Group is planning an event at Don Bosco on Saturday, June 24, 2017

B. PURPOSE

A request was received from Eva Lerant, head organizer to serve alcohol at the Farewell Reunion event, from 2:00pm until 12:00am on Saturday, June 24, 2017.

C. BACKGROUND

Notification was received from trustee JOSEPH MARTINO to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at Don Bosco on Saturday, June 24, 2017, for the Don Bosco Secondary School Farewell Reunion event.

D. RECOMMENDATION

Trustee Joseph Martino requests that the Regulation 6 of Appendix A of Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at their event for the Don Bosco Secondary School Farewell Reunion on Saturday, June 24, 2017.



Ontario Catholic School
Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

April 10, 2017

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Nick Milanetti, Executive Director

SUBJECT: Topics for Discussion at Regional Meetings during AGM/Conference

From time to time OCSTA's Regional Meetings serve as timely opportunities to consult with members on issues that are province-wide priorities for school boards or at the forefront of the government's agenda. Currently there are two issues meeting both requirements: school closures and school board governance.

In preparation for the upcoming Regional Meetings that will be held as part of OCSTA's 2017 AGM and Conference, CDSBs are asked to come prepared to discuss the following topics:

1. What are the impacts, issues and concerns arising from school closures in your region?
2. The Ministry of Education is planning to consult with its partners in education on the topic of school board governance. Please share insights, questions and concerns regarding support for the role of trustees, student trustees and school board governance in general.

Each regional meeting will provide an opportunity to discuss the perspectives of CDSBs on these two important and timely topics. It is recommended that the perspectives of each board be discussed/prepared prior to the regional meeting.

MASTER PENDING LIST AND ROLLING CALENDAR TO APRIL 19, 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 June-17 | Corporate Services | Request to the TTC to reduce transit rates for our students. | Associate Director Planning and Facilities |
| 3 | June-16 Corporate Services | Nov-16 | Corporate Services | Comparison of new leasing rate model vs the old model | CFO and Executive Superintendent, Business Services |
| 4 | Nov-16 Corporate Services | Apr-17 June-17 | Corporate Services | Report regarding Toronto and York Region Labour Council | Associate Director Planning and Facilities |
| 5 | Nov-16 Regular Board | Apr-17 June-17 | Corporate Services | Report regarding Status of Wait Lists for Over Subscribed Elementary Schools (All Wards) | Associate Director Planning and Facilities |

| | | | | | |
|---|----------------------------------|-----------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 6 | Jan-16 Regular Board | Jan-17 May-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(<i>see footnote</i>) | Associate Director Academic Affairs & CFO, Executive Superintendent, Business Services |
| 7 | Nov-16 Regular Board | Jun-17 May-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 |
| 8 | 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. | Director of Education |

***Footnote:**

1. January 12, 2017 – Preliminary Report Regarding a Review of Education Assistants and child and Youth Worker Efficiencies Board wide
2. January 12, 2017 – Preliminary Report Regarding Impacts on those Areas Affected by Board-Approved Reductions since 2016
3. April 6, 2017 – Final Report: Review of Education Assistants and Child and Youth Workers Efficiencies Board wide
4. April 19, 2017 – Year End Report on the Effects of Trustee-Approved Reductions: 2015-2016
5. January 28th 2016, Report regarding TCDSB Multi-Year Recovery Plan (2015-2019) including Deloitte Report
6. February 18th 2016 Report regarding TCDSB Multi-Year Recovery Plan (2015-2019) including Survey Results
7. October 13th 2016, Report regarding Reassessment of TCDSB's MYRP 2016-17

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| 9 | 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 |
| | June-16 Student Achievement | Apr-17 | Regular Board | <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 |

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| 11 | 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 | CFO, Executive Superintendent, Business Services |
| 12 | Oct-16 Student Achievement | May-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 |
| 13 | Feb-17 Regular Board | May-17 | Student Achievement | 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 |