

# STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

## AGENDA MAY 31, 2017

**Patrizia Bottoni, Chair**  
Trustee Ward 4

**Barbara Poplawski, Vice Chair**  
Trustee Ward 10

**Ann Andrachuk**  
Trustee Ward 2

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Jo-Ann Davis**  
Trustee Ward 9

**Rhea Carlisle**  
Student Trustee

**Michael Del Grande**  
Trustee Ward 7

**Angela Kennedy**  
Trustee Ward 11

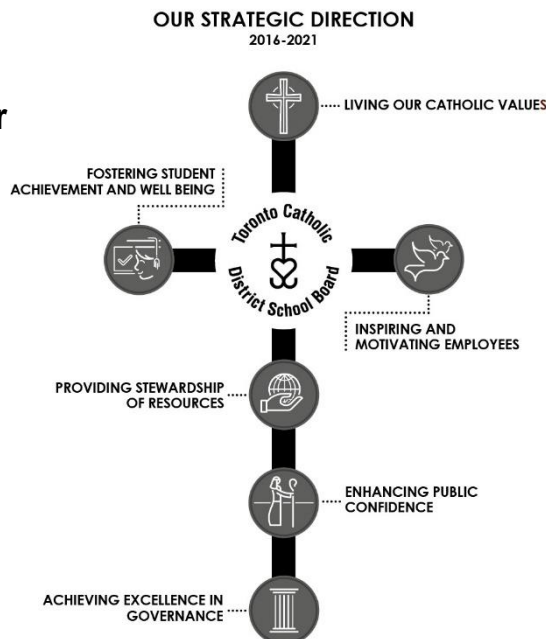
**Joseph Martino**  
Trustee Ward 1

**Sal Piccininni**  
Trustee Ward 3

**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

**TERMS OF REFERENCE FOR THE  
STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEE  
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

**Terms of reference:**

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

## **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.*



# **AGENDA THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

## **PUBLIC SESSION**

**Patrizia Bottoni, Chair**

**Barbara Poplawski, Vice-Chair**

**Wednesday, May 31, 2017**

**7:00 P.M.**

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**Pages**

- 1. Call to Order**
- 2. Opening Prayer (Chair or designate)**
- 3. Singing of O Canada A Capella**
- 4. Roll Call & Apologies**
- 5. Approval of the Agenda**
- 6. Report from Private Session**
- 7. Declarations of Interest**
- 8. Approval & Signing of the Minutes of the Meeting held Thursday, May 4, 2017 for Public Session** **1 - 18**
- 9. Delegations**
- 10. Presentations**
- 11. Notices of Motion**
- 12. Consent and Review**
- 13. Unfinished Business**

#### **14. Matters referred or deferred**

##### Referred from the Regular Board Meeting of May 18, 2017

- |      |  |           |
|------|--|-----------|
| 14.a | Status Update regarding Amendments to TCDSB Hot Weather Standard Operating Procedure (All Wards) - URGENT                    | 19 - 51   |
| 14.b | 2017-18 Budget Estimates - URGENT  | 52 - 113  |
| 14.c | Results of Stakeholder Consultations on the Draft Parent Charter of Rights and Draft Student Charter of Rights - URGENT      | 114 - 146 |
| 14.d | Report of the Governance and Policy Committee on Update to Access to Pupil Information Policy (S.16)                         | 147 - 154 |
| 14.e | 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) | 155 - 182 |

#### **15. Staff Reports**

- |      |  |           |
|------|--|-----------|
| 15.a | Liquor Permit Request for Senator O'Connor's Event on Thursday, June 15, 2017 - URGENT | 183 - 184 |
| 15.b | Non-Resident Visa Student Fees for September 2017                                      | 185 - 188 |
| 15.c | Proposed Interim School Name for Consolidation: St. Bruno – St. Raymond                | 189 - 191 |

#### **16. Listing of Communications**

#### **17. Inquiries and Miscellaneous**

#### **18. Updating of Pending List** 192

#### **19. Closing Prayer**

#### **20. Adjournment**

**MINUTES OF THE REGULAR MEETING OF THE  
STUDENT ACHIEVEMENT AND WELL BEING CATHOLIC  
EDUCATION AND HUMAN RESOURCES COMMITTEE**

**HELD THURSDAY, MAY 4, 2017**

**PUBLIC SESSION**

**PRESENT:**

**Trustees:** P. Bottoni, Chair  
A. Andrachuk  
F. D'Amico – by teleconference  
J.A. Davis – by teleconference  
M. Del Grande  
A. Kennedy  
J. Martino  
S. Piccininni  
M. Rizzo  
G. Tanuan – by teleconference

**Student Trustees:** K. Dubrovskaya  
R. Carlisle

**Staff:** A. Gauthier  
R. McGuckin  
A. Sangiorgio  
C. Jackson  
P. Aguiar  
S. Campbell  
N. D'Avella  
L. Di Marco  
C. Fernandes  
M. Silva  
J. Wujek  
J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary

K. Eastburn, Assistant Recording Secretary

#### 4. **Roll Call and Apologies**

Apologies were tendered on behalf of Trustees Poplawski and Crawford.

#### 5. **Approval of the Agenda**

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that the Agenda, as amended to include the Addendum, to reorder Items 15c) Liquor Permit Request for St. Pius X CSPC's Event on June 17, 2017 and 15d) Liquor Permit Request for St. Anselm Catholic School's Event on June 23, 2017 after Item 9) Delegations, to add Items 9b) Delegation from Iola Fortino, 17a) Inquiry from Trustee Piccininni regarding Legal Opinion and 17b) Inquiry from Trustee Del Grande regarding Media Coverage of the Toronto Catholic District School Board employee, be approved.

Results of the Vote taken as follows:

#### **In favour**

#### **Opposed**

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

The Motion was declared

CARRIED

**6. Report from Private Session**

MOVED by Trustee Kennedy, seconded by Trustee Andrachuk, that all the matters that were dealt with in PRIVATE SESSION be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

## 7. **Declarations of Interest**

Trustee Kennedy declared an interest in Item 15b) 2017-2018 Budget Survey Results as her family members are employees of the Board. Trustee Kennedy did not participate in the discussion nor vote on the item.

## 8. **Approval and Signing of the Minutes**

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held April 6, 2017 for Public Session be approved.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

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

The Motion was declared

**CARRIED**



## 9. Delegations

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that Item 9a) be adopted as follows:

- 9a) Miguel Figueiredo regarding Navy League Cadet Corps Ark Royal Ward 11** –received and referred to staff to facilitate the distribution of the pamphlets and the video in all schools in Ward 11.

MOVED in AMENDMENT by Trustee Martino, seconded by Trustee Kennedy, that all schools within our system be able to share the pamphlets and video.

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

### In Favour

### Opposed

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

The Amendment was declared

CARRIED

MOVED IN AMENDMENT by Trustee Andrachuk, seconded by Trustee Martino, that staff look at the electronic distribution of the materials.

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

**In Favour**

**Opposed**

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

The Amendment was declared

CARRIED

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

**In Favour**

**Opposed**

Trustees Andrachuk  
 Bottoni  
 D'Amico  
 Davis  
 Del Grande  
 Kennedy

Martino  
 Piccininni  
 Rizzo  
 Tanuan

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 9b) be adopted as follows:

**9b) Iola Fortino regarding Catholic Education and the request for distribution of the Catechism of the Catholic Doctrine to each high school student – received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**15. Staff Reports**

MOVED by Trustee Kennedy, seconded by Trustee Andrachuk, that Items 15c) and 15d) be adopted as follows:

- 15c) Liquor Permit Request for St. Pius X CSPC's Event on June 17, 2017** received and that a permit be approved to waive Regulation 6, or Appendix A of the Permits Policy B.R.05, in order for St. Pius X CSPC to be able to serve alcohol at its Year End Family Run Community event on Saturday, June 17, 2017 from 11:00 am to 4:00 pm.
- 15d) Liquor Permit Request for St. Anselm Catholic School's Event on June 23, 2017** received and that a permit be approved to waive Regulation 6, or Appendix A of the Permits Policy B.R.05, in order for St. Anselm Catholic School to be able to serve alcohol at its Spring Music Night event on Friday, June 23, 2017, from 5:00 pm to 9:00 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Bottoni  
D'Amico  
Davis

Del Grande  
Kennedy  
Martino  
Piccininni  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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

**10a) City of Toronto Ward Boundary Changes and Impacts to Trustee Wards – received.**

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Davis, that city ward numbers be included on the maps when considering the City of Toronto Ward Boundary Changes.

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

**In Favour**

**Opposed**

Trustees Andrachuk  
Bottoni  
D'Amico  
Davis  
Del Grande  
Kennedy

Martino  
Piccininni  
Rizzo  
Tanuan

The Amendment was declared

CARRIED

Time for business expired and the results of the vote taken to extend the debate on the item for 15 minutes as per Article 12.6 of the Bylaws were as follows:

**In Favour**

**Opposed**

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

Based on the majority consent, the debate on the item was extended by 15 minutes.

Time for business expired and the results of the vote taken to extend the debate on the item for one minute as per Article 12.6 of the Bylaws were as follows:

**In Favour****Opposed**

Trustees Andrachuk  
 Bottoni  
 D'Amico  
 Davis  
 Del Grande  
 Kennedy  
 Tanuan

Martino  
 Piccininni  
 Rizzo

Based on the majority consent, the debate on the item was extended by 15 minutes.

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

**In Favour****Opposed**

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

Piccininni

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Piccininni, that Item 15a) be adopted as follows:

- 15a) Ratification of Student Trustee Nominee 2017 – 2019** received and that the Board of Trustees appoint Ivy Joel Ndongmi from Brebeuf College School as Student Trustee for the term August 1, 2017 through to July 31, 2019.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED



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

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that Item 15b) be adopted as follows:

**15b) 2017 – 2018 Budget Survey Results - received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Kennedy returned to the meeting.

## 17. **Inquiries and Miscellaneous**

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

**17a) Inquiry from Trustee Piccininni** received and that staff bring back a legal opinion from Legal Counsel on whether Trustees advancing their political careers could create a potential conflict of interest.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

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

The Motion was declared

CARRIED

**17b) Inquiry from Trustee Del Grande regarding Media Coverage of the Toronto Catholic District School Board employee.**

Staff was directed to come back with a proposed protocol on how to deal with matters dealing with reputational damages to Toronto Catholic District School Board and an appropriate element of timing as it relates to informing Trustees.

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that the meeting resolve into FULL BOARD to rise and report, and that all matters dealt with in PUBLIC session be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that the meeting resolve into the Student Achievement and Wellbeing Catholic Education and Human Resources Committee PRIVATE session.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

The PUBLIC session continued with Trustee Bottoni in the Chair.

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that the meeting resolve into FULL BOARD to rise and report and that the matter discussed in PRIVATE session regarding an inquiry from Trustee Rizzo be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that the meeting adjourn.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### 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	June 8, 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.
✓	<b>The use of fans will be encouraged throughout the school</b>
✓	<b>Natural ventilation through operable windows can be helpful for cooling. Natural ventilation can be improved by using fans near the open windows.</b>
✓	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.
✓	<b>If possible, students and staff will be moved from the top floor to the main floor</b>
✓	<b>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</b>
✓	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.
✓	<b>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.</b>

<b>CITY OF TORONTO MEDICAL OFFICER OF HEALTH EXTENDED HEAT WARNING DECLARATION</b>	
✓	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.

<b>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</b>	
✓	<b>TCDSB will activate the School Emergency Response Plan and Emergency Operation Centre (EOC)</b>
✓	<b>Schools will be closed under TCDSB Policy A.16 Emergency School Closure in consultation with TDSB, the Ministry of Education and Toronto Public Health.</b>

## **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
<b>TOTAL</b>	<b>110</b>	<b>45</b>	<b>90</b>	<b>29</b>

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 though 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 : <b>OHS-SOP-014</b>		
	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		



## TABLE OF CONTENTS

<b>1.0 PURPOSE .....</b>	<b>4</b>
<b>2.0 BACKGROUND AND SCOPE .....</b>	<b>4</b>
<b>3.0 APPLICABLE LEGISLATION, STANDARDS, DOCUMENTS .....</b>	<b>5</b>
<b>4.0 DEFINITIONS.....</b>	<b>6</b>
<b>5.0 ROLES AND RESPONSIBILITIES .....</b>	<b>6</b>
5.1 Communications Department.....	7
5.2 School Administrators.....	7
5.3 Facilities Custodial Operations and Maintenance Department Supervisors: .....	7
5.4 Workers.....	7
5.5 Occupational Health and Safety.....	7
<b>6.0 PROCEDURE.....</b>	<b>8</b>
6.1 Heat Protocol for School Administrators.....	8
<b>7.0 COMMUNICATION AND AWARENESS.....</b>	<b>9</b>
<b>8.0 EVALUATION .....</b>	<b>9</b>
<b>9.0 APPENDICES .....</b>	<b>10</b>
Appendix A: TCDSB Heat Protocol in Schools, 2006	
Appendix B: Provincial Harmonized Heat Warning 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 Guide, OHSCO	
Appendix G: Heat Stress Awareness for TCDSB workers	





## 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.
✓	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, gymnasiums, 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 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.
✓	If the school has mechanical ventilation with no operable windows and the mechanical ventilation malfunctions, school closure under <b><i>TCDSB Policy A.16 Emergency School Closure</i></b> , 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)
✓	Schools will be closed under <b><i>TCDSB Policy A.16 Emergency School Closure</i></b> , in consultation with TDSB, 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		
<b>INFORMATION REPORT</b>		

**Vision:**

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

**Mission:**

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

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



**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>			
<b>Year</b>	<b>May</b>	<b>June</b>	<b>September</b>
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

## 2017-18 BUDGET ESTIMATES

*“A generous man will himself be blessed, for he shares his food with the poor.”*  
**Proverbs 22:9**

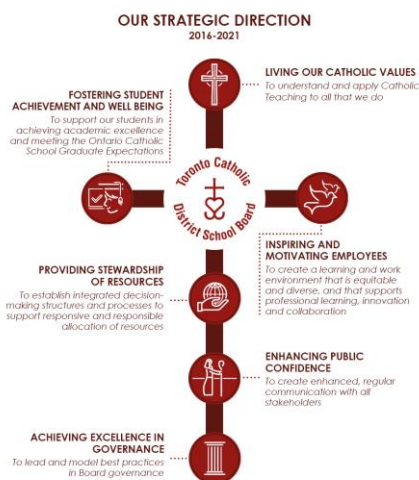
Created, Draft	First Tabling	Review
May 9, 2017	May 18, 2017	<a href="#">Click here to enter a date</a>

D. De Souza, Coordinator of Grants & Ministry Reporting

G. Sequeira, Coordinator of Budget Services

P. De Cock, Comptroller of Business Services & Finance

### 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**

As per the requirement set out in the Education Act, TCDSB's budget estimates for 2017-18 are balanced based on enrolment projections and calculated Grants for Student Needs (GSN) funding. The Projected surplus for 2017-18 is \$0.7M.

Although there is a \$9.5M reduction in certain GSN lines, there is also increased enrolment revenues and other GSN revenues to offset this reduction. In particular, there is a \$10.1M in local investment priorities.

TCDSB also received GSN revenues for initiatives such as Class Size investments, Salary and Benefit increases and Professional Development initiatives.

To ensure the continued sustainability and success of TCDSB, strategic investments are being proposed in key areas such as an Employee Assistance Program (EAP), Information Technology, and Program Resources.

This budget also reflects key decisions made by the Board in 2016-17, which affects the 2017-18 budget such as the French Language Immersion Program, the new Multi-Language School and School Consolidations.

TCDSB is projecting a 2016-17 year-end surplus of approximately \$5.2M. This projected in-year surplus would bring the accumulated deficit down to (\$6.1M).

The Administrative Services Only (ASO) benefit surplus of \$10.5M, expected in fiscal year 2017-18, would eliminate the accumulated deficit and balance the budget in-year by 2017-18, which is one year earlier than planned.

After applying the ASO benefit surplus to the accumulated deficit (subject to Ministry approval), TCDSB is anticipating an accumulated surplus of \$5.1M by the end of the 2017-18 fiscal year.

## **B. PURPOSE**

1. This report has been prepared for the Board of Trustees in order to approve the 2017-18 Budget Estimates.
2. As per the Education Act, the Board is required to submit a balanced budget for submission to the Ministry of Education by the June 30<sup>th</sup> 2017 deadline.
3. The Board of Trustees' approval for the 2017-18 Budget Estimates will be sought at this Board Meeting scheduled for May 18<sup>th</sup> 2017.

## **C. BACKGROUND**

1. 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.
2. TCDSB has a \$9.5M overall reduction to its 2017-18 GSN allocation. Reductions were primarily in areas such as School Operations, Special Education, and Benefit Gratuities. 2017-18 is the third and the final year of projected GSN funding reductions.
3. TCDSB has made reductions totalling \$44.7M over the past two years to balance its budget in-year. These reductions impacted both the classroom and non-classroom areas.
4. Past deficits were primarily a result of spending more than allocated program funding in order to foster student achievement and wellbeing.

## D. EVIDENCE/RESEARCH/ANALYSIS

### KEY CHANGES TO GSN REVENUES FOR 2017-18

Program	Increases (\$M)	Description
Local Priorities Funding	10.1	Union Contract Settlements partially used to offset GSN and MYRP planned expenditure reductions.
Benefit Trusts	3.1	Funds to help transition to new Benefit Trusts.
Professional Development (PD) Funds	4.2	Union Contract Settlements provided funding for PD initiatives.
Modest Wage Increases and benefits	15.3	Salary and Benefit increases for all employee groups.
Class Size Investments	1.5	Funding to allow for a reduction of Class Sizes for Full Day Kindergarten and Grades 4-8.
Enrolment Changes	1.6	Net Increase due to enrolment.
Transportation	0.4	Standard Inflationary increase
Human Resources Transition	0.5	To offset costs for the implementation of collective agreements.
Community Use of Schools	0.04	Funds to allow Boards to reduce rates for school space used by the community after hours.
GSN Reductions	(9.5)	GSN reductions
<b>Total Key Revenue Changes</b>	<b>27.24</b>	

1. These revenue numbers presented above are included in our Revenue Estimates for 2017-18.
2. In addition to the operating revenues, there have been some additional investments in capital programs as follows:
  - a. School Condition Improvement (SCI) \$28.4M
  - b. Greenhouse Gas (GHG) Reduction \$7.1M

## INVESTMENTS IN LOCAL SYSTEM PRIORITIES

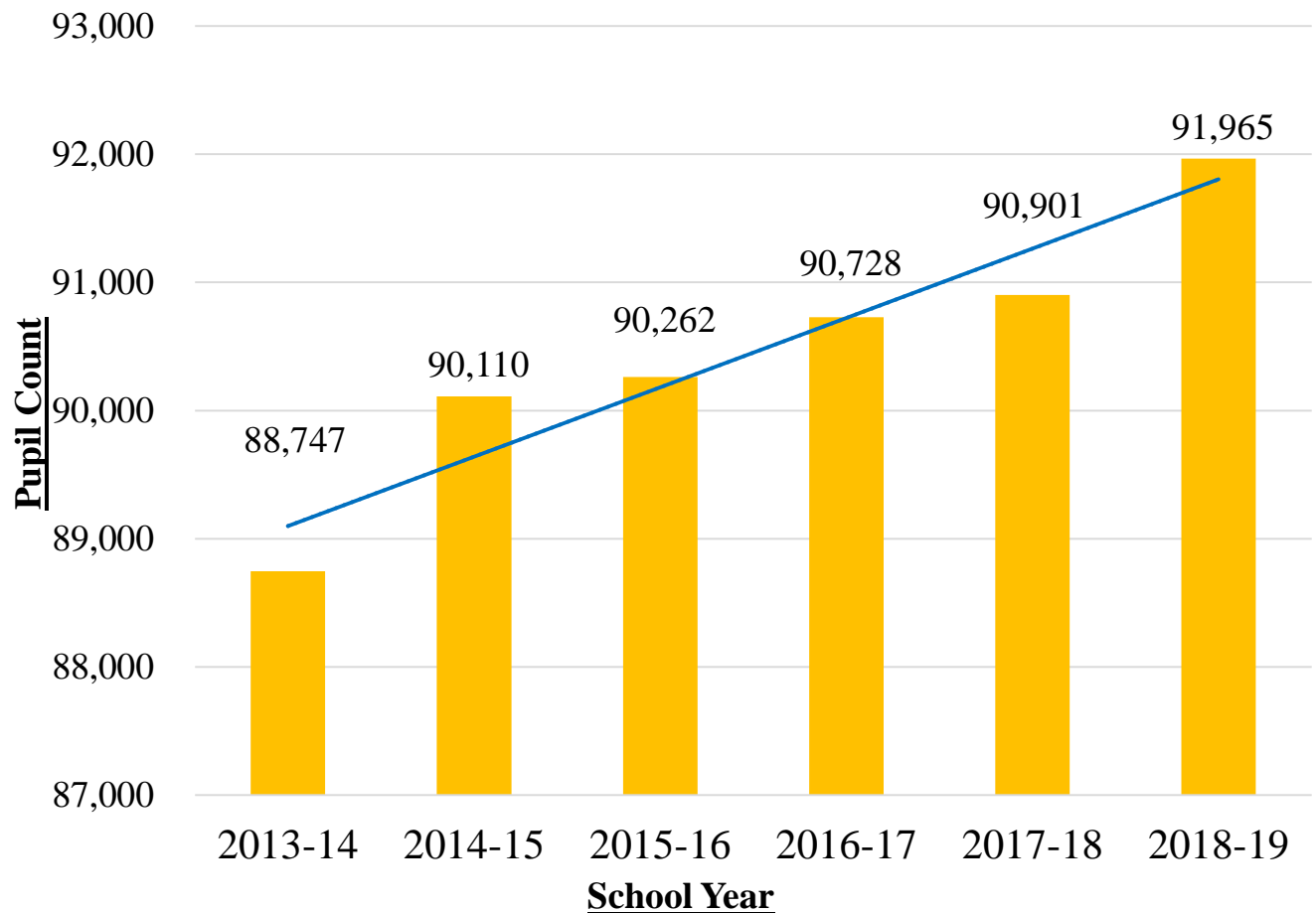
<b>2017-18 SUMMARY OF GSN REDUCTIONS AND LOCAL PRIORITY ALLOCATIONS</b>							
<b>Description of Employees included in Union Groups</b>	<b>Total 2017-18 GSN Reductions</b>	<b>Total 2017-18 GSN Reductions FTE</b>	<b>Total Local Priorities Funding Allocations &amp; FTE's 2017-18</b>		<b>Local Priorities for GSN Reduction Allocation 2017-18</b>	<b>Local Priority Additions</b>	<b>NET FTE (Cuts) / Additions</b>
	<b>\$M</b>	<b>FTE</b>	<b>\$M</b>	<b>FTE</b>	<b>\$M</b>	<b>\$M</b>	<b>FTE</b>
<b>OECTA</b> Elementary & Secondary Teachers.	(4.24)	(36.3)	5.70	56.8	3.7	2.0	20.5
<b>EWAO</b> Professional & Paraprofessionals	(0.22)	(2.1)	0.20	2.0	0.2	-	(0.1)
<b>CUPE</b> Educational Assistants, School Secretarial Staff.	(4.24)	(57.7)	3.60	58.3	3.6	-	0.6
<b>Non-Union</b> (Principals, Vice Principals, Non-Union Staff in Board Administration, Transportation, School Operations)	(0.80)	(6.1)	0.60	6.0	-	0.6	(0.1)
<b>TOTAL</b>	<b>(9.50)</b>	<b>(102.2)</b>	<b>10.10</b>	<b>123.1</b>	<b>7.5</b>	<b>2.6</b>	<b>20.9</b>

1. As a result of union contract settlements \$10.1M was provided to various employee groups. Up to \$7.5M can be used to offset GSN and MYRP planned expenditure reductions for fiscal 2017-18 in order to offset staffing reductions.
2. The balance of the funding, which is approximately \$2.6M, can be invested in local system priorities, i.e. 21 new staff of which there will be 14 new teaching positions for the 5<sup>th</sup> Block Literacy Program.

## **ENROLMENT CHANGES**

1. Enrolment is expected to slightly increase in 2017-18 and more significantly increase in 2018-19. Additional funding received for enrolment will be partially offset by additional expenditures due to staffing and class size requirements.
2. The chart below provides the Average Daily Enrolment Actual/Estimated for the past 4 years and future 2 years.

### **Total Average Daily Enrolment**



## **SUMMARY OF 2017-18 REVENUES AND EXPENDITURES**

1. The following tables provides a high level comparative summary of revenues and expenditures. In addition, there is a high level analysis and explanation for the changes in each revenue and expenditure budget item. The high level expenditure analysis is further detailed by classroom and non-classroom components.
2. A more detailed breakdown of expenditure budget estimates can be viewed in Appendix A.

### **Revenues Increases / (Decreases) (\$000)**

		<b>2016/17 Budget Revised Estimates</b>	<b>Net Change Increase / (Decrease)</b>	<b>2017/18 Budget Estimates</b>
	<b><u>Revenues</u></b>			
1	Pupil & School Foundation	544,677	10,023	554,700
2	Special Education	121,216	(1,180)	120,036
3	Language	36,205	1,786	37,991
4	Learning Opportunity	48,049	10,662	58,711
5	Continuing Education and Summer School	15,398	258	15,656
6	Teacher Qualification and Experience/NTIP	91,295	4,619	95,914
7	Transportation	24,532	432	24,964
8	Administration and Governance	22,297	481	22,778
9	School Operations	88,188	(91)	88,097
10	Community Use of Schools	1,224	38	1,262
11	Declining Enrolment Adjustment	163	(163)	0
12	Temporary Accommodation	3,751	0	3,751
13	First Nation, Métis and Inuit Education	3,997	240	4,237
14	Safe Schools	2,682	137	2,819
15	<b>Total Operating Grants</b>	<b>1,003,674</b>	<b>27,242</b>	<b>1,030,916</b>
16	Other Grants & Other Revenues	79,834	3,117	82,951
17	<b>Total Operating Grants and Other Revenues</b>	<b>1,083,508</b>	<b>30,359</b>	<b>1,113,867</b>

## Revenue Variance Analysis

- 1) Pupil and School Foundation grants have increased by \$10.0M due to additional funding received for salary and benefit costs increases of \$8.8M, increase in funding for Grades 4-8 and FDK class size caps of \$1.5M, and a net decrease in Foundation grants due to a decline in Secondary enrolment of (\$0.3M).
- 2) Special Education Grants have decreased overall by (\$1.2M) mainly due to a reduction in the High Needs Amount of (\$3.2M), increase in salary and benefits of \$1.8M and a net increase of \$0.2M due to an enrolment increase.
- 3) Language Grants have increased by \$1.8M due to enrolment increases in the English as a Second Language (ESL) program due to students arriving from Non-English speaking countries i.e. Syrian newcomers and students from the Philippines. French as a Second Language (FSL) grant has also increased due to enrolment.
- 4) Learning Opportunities grant has increased by \$10.7M due to the increase in funding for investments in local priorities of \$10.1M as part of the various union contract settlements and an increase in funding for salary and benefits of \$0.6M.
- 5) Continuing Education and Summer School increased by \$0.3M due to funding increases for salary and benefits.
- 6) Teacher and ECE Qualification and Experience (Q&E) Grant has increased by \$4.6M mainly due to the increase in the benefit trust funds of \$3.1M, Professional development funds of \$4.2M, ECE Q&E qualifications and New Teacher Induction funding of \$0.5M. Reductions to the grant were due to an Early Retirement Gratuity Funding adjustment of (\$1.0M) and a reduction to the Elementary teachers Q&E grant of (\$2.2M) due to higher attrition than projected.
- 7) Transportation grant has increased by \$0.4M for the expected increase in fuel and contract costs.
- 8) Administration and Governances funding has increased by \$0.5M mainly for salary and benefits increases of \$0.3M, the Human Resource Transition Supplement of \$0.5M, and a decrease of (\$0.3M) as part of the fourth and final year of the phase-in of the new board administration and Governance grant allocation.
- 9) School Operations and Maintenance funding has declined by (\$0.1M) due to a net decrease in secondary school area requirements which are greater for secondary students of (\$0.3M) and a decline in the Elementary and Secondary top up grant as part of the third and final year of phase in of (\$1.6M). Grant funding was also received for salary and benefit increases of \$1.8M.

- 10) Additional Funding for Community Use of Schools in the amount of \$38K.
- 11) Declining Enrolment Estimates for 2016-17 has been reduced by (\$0.2M). This is the third year of the Declining Enrolment Adjustment.
- 12) There has been no change to the Temporary Accommodations Grant as of the date of this report.
- 13) Indigenous Education Grant (formerly – First Nations, Metis and Inuit Education) has increased by \$0.2M due to the projected increase in the number of secondary schools offering Native Studies credit courses as part of the curriculum.
- 14) Safe School Grant has increased by \$0.1M for salaries and benefit increases in the Urban Priority High School Program.
- 15) Other Grants and Revenues have increased by \$3.1M due to increases in projected visa students fees of \$1.6M, increase in rental revenues of \$0.5M due to a full year of new permits fees, full year implementation of after hour parking of \$0.4M, increase in EPO grant revenues of \$0.9M and Proceed of Disposition revenues for school operations of \$0.4M. In Addition, the Ministry of Citizenship and Immigration reduced funding by (\$0.7M) due to a decline in adult enrolment in continuing education programs.



### Classroom Expenditures Increases / (Decreases) (\$000)

		<b>2016/17 Budget Revised Estimates</b>	<b>Net Change Increase / (Decrease)</b>	<b>2017/18 Budget Estimates</b>
	<b><u>Classroom Instruction</u></b>			
18	Classroom Teachers	601,546	13,038	614,584
19	Occasional Teachers	26,558	1,688	28,246
20	Education Assistants	52,528	1,363	53,891
21	Designated Early Childhood Educators	25,049	1,419	26,468
22	Professional & Para-professionals	49,526	1,722	51,248
23	Textbooks & Classroom Supplies	22,826	2,280	25,106
24	Computers	8,663	1,202	9,865
25	Staff Development	3,176	26	3,202
26	In School Administration	66,310	1,813	68,123
27	Teacher Consultants & Coordinators	5,383	158	5,541
28	Cont. Ed. (incl. International Language./Summer Schools.)	<u>23,155</u>	<u>290</u>	<u>23,445</u>
29	<b>Sub-total Classroom</b>	<b>884,720</b>	<b>24,999</b>	<b>909,719</b>

### Classroom Expenditure Variance Analysis

- 18) Classroom Teachers costs have increased due to funded changes in salary and benefits of \$9.3M, Professional Development costs of \$2.6M, French Immersion expansion program of \$0.3M and the Multi-Language School start-up of \$0.3M, and an increase in staffing due to enrolment programs of \$0.5M.
- 19) The Occasional Teachers' salary and benefit costs have increased due to increased salary and benefits.
- 20) Education Assistants costs have increased by \$1.4M mainly due to an increase in funding for salary, and benefits and PD costs.
- 21) Designated Early Childhood Educators costs have increased by \$1.4M mainly due to increase in funding for salary and benefit and PD costs of \$0.8M and an increase of 13 FTE for a cost of \$0.6M.

- 22)** Professionals and Para-professionals have increased by \$1.7M mainly due to funding increases for salary, benefits and PD costs of \$1.3M, and the costs of the Employee Assistance Program of \$0.4M.
- 23)** Textbook and Classroom Supplies have increased by \$2.3M due to Religious Program Resources of \$1.0M, Indigenous-funding allocation of \$0.8M, French Immersion Support for new classes of \$0.1M, Urban and Priority High Schools of \$0.1M, and an increase in commissions and health insurance for international Visa students of \$0.3M.
- 24)** Investments in classroom technology and IT infrastructure are required across the organization. In particular, technology investment of \$1.2M in the classroom is required due to expiring lease agreements.
- 25)** Increase in costs for salaries and benefits in staff development of 26K.
- 26)** In School Administration costs have changed by \$1.8M mainly due to salary, and benefits and PD increases of \$1.9M, Investments in technology of \$0.5M and reductions due to school closures of (\$0.6M).
- 27)** Teacher Consultants and Coordinators increased by \$0.2M due to salary and benefit increases.
- 28)** Continuing Education increased by \$0.3M due to salary and benefit increases.

### Non-Classroom Expenditures Increases / (Decreases) (\$000)

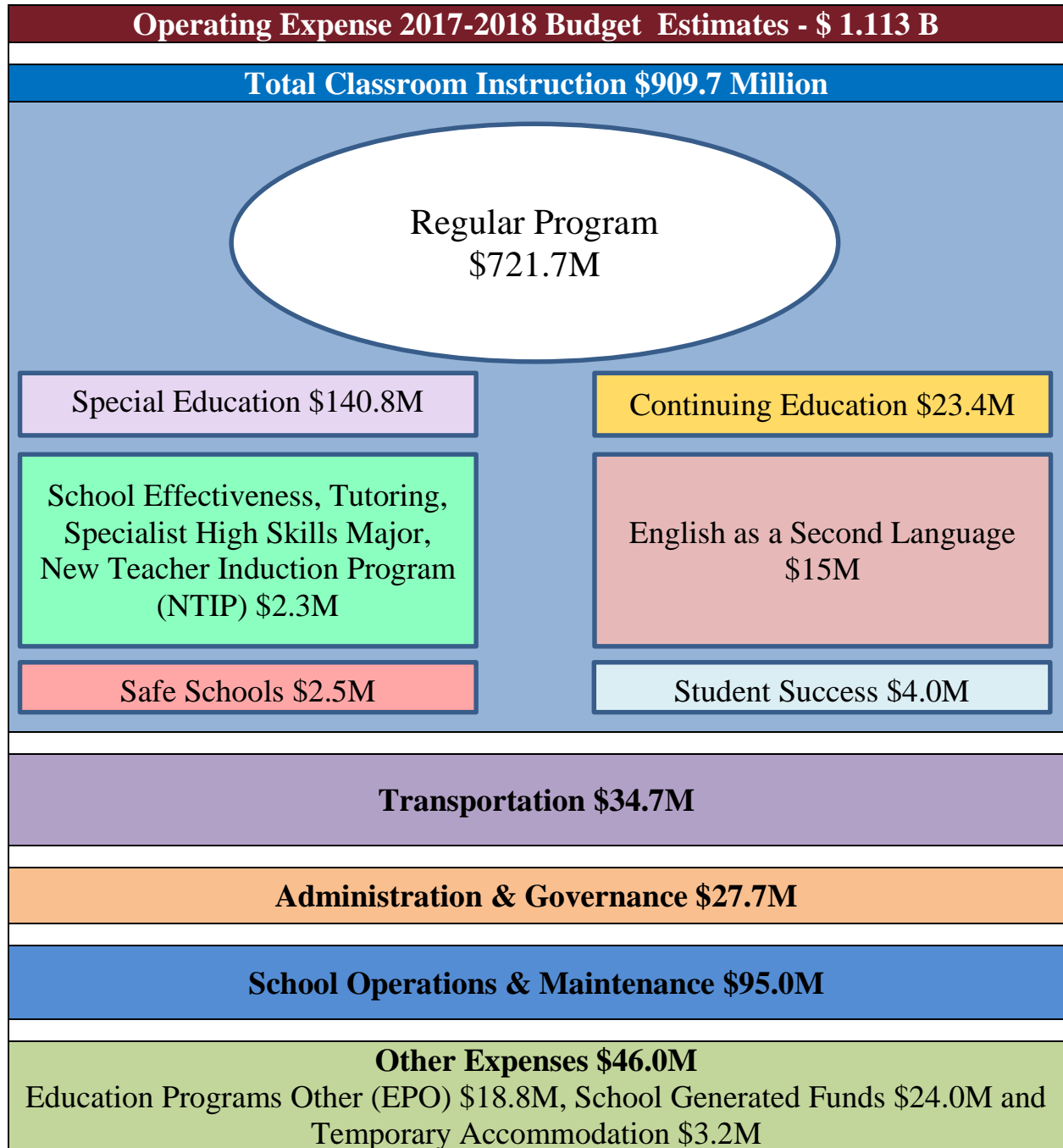
		2016/17 Budget Revised Estimates	Net Change Increase / (Decrease)	2017/18 Budget Estimates
	<b><u>Non-Classroom</u></b>			
30	Administration and Governance	25,728	2,023	27,751
31	School Operations & Maintenance	93,475	1,519	94,994
32	Transportation	33,562	1,126	34,688
33	<b>Sub-total Non-Classroom</b>	<b><u>152,765</u></b>	<b><u>4,668</u></b>	<b><u>157,433</u></b>
34	<b>Operating Expenditures</b>	<b><u>1,037,485</u></b>	<b><u>29,667</u></b>	<b><u>1,067,152</u></b>
	<b><u>Other</u></b>			
35	Temporary Accommodation	3,871	(626)	3,245
36	Other Operating Expenditures	<u>41,386</u>	<u>1,343</u>	<u>42,729</u>
37	<b>TOTAL EXPENDITURES</b>	<b><u>1,082,742</u></b>	<b><u>30,384</u></b>	<b><u>1,113,126</u></b>
38	<b>In Year Surplus (Deficit)</b>	<b>766</b>	<b>(25)</b>	<b>741</b>
39	Anticipated Impact on 2016-17 Year End Projected Surplus & ASO Surplus	4,434		10,500
40	<b>Sub Total</b>	<b><u>5,200</u></b>	<b><u>(25)</u></b>	<b><u>11,241</u></b>
41	<b>Accumulated Surplus (Deficit)Opening Balance</b>	<b><u>(11,340)</u></b>		<b><u>(6,140)</u></b>
42	<b>Accumulated Surplus (Deficit)Closing Balance</b>	<b>(6,140)</b>	<b>11,241</b>	<b>5,101</b>

### Non-Classroom Expenditure Variance Analysis

- 30) Board Administration and Governance category has increased by \$2.0M due to funded increases in salary, benefits and PD costs of \$0.6M, Human Resource Transition Supplement of \$0.5M, Investment in technology of \$0.6M and \$0.3M in increased legal costs for employee relations, planning, and facilities.
- 31) School Operations and Maintenance have increased by \$1.5M due to funded increases in salary and benefits of \$0.7M, utility costs of \$0.4M and Insurance costs have increased by \$0.4M.

- 32)** Transportation costs have increased by \$1.1M mainly due to increased costs of contractual rate increases of \$0.8M and one-time costs due to school closer of \$0.3M.
- 35)** Temporary Accommodation costs have decreased due to lower leasing costs of \$0.6M.
- 36)** Other Operating costs have increased due to funding for various EPO projects of \$1.3M

## SUMMARY OF EXPENDITURE BUDGET ALLOCATION FOR 2017-18



## **INITIATIVES TO MAXIMIZE EFFICIENT USE OF RESOURCES**

### **Consolidation of Schools**

1. On February 23 2017, the board approved the following school consolidations and closures:
  - Holy Redeemer consolidated into St. Matthias
  - Christ the King and St. Teresa consolidated into the Holy Trinity
  - St Raymond consolidated into St. Bruno
  - Don Bosco closure
2. This resulted in approximate savings of \$1.6M in staff costs, which is reflected in the budget.

### **School Block Budget-Equity Based Funding Allocation**

1. The School Block Budget Allocation has historically been allocated to schools based solely on the school's average daily enrolment. The School Block budget allocation is used primarily for consumables, printing & photocopying, textbooks, learning resources and other costs that the Principal considers appropriate for the smooth running of the School.
2. Each year, TCDSB's school communities represent a variety of socioeconomic backgrounds. The effect of lower socioeconomic status on student achievement is difficult to ignore. School communities of a lower socioeconomic status often face additional challenges including learning conditions and poor motivation that negatively affect their academic performance.
3. In recognition of the extent to which school communities are impacted by a wide array of socioeconomic conditions, the Board approved in the 2014-15 budget, an equity based budget allocation formula of 95% based on enrolment and 5% based on socioeconomic factors in addition to enrolment.
4. For the 2017-18 budget estimates it is recommended that the school Block budget allocation be based on 85% enrolment and 15% on socioeconomic factors in order to recognize and address the socioeconomic inequities across the system.
5. This has no overall budget impact because it is a reallocation of existing expenditure budgets (Appendix B).

## **STRATEGIC INVESTMENTS**

1. The budget challenges that TCDSB has faced over the past few years has not allowed the board to make required investments back into the system to facilitate future growth and sustainability. Although TCDSB will continue to be prudent in its spending and will continue to seek efficiencies, the following investments will strengthen the system to ensure the Board will be able to meet its current and future demands.
2. The following strategic investments are proposed in this year's budget:

	<b><u>Program</u></b>	<b><u>Costs</u></b> <b><u>(\$M)</u></b>	<b><u>Description</u></b>
1)	French Immersion Program Investments	\$0.30	Board Approved a Long Term Program Plan for 5 new French Immersion schools effective September 2017
2)	Multi-Language School	\$0.30	Expand Program & Curriculum by providing learning opportunities in different international languages such as French, Spanish, Mandarin and English.
3)	Investments in Information Technology	\$2.20	Computer technology 21 <sup>st</sup> Century Replacement Plan to enable teaching and learning in the classroom and investments in Enterprise I.T. Infrastructure.
4)	Religious Program Materials	\$1.00	Implementation of the Bishop's new Religious Program, Growing in Faith and Growing in Christ, requires that the grade 1-8 religious education learning resources be updated.
5)	Employee Assistance Program	\$0.40	This program will offer support to staff and their eligible family members on a wide range of personal and work-life issues.

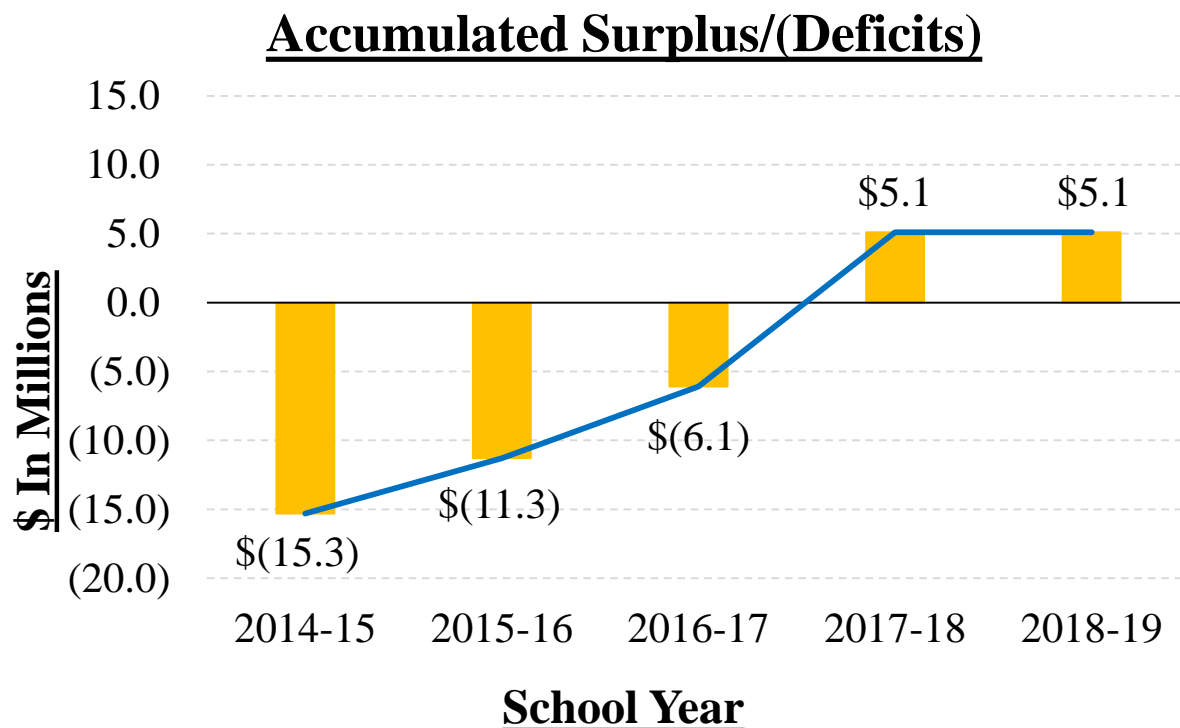
			Supports may include innovative online services, professional work-life consultation, short-term counselling, and other resolution-focused services. This program aims to support staff's health and well-being.
6)	Whistle Blower Reporting Services	\$0.07	The Whistle-blower Policy will provide standard guidance within which the TCDSB responds to moral, ethical or legal concerns of all of its community stakeholders. Whistleblowing is now considered to be among the most effective, if not the most effective means to expose and remedy corruption, fraud and other types of wrongdoing in the public and private sector.
7)	Chief of Identification, Placement, Review (IPRC) and Assessments	\$0.15	Investment in Special Education Supports to address the existing assessment backlog in a reasonable and timely manner.
8)	Chief Information Officer	\$0.17	Investments in Information Technology supports to ensure that TCDSB is well positioned to maximize its use of technology in the classroom and for efficient Board operations.
	<b>Total Investments</b>	<b>\$4.59</b>	



## **FUTURE OUTLOOK**

1. As per the 2016-17 Revised Estimates, TCDSB was projecting a \$0.8M in-year surplus and an accumulated deficit of \$10.5M.
2. As part of the Board approved MYRP, TCDSB committed to reducing the accumulated deficit to zero by the end of the 2018-19 fiscal year.
3. A \$5.2M in-year surplus is conservatively projected for the 2016-17 fiscal year. This is mainly due to additional revenues forecasted for English as a Second Language (ESL) grants, and salaries and benefits that are tracking under budget. This projected in-year surplus will reduce the accumulated deficit to \$6.1M.
4. In addition to the improved 2016-17 financial position, there is a one-time expenditure savings of \$10.5M due to a Group Benefits Surplus. TCDSB has historically provided group benefits, i.e. Life, 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. In 2017-18, staff are proposing to use the ASO benefit surplus (subject to Ministry approval), to completely eliminate the accumulated deficit.

**The following chart outlines the Surplus/(Deficits) over five years:**



The following chart provides a 2 year projected financial position:

**Updated MYRP 2017-18 (\$ in Millions)**

	<b>2015-16 Actuals as of at August 31, 2016</b>	<b>2016-17 Forecasted Actuals at August 31, 2017</b>	<b>2017-18 Projections</b>	<b>2018-19 Projections</b>
Opening Accumulated Surplus / (Deficit)	(15.3)	(11.3)	(6.1)	5.1
Total Revenues:	1,122.7	1,119.9	1,121.7	1,124.8
GSN Reductions			(8.3)	
ASO Benefits			10.5	
Surplus				
<b>Total Revenue</b>	<b>1,122.7</b>	<b>1,119.9</b>	<b>1,123.9</b>	<b>1,124.8</b>
Total Expenditures:	1,148.2	1,130.0	1,112.7	1,124.8
Exp. Reductions	(29.4)	(15.3)	0.0	0.0
<b>Total Expenditures</b>	<b>1,118.8</b>	<b>1,114.7</b>	<b>1112.7</b>	<b>1,124.8</b>
<b>In-Year Surplus / (Deficit)</b>	<b>3.9</b>	<b>5.2</b>	<b>11.2</b>	<b>0.0</b>
Accumulated Surplus / (Deficit)	(11.3)	(6.1)	5.1	5.1

1. The Accumulated Deficit will be eliminated one-year ahead of the MYRP schedule, and TCDSB will be approaching a 1% margin of a projected in-year surplus of \$5.1M for 2017-18 fiscal.
2. This achievement would not have been possible without the hard work and cooperation of all our stakeholders, union partners and staff who demonstrated their dedication and commitment to support the Catholic Education Programs during this challenging time.

## **BUDGET RISKS & UNCERTAINTIES:**

This budget has been prepared using a set of assumptions based on the best information currently known. There are however some budget uncertainties and risks that could impact the budget, which need to be monitored closely as the year progresses. Staff will report on these risks as part of the regular financial status updates to the Board of Trustees.

### **Enrolment projections to actuals**

Any variances to planned consensus enrolment projections may impact GSN revenues.

### **Inflation Assumptions**

Utility costs continue to trend higher and the budget estimates are based on historical costs and projected increases. If costs increase higher than anticipated, this could create a cost pressure in this area. The current trend is that utility costs are trending well above the EDU funded increase for inflationary costs of 2%.

### **Occasional Teacher Costs**

For the current 2016-17 fiscal year, Occasional Teachers costs are trending close to budget at this point in time. The risk is that these costs could increase next year assuming a full Occasional Teacher roster.

### **Benefit Trusts**

The amount budgeted for group benefits are based on estimations and the information provided by the Ministry of Education (EDU). As the various employee groups move to their respective Benefit Trusts, the remaining employee groups waiting to transition may experience higher premiums due to the number of employees remaining in the Group Benefits Pool. This could increase benefit costs for TCDSB.

### **Capital Project Risks**

Capital projects that are higher than the provincial benchmark will result in deficits for the project that will not be funded by the EDU's Capital program. These shortfalls will need to be covered through the operating budget, which could result in shortfalls in the operating budget.

## BUDGET CONSULTATION RESULTS:

1. As part of the annual budget planning process, TCDSB has committed to consulting with all stakeholder groups. Over the past few months, the following revenue generating opportunities were subject to the consultation engagement.

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

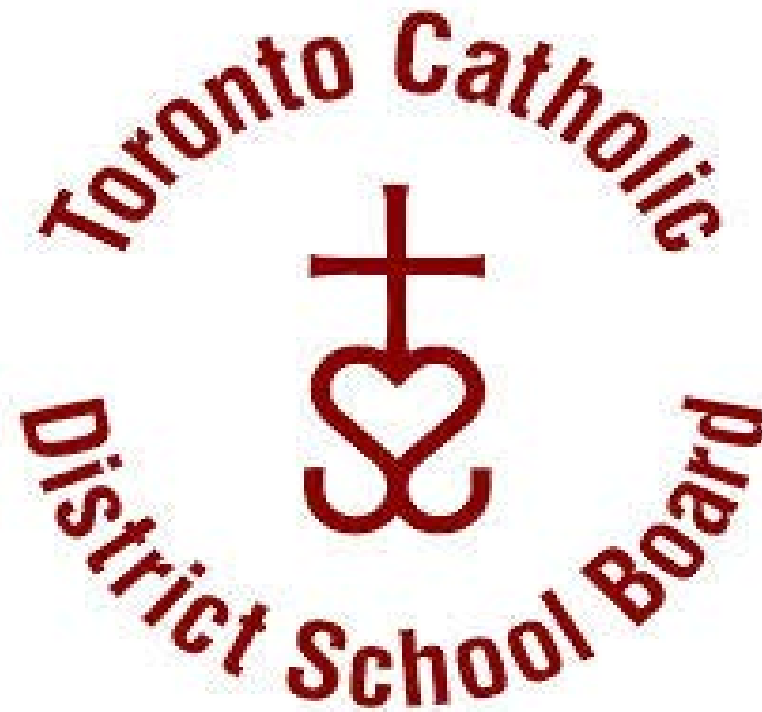
2. A general summary of survey responses by Option is provided below:

	<b>Revenue Option 1</b> \$5/day Board-wide parking charge (7,000 spaces)	<b>Revenue Option 2</b> Full implementation of new Permit Rates as existing permits expire.	<b>Revenue Option 3</b> Expand current Toronto Parking Authority agreement for after-hours parking
<b>Yes</b>	192 (4.5%)	3,384 (78.9%)	3,154 (73.7%)
<b>No</b>	4,095 (95.5%)	906 (21.1%)	1,127 (26.3%)
<b>Neither</b>	73 (1.7%)	70 (1.6%)	79 (1.8%)

3. Given the recent public consultation feedback, the staff parking revenue initiative is not recommended.
4. It is recommended, however that the initiatives to generate additional permit revenues and increasing the partnerships to generate community after-hours parking revenues will be pursued.
5. These additional recommended revenue amounts identified in rows two and three in the table above, have been included in the 2017-18 Budget Estimates.

## **E. STAFF RECOMMENDATION**

- 1.** The Board of Trustees approve the allocation of the School Block Budget for the 2017-18 budget estimates based on 85% enrolment and 15% of socioeconomic factors.
- 2.** That the Board of Trustees approve the 2017-18 Budget Estimates for Classroom Related Expenditures of \$909.7M
- 3.** That the Board of Trustees approve the 2017-18 Budget Estimates for Non-Classroom Related Expenditures of \$203.4M



## 2017-18 Budget Expenditure Estimates by Functional Classification



**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**

Expenditures	2015/16 Actuals	2016/2017 Revised Estimates	2017/2018 Estimates	Difference	
				\$	%
Instructional Day School	\$ 714,395,067	\$ 721,738,732	\$ 741,526,760	\$ 19,788,028	2.7%
School Office	66,317,155	66,108,232	67,921,215	\$ 1,812,983	2.7%
Student Support Services	41,657,784	41,473,563	43,018,338	\$ 1,544,775	3.7%
Curriculum & Accountability	6,244,078	6,259,550	6,416,766	\$ 157,216	2.5%
Staff Development	1,164,223	1,390,183	1,390,183	\$ -	0.0%
Student Success	2,522,629	2,940,227	2,966,242	\$ 26,015	0.9%
Special Education Departments	2,602,135	4,246,679	4,248,164	\$ 1,485	0.0%
Safe School Team	119,232	201,500	201,500	\$ -	0.0%
Director's Office	5,814,283	5,874,529	5,911,159	\$ 36,630	0.6%
Communications	567,168	554,456	541,802	\$ (12,654)	-2.3%
Human Resources	4,785,258	5,281,766	6,072,263	\$ 790,497	15.0%
Business Administration	4,596,490	4,536,491	4,780,620	\$ 244,130	5.4%
Legal Fees	1,042,974	642,955	915,000	\$ 272,045	42.3%
Corporate Services	1,121,011	1,215,503	1,167,143	\$ (48,360)	-4.0%
Employee Relations	613,694	739,547	774,812	\$ 35,265	4.8%
Facilities Services & Planning Services	1,478,881	1,581,375	1,567,000	\$ (14,375)	-0.9%
Catholic Education Centre	1,487,814	2,510,091	2,519,975	\$ 9,884	0.4%
Continuing Education	23,541,943	23,154,658	23,444,800	\$ 290,142	1.3%
Computer Services & Information Technology	14,004,047	19,874,980	21,962,832	\$ 2,087,852	10.5%
Transportation	28,158,962	33,561,797	34,687,922	\$ 1,126,125	3.4%
Operations & Maintenance	88,765,879	93,475,461	94,994,131	\$ 1,518,670	1.6%
Other Expenditures	121,288	124,106	124,106	\$ -	0.0%
<b>TOTAL</b>	<b>\$ 1,011,121,997</b>	<b>\$ 1,037,486,381</b>	<b>\$ 1,067,152,733</b>	<b>\$ 29,666,352</b>	<b>2.9%</b>

## 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Instructional Day School

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>CLASSROOM TEACHERS - ELEMENTARY</b>					
Classroom Teachers - Salaries	\$ 323,261,002	\$ 332,493,963	\$ 337,821,146	\$ 5,327,184	1.6%
Classroom Teachers - Benefits	47,352,331	45,872,637	48,429,940	\$ 2,557,303	5.6%
Librarian Teachers & Technicians - Salaries	4,099,289	4,334,293	4,385,797	\$ 51,504	1.2%
Librarian Teachers & Technicians - Benefits	835,944	1,144,510	1,146,864	\$ 2,354	0.2%
Guidance Teachers - Salaries	1,213,923	1,064,750	1,070,416	\$ 5,666	0.5%
Guidance Teachers - Benefits	127,443	146,404	154,675	\$ 8,271	5.6%
Mileage Provision	260,352	405,000	405,000	\$ -	0.0%
<b>CLASSROOM TEACHERS - SECONDARY</b>					
Classroom Teachers - Salaries	178,408,351	180,899,177	184,320,932	\$ 3,421,754	1.9%
Classroom Teachers - Benefits	24,624,451	24,755,876	26,183,163	\$ 1,427,286	5.8%
Librarian Teachers - Salaries	2,739,242	2,440,305	2,483,443	\$ 43,138	1.8%
Librarian Teachers - Benefits	295,965	337,690	358,932	\$ 21,242	6.3%
Guidance Teachers - Salaries	7,851,819	6,541,336	6,656,880	\$ 115,545	1.8%
Guidance Teachers - Benefits	854,755	905,327	962,119	\$ 56,792	6.3%
Mileage Provision	185,309	205,000	205,000	\$ -	0.0%
<b>TOTAL CLASSROOM TEACHERS</b>	<b>592,110,176</b>	<b>601,546,270</b>	<b>614,584,308</b>	<b>13,038,038</b>	<b>2.2%</b>
<b>OCCASIONAL TEACHERS</b>					
Elementary - Salaries	19,873,137	15,372,287	15,876,286	\$ 503,999	3.3%
Elementary - Benefits	1,810,332	3,241,938	3,375,590	\$ 133,652	4.1%
Secondary - Salaries	7,551,607	6,343,176	7,335,474	\$ 992,298	15.6%
Secondary - Benefits	652,676	1,600,576	1,659,128	\$ 58,551	3.7%
<b>TOTAL OCCASIONAL TEACHERS</b>	<b>29,887,752</b>	<b>26,557,977</b>	<b>28,246,477</b>	<b>1,688,500</b>	<b>6.4%</b>



## 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Instructional Day School

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>EDUCATIONAL ASSISTANTS</b>					
Elementary - Salaries	30,239,026	25,974,058	28,199,876	\$ 2,225,818	8.6%
Elementary - Benefits	9,198,681	9,134,742	10,051,128	\$ 916,386	10.0%
Secondary - Salaries	12,838,996	12,887,241	11,530,347	\$ (1,356,894)	-10.5%
Secondary - Benefits	3,705,301	4,532,277	4,109,472	\$ (422,804)	-9.3%
<b>TOTAL EDUCATIONAL ASSISTANTS</b>	<b>55,982,004</b>	<b>52,528,318</b>	<b>53,890,823</b>	<b>1,362,505</b>	<b>2.6%</b>
<b>DESIGNATED EARLY CHILDHOOD EDUCATORS</b>					
Elementary - Salaries	16,280,299	19,634,237	20,845,530	\$ 1,211,292	6.2%
Elementary - Benefits	4,694,469	5,414,596	5,622,088	\$ 207,492	3.8%
<b>TOTAL DESIGNATED EARLY CHILDHOOD EDUCATORS</b>	<b>20,974,768</b>	<b>25,048,833</b>	<b>26,467,618</b>	<b>1,418,784</b>	<b>5.7%</b>
<b>TEXTBOOKS &amp; CLASSROOM SUPPLIES</b>					
Elementary School Block Allocation	4,866,626	4,815,198	4,852,254	\$ 37,056	0.8%
Secondary School Block Allocation	4,829,970	3,612,359	3,576,062	\$ (36,297)	-1.0%
Secondary High Cost Course Allocation	337,900	337,900	337,900	\$ -	0.0%
International Baccalaureate Programme - Michael Power & St. Joseph's	75,000	75,000	75,000	\$ -	0.0%
International Baccalaureate Programme - Pope John Paul II	58,943	58,943	58,943	\$ -	0.0%
International Baccalaureate Programme - St Mary CSS	50,000	50,000	50,000	\$ -	0.0%
International Baccalaureate Programme - James Cardinal McGuigan	100,000	100,000	100,000	\$ -	0.0%
French Immersion - Support	25,000	25,000	115,000	\$ 90,000	360.0%
Religious Program Resources	40,000	500,000	1,500,000	\$ 1,000,000	200.0%
Regional Arts Programs	40,000	40,000	40,000	\$ -	0.0%
Alternative Program & Placement for Limited Expulsion (A.P.P.L.E.)	14,665	18,000	18,000	\$ -	0.0%
Arrowsmith Programme (4 Sites Licenses and Supplies)	50,330	46,920	46,920	\$ -	0.0%
Outdoor Education	-	764,797	765,148	\$ 351	0.0%

**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**
**Instructional Day School**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Classroom Needs Provision	16,182	100,000	100,000	\$ -	0.0%
Invest 100k in each of the next 5 years in Elementary Music	100,000	100,000	100,000	\$ -	0.0%
Superintendents Special Project Funds	26,950	26,950	26,950	\$ -	0.0%
School Nutrition Programs - Angel Foundation for Learning	100,000	100,000	100,000	\$ -	0.0%
Student Council	16,000	16,000	16,000	\$ -	0.0%
Elementary CSLIT Student Leadership Fund	10,000	10,000	10,000	\$ -	0.0%
International Languages & Other Programs Learning Resources	24,066	93,000	93,000	\$ -	0.0%
School Projects	3,806	50,000	50,000	\$ -	0.0%
Mini Olympics	20,000	20,000	20,000	\$ -	0.0%
Pediculosis Program	55,819	45,000	45,000	\$ -	0.0%
Religious Retreats & Chaplains	18,545	50,000	50,000	\$ -	0.0%
Urban & Priority High School Grants - Msgr. Fraser	499,594	499,594	397,798	\$ (101,796)	-20.4%
Urban & Priority High School Grants - J.C. McGuigan CSS	276,670	276,670	285,857	\$ 9,187	3.3%
Urban & Priority High School Grants - St. Patrick's CSS	262,000	262,000	266,696	\$ 4,696	1.8%
Urban & Priority High School Grants - Father Henry Carr	-	-	200,000	\$ 200,000	100.0%
Commission, Health Insurance and School Budget Transfer for VISA Students	3,485,180	3,706,270	4,008,953	\$ 302,683	8.2%
FNMI - Native Studies & Aboriginal Amount	37,121	257,733	1,032,052	\$ 774,319	300.4%
<b>TOTAL TEXTBOOKS &amp; CLASSROOM SUPPLIES</b>	<b>15,440,368</b>	<b>16,057,334</b>	<b>18,337,534</b>	<b>2,280,200</b>	<b>14.2%</b>
<b>TOTAL</b>	<b>\$ 714,395,067</b>	<b>\$ 721,738,732</b>	<b>\$ 741,526,760</b>	<b>19,788,028</b>	<b>2.7%</b>

## 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## School Office

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>ELEMENTARY</b>					
Elementary Principal Salaries	\$ 20,687,478	\$ 20,645,216	\$ 20,966,304	\$ 321,088	1.6%
Elementary Principal Benefits	2,934,258	2,964,680	3,114,579	\$ 149,898	5.1%
Elementary Vice Principal Salaries	5,700,351	4,681,002	5,084,550	\$ 403,548	8.6%
Elementary Vice Principal Benefits	800,513	655,186	737,639	\$ 82,453	12.6%
Elementary Professional Development Provision	10,385	98,961	95,960	\$ (3,001)	-3.0%
<b>SECONDARY</b>					
Secondary Principal Salaries	4,410,587	4,471,919	4,625,914	\$ 153,995	3.4%
Secondary Principal Benefits	517,685	626,803	671,103	\$ 44,299	7.1%
Secondary Vice Principal Salaries	6,933,945	6,554,344	6,472,248	\$ (82,097)	-1.3%
Secondary Vice Principal Benefits	942,238	918,685	938,959	\$ 20,274	2.2%
Secondary Professional Development Provision	3,311	42,464	40,965	\$ (1,499)	-3.5%
<b>SECRETARIES</b>					
School Secretary Salaries	16,232,892	16,147,097	16,387,510	\$ 240,413	1.5%
School Secretary Benefits	5,046,767	5,561,415	5,512,021	\$ (49,394)	-0.9%
Supply Secretary Costs	934,449	1,242,124	1,239,129	\$ (2,995)	-0.2%
<b>OFFICE EXPENSES</b>					
Principals & Vice Principal Expenses	12,551	38,570	36,770	\$ (1,800)	-4.7%
Principals & Vice Principal Mileage Expenses	71,996	130,000	130,000	\$ -	0.0%
School Office Supplies allocation	99,533	100,000	100,000	\$ -	0.0%
School Office Furniture, Equipment and Computers	2,816	90,000	575,800	\$ 485,800	539.8%
Orientation Centre, Program Ads	-	40,000	40,000	\$ -	0.0%
Course Reimbursement	-	20,000	20,000	\$ -	0.0%
School Telephones	975,402	1,079,765	1,131,765	\$ 52,000	4.8%
<b>TOTAL</b>	<b>\$ 66,317,155</b>	<b>\$ 66,108,232</b>	<b>\$ 67,921,215</b>	<b>\$ 1,812,983</b>	<b>2.7%</b>



**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**

**Student Support Services**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Student Support Salaries	\$ 6,854,815	\$ 6,067,771	\$ 6,502,259	\$ 434,487	7.2%
Student Support Benefits	1,655,086	1,635,458	1,801,943	\$ 166,485	10.2%
Child Youth Worker Salaries	8,750,529	8,650,482	8,726,344	\$ 75,862	0.9%
Child Youth Worker Benefits	2,699,409	2,483,122	2,421,053	\$ (62,070)	-2.5%
Psychologist Salary	4,526,374	4,506,898	4,566,771	\$ 59,873	1.3%
Psychologist Benefits	1,206,963	1,292,199	1,267,013	\$ (25,186)	-1.9%
Social Worker Salaries	5,149,653	5,028,744	5,310,763	\$ 282,019	5.6%
Social Worker Benefits	1,267,066	1,441,821	1,473,428	\$ 31,607	2.2%
Speech & Language Salaries	3,559,446	3,530,208	3,670,912	\$ 140,704	4.0%
Speech & Language Benefits	882,944	1,012,167	1,018,464	\$ 6,298	0.6%
Elementary Lunchtime Student Supervisors	1,039,475	1,364,569	1,364,569	\$ -	0.0%
Translators & Interpreter Services	53,513	100,000	100,000	\$ -	0.0%
EAP Costing - Shepell	-	-	400,000	\$ 400,000	100.0%
Ontario Focused Intervention Partnership (OFIP) Tutoring	359,899	374,095	374,268	\$ 173	0.0%
School Effectiveness Framework	263,873	263,873	285,313	\$ 21,440	8.1%
Car Allowance	32,928	37,044	37,044	\$ -	0.0%
Student Information Services Supplies	39,039	60,000	60,000	\$ -	0.0%
Mileage & Cellular Phone Provision	468,393	793,528	793,528	\$ -	0.0%
Specialist High Skills Major (SHSM)	448,400	528,032	523,583	\$ (4,449)	-0.8%
TDSB Vision Services	339,555	424,852	424,852	\$ -	0.0%
Secondary Student Supervisors	1,752,061	1,612,449	1,629,967	\$ 17,518	1.1%
Contracted Child Support Workers	308,363	200,000	200,000	\$ -	0.0%
MISA - Managing Information for Student Achievement	-	66,249	66,263	\$ 14	0.0%

**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION****Student Support Services**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>TOTAL</b>	<b>\$ 41,657,784</b>	<b>\$ 41,473,563</b>	<b>\$ 43,018,338</b>	<b>\$ 268,314</b>	<b>0.7%</b>

## 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Curriculum &amp; Accountability

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Coordinators & Resource Teachers Salaries	\$ 4,493,716	\$ 4,468,256	\$ 4,592,974	\$ 124,718	2.8%
Coordinators & Resource Teachers Benefits	964,182	851,190	885,233	34,043	4.0%
Mobile Phone Provision	14,175	5,910	4,365	(1,544)	-26.1%
Mileage Expenses	785	10,000	10,000	-	0.0%
<b>Supplies &amp; Resources</b>					
Religion	36,870	56,485	56,485	-	0.0%
Physical Education	114,019	122,384	122,384	-	0.0%
Dramatic Arts	18,866	20,540	20,540	-	0.0%
Social Studies	16,260	16,261	16,261	-	0.0%
Math	20,117	28,242	28,242	-	0.0%
Language Arts	44,065	64,187	64,187	-	0.0%
Music	59,659	80,448	80,448	-	0.0%
French	36,229	39,368	39,368	-	0.0%
Visual Arts	32,049	32,521	32,521	-	0.0%
Co-operative Education	12,837	12,837	12,837	-	0.0%
Science & Family Studies	65,043	65,043	65,043	-	0.0%
Technological Studies	8,477	8,558	8,558	-	0.0%
Business Studies	-	6,746	6,746	-	0.0%
Curriculum & Accountability	110,513	126,663	126,663	-	0.0%
Library	36,439	38,512	38,512	-	0.0%
Media Services	3	17,117	17,117	-	0.0%
Research	141,974	145,491	145,491	-	0.0%
Guidance	12,108	34,233	34,233	-	0.0%
English as a Second Language	5,690	8,558	8,558	-	0.0%
<b>TOTAL</b>	<b>\$ 6,244,078</b>	<b>\$ 6,259,550</b>	<b>\$ 6,416,766</b>	<b>\$ (129,205)</b>	<b>-2.0%</b>

# 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Staff Development

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Occasional Teacher Salaries & Benefits	\$ 325,563	\$ 347,952	\$ 300,000	\$ (47,952)	-13.8%
New Teacher Induction Program (NTIP)	643,263	846,606	846,606	-	0.0%
Professional Development Expenditures	195,397	195,625	243,577	47,952	24.5%
<b>TOTAL</b>	<b>\$ 1,164,223</b>	<b>\$ 1,390,183</b>	<b>\$ 1,390,183</b>	<b>\$ -</b>	<b>0.00%</b>

## 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Student Success

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>Literacy</b>					
Resource Materials	\$ 39,242	\$ 40,000	\$ 40,000	\$ -	0.0%
Meeting Expenses	61,410	59,000	59,000	-	0.0%
Professional Development - Occasional Teachers	153,309	225,000	225,000	-	0.0%
Professional Development - Student Success Learning Network	48,066	170,000	170,000	-	0.0%
Ontario Secondary School Literacy Test - 200 Days	4,035	30,000	30,000	-	0.0%
Conferences (Reading for the Love of it)	27,807	35,000	35,000	-	0.0%
<b>Numeracy</b>					
Resource Materials	90,336	95,000	95,000	-	0.0%
Meeting Expenses	12,025	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	116,130	265,000	265,000	-	0.0%
Professional Development - Student Success Learning Network	265,277	190,000	190,000	-	0.0%
<b>Pathways</b>					
Resource Materials	36,939	35,000	35,000	-	0.0%
Meeting Expenses	23,389	20,000	20,000	-	0.0%
Professional Development - Occasional Teachers	93,434	140,000	140,000	-	0.0%
Professional Development - Student Success Learning Network	208,239	150,000	150,000	-	0.0%
Special Initiatives	231,807	210,000	210,000	-	0.0%
Communications & Marketing	19,628	40,000	40,000	-	0.0%
<b>Catholic Community Culture &amp; Caring</b>					
Resource Materials	30,323	40,000	40,000	-	0.0%
Meeting Expenses	42,485	50,000	50,000	-	0.0%
Professional Development - Occasional Teachers	370,289	330,000	330,000	-	0.0%
Special Initiatives	197,974	200,000	200,000	-	0.0%
Conferences	116,734	100,000	100,000	-	0.0%





**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**

**Student Success**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>Student Success Teams (SSTs)</b>					
Resource Materials	267	20,000	20,000	-	0.0%
Meeting Expenses	25,687	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	121,055	187,000	187,000	-	0.0%
Supervisory Officer - Approved Days	74,812	140,000	140,000	-	0.0%
School Support	4,961	15,000	15,000	-	0.0%
Honorariums	-	10,000	10,000	-	0.0%
Supervisory Officer - Support	7,028	10,000	10,000	-	0.0%
Transportation	99,940	54,227	80,242	26,015	48.0%
<b>TOTAL</b>	<b>\$ 2,522,629</b>	<b>\$ 2,940,227</b>	<b>\$ 2,966,242</b>	<b>\$ 26,015</b>	<b>0.9%</b>

## 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Special Education Departments

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>SPECIAL SERVICES DEPARTMENT</b>					
Special Equipment Amount (SEA)	\$ 1,965,752	\$ 3,502,918	\$ 3,504,402	\$ 1,484	0.0%
Special Services Department	180,803	225,368	225,368	-	0.0%
Fees & Services	95,170	100,040	100,040	-	0.0%
School Budget Allocations	165,686	165,686	165,686	-	0.0%
<b>CURRICULUM SUPPORT UNITS</b>					
North York	3,069	11,744	11,744	-	0.0%
Etobicoke	8,142	11,744	11,744	-	0.0%
Toronto	2,635	11,744	11,744	-	0.0%
Scarborough	10,211	16,244	16,244	-	0.0%
Social Worker Services	8,722	10,066	10,066	-	0.0%
Deaf & Hard Of Hearing	11,239	12,584	12,584	-	0.0%
Care & Treatment & Correctional Facilities (Section 23)	37,156	62,214	62,214	-	0.0%
Speech & Language	25,229	26,950	26,950	-	0.0%
Gifted Programs	11,603	11,744	11,744	-	0.0%
Autism Services	11,744	11,744	11,744	-	0.0%
Psychology Services	64,973	65,889	65,890	1	0.0%
<b>TOTAL</b>	<b>\$ 2,602,135</b>	<b>\$ 4,246,679</b>	<b>\$ 4,248,164</b>	<b>1,485</b>	<b>0.0%</b>



**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**

**Safe School Team**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>Office</b>					
Mobile Phones & Parking	\$ 12,015	\$ 20,500	\$ 20,500	\$ -	0.0%
Supplies, Photocopying, Printing Costs	46,950	44,500	44,500	-	0.0%
<b>Resource Support</b>					
Safe Schools Action Team, Symposium, Programs	21,201	25,000	25,000	-	0.0%
SRO Support	-	10,000	10,000	-	0.0%
Psychiatric Consultation (APPLE)	-	31,000	31,000	-	0.0%
<b>Professional Development</b>					
Safe Schools Certification Modules & Workshops	16,719	11,500	11,500	-	0.0%
Canadian Safe School Network Conferences	350	12,000	12,000	-	0.0%
Safe School Staff Conferences & Professional Development	5,069	10,000	10,000	-	0.0%
Shadow Box Learning Styles	16,928	17,000	17,000	-	0.0%
Safe Schools Joint Professional Development (OECTA)		20,000	20,000	-	0.0%
<b>TOTAL</b>	<b>\$ 119,232</b>	<b>\$ 201,500</b>	<b>\$ 201,500</b>	<b>-</b>	<b>0.0%</b>

**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**
**Director's Office**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Director/Supervisory Officers Salaries	\$ 3,005,279	\$ 2,889,693	\$ 2,859,861	(29,832)	-1.0%
Director/Supervisory Officers Benefits	877,880	897,404	900,074	2,670	0.3%
Director & Supervisory Officers Professional Development	33,677	40,000	40,000	-	0.0%
Director & Supervisory Officers Other Expenses	47,384	51,912	51,912	-	0.0%
Office Support Staff Salaries	866,103	771,582	824,456	52,874	6.9%
Office Support Staff Benefits	239,764	208,805	219,966	11,161	5.3%
Trustees & Student Trustees Honorariums	257,705	266,274	267,449	1,175	0.4%
Trustees & Student Trustees Other Expenses	141,243	379,099	377,680	(1,419)	-0.4%
OCSTA Annual Membership Fee	210,978	210,978	210,978	-	0.0%
OCSOA Membership Fees	32,895	32,895	32,895	-	0.0%
Director's Office					
Printing	1,269	15,000	15,000	-	0.0%
Telephone	688	2,500	2,500	-	0.0%
Supplies	85,135	98,388	98,388	-	0.0%
Contractual Services	14,284	10,000	10,000	-	0.0%
<b>TOTAL</b>	<b>\$ 5,814,283</b>	<b>\$ 5,874,529</b>	<b>\$ 5,911,159</b>	<b>36,630</b>	<b>0.6%</b>



**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**

**Communications**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Salaries	\$ 385,328	\$ 374,842	\$ 365,983	(8,859)	-2.4%
Benefits	108,180	101,440	97,645	(3,795)	-3.7%
<b>Supplies &amp; Services</b>					
Car Allowance	12,348	12,348	12,348	-	0.0%
Printing	5,022	7,500	7,500	-	0.0%
Telephone	5,200	4,000	4,000	-	0.0%
Supplies	51,091	54,326	54,326	-	0.0%
<b>TOTAL</b>	<b>\$ 567,168</b>	<b>\$ 554,456</b>	<b>\$ 541,802</b>	<b>(12,654)</b>	<b>-2.3%</b>

**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**
**Human Resources**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Salaries	\$ 3,404,658	\$ 3,496,676	\$ 4,072,019	575,343	16.5%
Benefits	936,936	946,267	1,086,421	140,154	14.8%
Central Temporary Staffing	61,608	85,000	85,000	-	0.0%
Summer Help (Temporary Staffing)	-	85,000	85,000	-	0.0%
Negotiation Costs	34,100	125,719	125,719	-	0.0%
New Teacher Induction Program NTIP Provision	50,000	50,000	50,000	-	0.0%
Workplace Safety Team Professional Development Fund	-	50,000	50,000	-	0.0%
Whistle Blower Security	-	-	75,000	75,000	100.0%
Central Bargaining - OCSTA	43,017	43,017	43,017	-	0.0%
Car Allowance	44,365	37,044	37,044	-	0.0%
Professional Development	3,713	15,000	15,000	-	0.0%
Printing	3,626	8,000	8,000	-	0.0%
Telephone	9,722	10,000	10,000	-	0.0%
Supplies	78,912	97,250	97,250	-	0.0%
Recruitment of Staff	11,926	80,000	80,000	-	0.0%
Professional Services	43,710	82,811	82,811	-	0.0%
Software Fees & Licensing Fees	58,966	69,982	69,982	-	0.0%
<b>TOTAL</b>	<b>\$ 4,785,258</b>	<b>\$ 5,281,766</b>	<b>\$ 6,072,263</b>	<b>790,497</b>	<b>15.0%</b>



**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**

**Business Administration**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Salaries	\$ 3,447,046	\$ 3,491,311	\$ 3,694,546	203,235	5.8%
Benefits	921,919	944,816	985,711	40,895	4.3%
<b>Supplies &amp; Services</b>					
Materials Management	9,023	9,116	9,116	-	0.0%
Payroll Services	28,920	28,920	28,920	-	0.0%
Business Services	34,915	37,328	37,328	-	0.0%
Printing Services	9,344	(100,000)	(100,000)	-	0.0%
Bank Charges & Other Fees	67,018	25,000	25,000	-	0.0%
Audit Fees	78,305	100,000	100,000	-	0.0%
<b>TOTAL</b>	<b>\$ 4,596,490</b>	<b>\$ 4,536,491</b>	<b>\$ 4,780,620</b>	<b>244,130</b>	<b>5.4%</b>

**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION****Legal Fees**

<b>Expenditures</b>	<b>2015/16 Actuals</b>	<b>2016/17 Revised Estimates</b>	<b>2017/18 Estimates</b>	<b>Difference</b>	
				<b>\$</b>	<b>%</b>
Legal Fees & Services - General Corporate & Safe Schools	\$ 343,388	\$ 150,000	\$ 150,000	-	0.0%
Legal Fees & Services - Employee Relations	383,726	270,000	450,000	180,000	66.7%
Legal Fees & Services - Planning & Facilities	315,860	222,955	315,000	92,045	41.3%
<b>TOTAL</b>	<b>\$ 1,042,974</b>	<b>\$ 642,955</b>	<b>\$ 915,000</b>	<b>272,045</b>	<b>42.3%</b>



# 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Corporate Services

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Salaries	\$ 819,207	\$ 816,954	\$ 781,241	(35,713)	-4.4%
Benefits	207,244	221,084	208,436	(12,647)	-5.7%
Professional Development	64,662	82,700	82,700	-	0.0%
Printing	1,507	1,200	1,200	-	0.0%
Telephone	2,656	2,000	2,000	-	0.0%
Supplies	16,986	26,088	26,088	-	0.0%
Contractual Services	4,606	57,861	57,861	-	0.0%
Software Fees & Licensing Fees	28	3,500	3,500	-	0.0%
Car Allowance	4,116	4,116	4,116	-	0.0%
<b>TOTAL</b>	<b>\$ 1,121,011</b>	<b>\$ 1,215,503</b>	<b>\$ 1,167,143</b>	<b>(48,360)</b>	<b>-4.0%</b>

**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**
**Employee Relations**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Salaries	\$ 478,484	\$ 536,835	\$ 566,290	29,456	5.5%
Benefits	107,737	145,278	151,087	5,809	4.0%
Professional Development	6,605	7,500	7,500	-	0.0%
Printing	1,772	10,000	10,000	-	0.0%
Telephone	3,500	3,000	3,000	-	0.0%
Supplies	11,480	13,770	13,770	-	0.0%
Professional Services	-	19,048	19,048	-	0.0%
Car Allowance	4,116	4,116	4,116	-	0.0%
<b>TOTAL</b>	<b>\$ 613,694</b>	<b>\$ 739,547</b>	<b>\$ 774,812</b>	<b>35,265</b>	<b>4.8%</b>



**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**

**Facilities Services & Planning Services**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Salaries	\$ 1,084,485	\$ 1,148,291	\$ 1,140,404	(7,887)	-0.7%
Benefits	289,501	310,750	304,262	(6,488)	-2.1%
<b>Supplies &amp; Resources</b>					
Facilities Services Department	12,080	12,243	12,243	-	0.0%
Capital Development Department	3,194	3,500	3,500	-	0.0%
Planning Department	30,285	30,348	30,348	-	0.0%
Development Services	12,360	11,227	11,227	-	0.0%
Admissions Department	254	1,000	1,000	-	0.0%
Facilities Legal Services Department	9,594	10,000	10,000	-	0.0%
Capital Planning Capacity Program	37,128	54,016	54,016	-	0.0%
<b>TOTAL</b>	<b>\$ 1,478,881</b>	<b>\$ 1,581,375</b>	<b>\$ 1,567,000</b>	<b>(14,375)</b>	<b>-0.9%</b>



**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**

**Catholic Education Centre**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Custodial Salaries	\$ 530,540	\$ 343,006	\$ 350,535	7,530	2.2%
Custodial Benefits	138,865	91,168	93,523	2,355	2.6%
CEC Facility Utilities & Maintenance	575,090	600,000	600,000	-	0.0%
CEC Amortization of Previous Building Improvements	243,319	1,475,917	1,475,917	-	0.0%
<b>TOTAL</b>	<b>\$ 1,487,814</b>	<b>\$ 2,510,091</b>	<b>\$ 2,519,975</b>	<b>9,884</b>	<b>0.4%</b>



2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

Continuing Education

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>Adult Credit Diploma (Day/Night)</b>					
Salaries	\$ 2,258,250	\$ 2,565,000	\$ 2,206,000	(359,000)	-14.0%
Benefits	239,559	394,085	174,000	(220,085)	-55.8%
Other Expenses	56,779	133,000	103,000	(30,000)	-22.6%
<b>Adult Credit Diploma-Msgr Fraser</b>					
Salaries	434,799	600,000	540,000	(60,000)	-10.0%
Benefits	75,433	92,184	100,000	7,816	8.5%
<b>Summer School</b>					
Salaries	5,844,373	5,800,000	5,940,000	140,000	2.4%
Benefits	295,696	1,006,457	305,000	(701,457)	-69.7%
Other Expenses	199,768	261,000	245,000	(16,000)	-6.1%
<b>Adult English as a Second Language (ESL) &amp; Citizenship</b>					
Salaries	3,134,854	2,514,000	2,500,000	(14,000)	-0.6%
Benefits	687,568	386,249	450,000	63,751	16.5%
Other Expenses	529,699	860,318	780,440	(79,878)	-9.3%
<b>International Languages</b>					
Salaries	4,341,715	4,515,000	4,685,000	170,000	3.8%
Benefits	1,177,681	626,786	1,176,000	549,214	87.6%
Other Expenses	39,849	55,000	45,000	(10,000)	-18.2%

# 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Continuing Education

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Language Instruction for Newcomers to Canada (LINC) / Ministry of Training, Colleges & University (MTCU)					
Salaries	2,206,898	1,911,484	2,209,000	297,516	15.6%
Benefits	584,784	293,679	582,000	288,321	98.2%
Other Expenses	1,434,235	1,140,416	1,404,360	263,944	23.1%
<b>TOTAL</b>	<b>\$ 23,541,943</b>	<b>\$ 23,154,658</b>	<b>\$ 23,444,800</b>	<b>290,142</b>	<b>1.3%</b>

## 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Computer Services &amp; Information Technology

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Salaries	\$ 6,328,875	\$ 6,417,555	\$ 6,817,994	400,439	6.2%
Benefits	1,656,451	1,796,448	1,871,861	75,413	4.2%
<b>Supplies &amp; Services</b>					
Car Allowance	31,899	32,928	32,928	-	0.0%
Membership Fees	3,123	9,088	9,088	-	0.0%
Printing	1,539	6,250	6,250	-	0.0%
Repairs - Computer Technology	19,273	37,686	37,686	-	0.0%
Telephone	43,765	143,247	143,247	-	0.0%
Data Communications	237,601	323,295	323,295	-	0.0%
Office Supplies & Services	107,303	187,705	187,705	-	0.0%
Furniture & Equipment	-	216,033	216,033	-	0.0%
Computer Lease	74,456	250,000	662,000	412,000	164.8%
Contractual & Professional Services	101,050	313,784	313,784	-	0.0%
Software Fees & Licenses	2,883,490	3,999,651	3,999,651	-	0.0%
Computer Technology Maintenance Fee	-	121,251	121,251	-	0.0%
School Computers & Printers (Purchase/Leasing costs)	492,000	2,248,970	2,248,970	-	0.0%
Academic Computer Repairs	145,618	373,000	373,000	-	0.0%
Network Equipment & Infrastructure	-	273,000	273,000	-	0.0%
WAN & Internet Service (including Amortization of WAN Project)	1,504,268	2,665,548	2,665,548	-	0.0%
Systems Maintenance	347,955	207,950	207,950	-	0.0%
Investment in Information Technology	-	150,000	1,350,000	1,200,000	800.0%
Academic Technology & Computer Studies	25,383	36,800	36,800	-	0.0%
Qlik Initiative		64,791	64,791	-	0.0%
<b>TOTAL</b>	<b>\$ 14,004,047</b>	<b>\$ 19,874,980</b>	<b>\$ 21,962,832</b>	<b>2,087,852</b>	<b>10.5%</b>

## 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Transportation

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Administrative Salaries	\$ 950,584	\$ 914,638	\$ 932,113	17,475	1.9%
Administrative Benefits	237,450	237,089	245,317	8,229	3.5%
Temporary Assistance	18,934	57,000	57,000	-	0.0%
Office Supplies & Services	60,664	76,928	82,400	5,472	7.1%
<b>TRANSPORTATION - REGULAR INSTRUCTION</b>					
Music	36,725	35,854	36,571	717	2.0%
Outdoor Education	6,708	11,869	12,106	237	2.0%
Excursions for Handicapped Students	25,130	36,399	37,127	728	2.0%
Regular Home to School	11,861,862	14,149,916	14,432,914	282,998	2.0%
Student Safety	48,044	92,911	92,911	-	0.0%
Safe Schools	19,841	10,056	10,257	201	2.0%
Kindergarten	-	-	-	-	0.0%
Remedial Language	92,460	117,394	119,742	2,348	2.0%
Regular Transit Fares for Scholars & Children	29,094	47,196	49,745	2,549	5.4%
Safe Schools Transit Fares (Scholars)	734	13,569	14,302	733	5.4%
Transit Fares for Adults	2,053	1,832	1,931	99	5.4%
Summer School	340,817	525,111	538,415	13,304	2.5%
Bilingual Program Transit Fares (Scholars & Children)	31,122	70,527	74,336	3,809	5.4%
Exceptional Circumstances (Tickets)	416,350	470,647	496,062	25,415	5.4%
Fuel Escalation Charge Provision	(25,336)	-	-	-	#DIV/0!
Regular Home to School for New Routes	-	-	134,089	134,089	100.0%
Software Fees & Licenses	50,246	104,334	104,334	-	0.0%
Physical Transportation	-	2,323	2,370	46	2.0%
Transportation Consortium	58,534	569,701	569,701	-	0.0%



## 2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION

## Transportation

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
<b>TRANSPORTATION - SPECIAL EDUCATION</b>					
Vision, Hearing & Speech	2,271,027	2,689,244	2,743,029	53,785	2.0%
Medical & Handicapped	6,294,584	6,805,255	6,941,360	136,105	2.0%
Special Education Transit Fares for Adults	7,675	11,602	12,228	627	5.4%
Developmentally Disabled Transit Fares for Scholars	9,185	7,498	7,903	405	5.4%
Special Transit Fares for Scholars & Children	137,309	110,490	116,456	5,966	5.4%
Developmentally Disabled	550,742	604,150	616,233	12,083	2.0%
Section 23 Programs	521,300	614,450	626,739	12,289	2.0%
Special Education	3,247,076	3,676,567	3,750,099	73,531	2.0%
Co-operative Education (Special Education & W/C) & Transit Tickets	858,050	976,253	1,014,138	37,884	3.9%
<b>ONE-TIME TRANSPORTATION SERVICES</b>					
One-time Transportation Services due to New School Construction	\$ -	\$ 520,994	\$ 815,994	295,000	56.6%
<b>TOTAL</b>	<b>\$ 28,158,962</b>	<b>\$ 33,561,797</b>	<b>\$ 34,687,922</b>	<b>1,126,125</b>	<b>3.4%</b>

**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION**
**Operations & Maintenance**

Expenditures	2015/16 Actuals	2016/17 Revised Estimates	2017/18 Estimates	Difference	
				\$	%
Salaries	\$ 43,951,933	\$ 46,531,898	\$ 46,808,852	276,954	0.6%
Benefits	13,379,239	14,308,560	14,999,339	690,779	4.8%
Utilities	17,260,844	17,804,201	19,144,855	1,340,654	7.5%
Insurance	2,236,345	1,716,345	2,200,000	483,655	28.2%
Professional Development Provision	37,806	41,780	37,806	(3,974)	-9.5%
Printing and Photocopying	1,994	1,994	1,994	-	0.0%
Plant Operations Supplies	1,277,597	1,140,000	1,140,000	-	0.0%
Automobile Reimbursement	66,099	66,121	66,121	-	0.0%
Travel Expense Allowance	124,537	124,537	124,537	-	0.0%
Vehicle Fuel	120,064	180,000	120,064	(59,936)	-33.3%
Repairs-Custodial Equipment	160,381	140,000	160,381	20,381	14.6%
Telephone Expense	98,715	118,000	98,731	(19,269)	-16.3%
Office Supplies and Services	33,875	25,000	34,624	9,624	38.5%
Maintenance Supplies and Services	3,497,532	3,860,532	3,605,940	(254,592)	-6.6%
Vehicle Maintenance and Supplies	131,265	80,310	131,289	50,979	63.5%
Replacement Furniture & Equipment	-	92,608	92,608	-	0.0%
Additional Equipment - Vehicles	60,903	99,190	140,081	40,891	41.2%
Rental Lease Vehicles	51,073	74,655	51,073	(23,582)	-31.6%
Other Professional Fees (Health & Safety)	93,121	241,001	93,121	(147,880)	-61.4%
Other Contractual Services	6,076,920	6,709,659	5,942,715	(766,944)	-11.4%
Municipal Taxes	105,636	119,069	-	(119,069)	-100.0%
<b>TOTAL</b>	<b>\$ 88,765,879</b>	<b>\$ 93,475,461</b>	<b>\$ 94,994,131</b>	<b>1,518,670</b>	<b>1.6%</b>

**2017-18 BUDGET EXPENDITURE REVISED ESTIMATES BY FUNCTIONAL CLASSIFICATION****Other Expenditures**

<b>Expenditures</b>	<b>2015/16 Actuals</b>	<b>2016/17 Revised Estimates</b>	<b>2017/18 Estimates</b>	<b>Difference</b>	
				<b>\$</b>	<b>%</b>
Parental Involvement Funding	119,342	122,106	122,106	-	0.0%
Partnership Development Department - Office Supplies & Services	1,946	2,000	2,000	-	0.0%
<b>TOTAL</b>	<b>\$ 121,288</b>	<b>\$ 124,106</b>	<b>\$ 124,106</b>	<b>-</b>	<b>0.0%</b>

				Factors Contributing to Socioeconomic Needs <i>Higher</i> <i>Factor (1-9) indicates Greater Need</i>							Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs			
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	CURRENT		PROPOSED	
											<u>95%</u> <u>Enrolment</u> <u>5%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>90%</u> <u>Enrolment</u> <u>10%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>85%</u> <u>Enrolment</u> <u>15%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>80%</u> <u>Enrolment</u> <u>20%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>
290	All Saints	1	906	3	4	4	3	4	4	22	\$ 70,364	\$ 69,423	\$ 68,481	\$ 67,540
391	Father Serra	1	516	1	1	1	1	1	3	8	\$ 39,140	\$ 37,652	\$ 36,164	\$ 34,677
433	Holy Child	1	352	8	9	6	7	5	6	41	\$ 28,187	\$ 28,701	\$ 29,215	\$ 29,729
399	Msgr. John Corrigan	1	209	8	6	9	6	4	8	41	\$ 16,756	\$ 17,062	\$ 17,368	\$ 17,673
295	St. Andrew	1	720	9	5	9	9	8	7	47	\$ 58,290	\$ 59,912	\$ 61,533	\$ 63,155
361	St. Angela	1	481	8	7	9	8	7	8	47	\$ 38,977	\$ 40,061	\$ 41,146	\$ 42,230
267	St. Benedict	1	622	3	3	2	2	2	5	17	\$ 47,864	\$ 46,809	\$ 45,754	\$ 44,699
384	St. Demetrius	1	251	2	1	8	2	3	3	19	\$ 19,374	\$ 19,015	\$ 18,655	\$ 18,296
341	St. Dorothy	1	341	9	9	3	9	7	8	45	\$ 27,507	\$ 28,185	\$ 28,863	\$ 29,541
337	St. Eugene	1	345	3	3	1	2	4	4	17	\$ 26,530	\$ 25,945	\$ 25,360	\$ 24,775
392	St. John Vianney	1	374	7	5	8	6	4	6	36	\$ 29,747	\$ 30,048	\$ 30,349	\$ 30,650
311	St. Marcellus	1	422	8	8	8	8	8	7	47	\$ 34,173	\$ 35,124	\$ 36,075	\$ 37,026
379	St. Maurice	1	300	9	8	7	9	8	6	47	\$ 24,305	\$ 24,982	\$ 25,658	\$ 26,334
284	St. Stephen	1	424	9	9	6	9	8	8	49	\$ 34,415	\$ 35,481	\$ 36,546	\$ 37,612
276	Transfiguration	1	409	2	2	2	2	3	3	14	\$ 31,372	\$ 30,516	\$ 29,659	\$ 28,802
329	Holy Angels	2	497	1	1	1	1	1	2	7	\$ 37,591	\$ 36,094	\$ 34,597	\$ 33,100
413	Josyf Cardinal Slipyj	2	606	2	2	5	1	3	2	15	\$ 46,472	\$ 45,285	\$ 44,098	\$ 42,911
340	Mother Cabrini	2	181	1	1	1	1	1	2	7	\$ 13,679	\$ 13,134	\$ 12,590	\$ 12,045
288	Nativity of Our Lord	2	403	6	7	4	5	4	3	29	\$ 31,695	\$ 31,648	\$ 31,601	\$ 31,553
253	Our Lady of Peace	2	690	1	1	1	1	2	2	8	\$ 52,347	\$ 50,357	\$ 48,368	\$ 46,378
246	Our Lady of Sorrows	2	768	1	1	3	1	2	1	9	\$ 58,317	\$ 56,206	\$ 54,094	\$ 51,982
259	St. Ambrose	2	360	2	2	1	1	2	4	12	\$ 27,479	\$ 26,631	\$ 25,783	\$ 24,935

				Factors Contributing to Socioeconomic Needs <i>Higher</i> <i>Factor (1-9) indicates Greater Need</i>							Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs			
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	CURRENT		PROPOSED	
											<u>95% Enrolment 5% S.E.Needs (allocated by total ranking)</u> <u>\$4,852,254</u>	<u>90% Enrolment 10% S.E.Needs (allocated by total ranking)</u> <u>\$4,852,254</u>	<u>85% Enrolment 15% S.E.Needs (allocated by total ranking)</u> <u>\$4,852,254</u>	<u>80% Enrolment 20% S.E.Needs (allocated by total ranking)</u> <u>\$4,852,254</u>
307	St. Clement	2	443	1	1	1	1	2	1	7	\$ 33,498	\$ 32,164	\$ 30,830	\$ 29,497
278	St. Elizabeth	2	201	3	3	8	3	5	3	25	\$ 15,665	\$ 15,536	\$ 15,406	\$ 15,277
262	St. Gregory	2	734	1	1	2	1	1	1	7	\$ 55,571	\$ 53,359	\$ 51,146	\$ 48,933
291	St. Josaphat	2	139	3	4	9	4	7	3	30	\$ 10,955	\$ 10,957	\$ 10,959	\$ 10,961
333	St. Leo	2	327	4	5	5	3	8	3	28	\$ 25,666	\$ 25,585	\$ 25,504	\$ 25,422
331	St. Louis	2	208	2	3	1	2	2	3	13	\$ 15,911	\$ 15,449	\$ 14,986	\$ 14,523
332	St. Mark	2	218	3	6	7	5	8	3	32	\$ 17,179	\$ 17,239	\$ 17,299	\$ 17,360
417	The Holy Trinity	2	498	2	6	3	3	5	3	22	\$ 38,660	\$ 38,143	\$ 37,625	\$ 37,108
281	Immaculate Conception	3	490	8	9	6	7	9	9	48	\$ 39,749	\$ 40,917	\$ 42,086	\$ 43,254
261	St. Bernard	3	674	8	9	5	8	8	8	46	\$ 54,499	\$ 55,929	\$ 57,358	\$ 58,788
358	St. Fidelis	3	613	2	2	1	2	3	7	17	\$ 47,231	\$ 46,190	\$ 45,150	\$ 44,109
366	St. Francis de Sales	3	465	9	9	8	9	9	9	53	\$ 38,021	\$ 39,436	\$ 40,851	\$ 42,266
271	St. Francis Xavier	3	512	6	7	7	6	8	7	41	\$ 41,031	\$ 41,780	\$ 42,528	\$ 43,277
279	St. Jude	3	760	8	8	7	8	8	7	46	\$ 61,397	\$ 63,007	\$ 64,618	\$ 66,229
240	St. Matthew	3	535	4	5	7	4	3	9	32	\$ 42,276	\$ 42,425	\$ 42,573	\$ 42,722
320	St. Roch	3	408	9	8	6	8	5	9	45	\$ 32,903	\$ 33,714	\$ 34,525	\$ 35,336
383	St. Simon	3	495	5	5	1	4	2	7	24	\$ 38,551	\$ 38,167	\$ 37,783	\$ 37,400
410	St. Andre	3	503	9	9	7	9	8	8	50	\$ 40,928	\$ 42,260	\$ 43,592	\$ 44,924
397	Venerable John Merlin	3	305	4	3	1	3	1	8	20	\$ 23,598	\$ 23,201	\$ 22,804	\$ 22,407
409	Blessed Margherita	4	339	7	7	2	6	4	9	35	\$ 26,890	\$ 27,117	\$ 27,345	\$ 27,573
328	St. Augustine	4	500	9	8	9	8	9	9	52	\$ 40,808	\$ 42,263	\$ 43,718	\$ 45,173
363	St. Charles Garnier	4	437	9	9	8	9	9	9	53	\$ 35,723	\$ 37,053	\$ 38,382	\$ 39,712

				Factors Contributing to Socioeconomic Needs <i>Higher</i> <i>Factor (1-9) indicates Greater Need</i>							Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs			
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	<u>CURRENT</u>  <u>95% Enrolment</u> <u>5% S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>90% Enrolment</u> <u>10% S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>PROPOSED</u>  <u>85% Enrolment</u> <u>15% S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>80% Enrolment</u> <u>20% S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>
396	St. Conrad	4	599	6	5	4	4	6	8	33	\$ 47,380	\$ 47,625	\$ 47,870	\$ 48,115
296	St. Jane Frances	4	695	9	9	5	8	7	9	47	\$ 56,253	\$ 57,818	\$ 59,383	\$ 60,948
294	St. Jerome	4	504	6	8	7	5	7	9	42	\$ 40,444	\$ 41,247	\$ 42,050	\$ 42,853
344	St. Martha	4	217	7	7	4	5	4	9	36	\$ 17,290	\$ 17,465	\$ 17,640	\$ 17,815
309	St. Norbert	4	356	2	4	4	2	4	8	24	\$ 27,719	\$ 27,443	\$ 27,167	\$ 26,891
285	St. Raphael	4	525	5	5	3	2	6	8	29	\$ 41,230	\$ 41,168	\$ 41,107	\$ 41,045
297	St. Robert	4	595	2	2	6	2	6	3	21	\$ 46,133	\$ 45,437	\$ 44,740	\$ 44,044
313	St. Wilfrid	4	646	8	9	7	9	8	7	48	\$ 52,390	\$ 53,930	\$ 55,470	\$ 57,011
226	Blessed Sacrament	5	549	1	1	2	1	1	1	7	\$ 41,562	\$ 39,907	\$ 38,252	\$ 36,598
289	Blessed Trinity	5	204	7	7	5	9	6	2	36	\$ 16,259	\$ 16,423	\$ 16,587	\$ 16,752
468	Cardinal Carter Jr	5	124	1	1	2	2	2	2	10	\$ 9,422	\$ 9,098	\$ 8,773	\$ 8,449
318	D'Arcy McGee	5	281	6	6	3	3	4	8	30	\$ 22,148	\$ 22,152	\$ 22,156	\$ 22,160
265	Our Lady of the Assum	5	339	8	8	9	7	9	3	44	\$ 27,297	\$ 27,926	\$ 28,555	\$ 29,185
362	Regina Mundi	5	387	2	3	1	1	4	8	19	\$ 29,923	\$ 29,367	\$ 28,812	\$ 28,257
345	St. Agnes	5	297	2	1	7	5	2	1	18	\$ 22,886	\$ 22,422	\$ 21,957	\$ 21,493
339	St. Antoine Daniel	5	371	4	3	9	3	9	1	29	\$ 29,160	\$ 29,117	\$ 29,073	\$ 29,029
263	St. Bonaventure	5	569	2	2	6	2	4	1	17	\$ 43,798	\$ 42,833	\$ 41,867	\$ 40,902
250	St. Charles	5	254	4	5	2	3	5	7	26	\$ 19,845	\$ 19,715	\$ 19,585	\$ 19,455
270	St. Cyril	5	330	2	2	1	5	4	2	16	\$ 25,372	\$ 24,768	\$ 24,165	\$ 23,561
255	St. Edward	5	501	1	1	8	3	3	1	17	\$ 38,573	\$ 37,723	\$ 36,873	\$ 36,023
256	St. Gabriel	5	256	3	4	9	7	5	1	29	\$ 20,084	\$ 20,054	\$ 20,024	\$ 19,994
249	St. Margaret	5	692	5	7	9	4	9	2	36	\$ 55,021	\$ 55,577	\$ 56,133	\$ 56,690

				Factors Contributing to Socioeconomic Needs <i>Higher</i> <i>Factor (1-9) indicates Greater Need</i>							Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs			
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	CURRENT		PROPOSED	
											<u>95%</u> <u>Enrolment</u> <u>5%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>90%</u> <u>Enrolment</u> <u>10%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>85%</u> <u>Enrolment</u> <u>15%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>80%</u> <u>Enrolment</u> <u>20%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>
224	St. Monica	5	299	2	7	9	4	9	1	32	\$ 23,598	\$ 23,681	\$ 23,764	\$ 23,847
283	St. Paschal Baylon	5	686	6	4	9	7	7	1	34	\$ 54,388	\$ 54,759	\$ 55,130	\$ 55,501
236	St. Thomas Aquinas	5	521	5	8	8	5	6	7	39	\$ 41,626	\$ 42,250	\$ 42,875	\$ 43,500
398	Sts. Cosmas and Dam	5	374	3	4	8	4	7	5	31	\$ 29,511	\$ 29,566	\$ 29,620	\$ 29,675
225	Holy Rosary	6	315	3	7	6	4	9	2	31	\$ 24,874	\$ 24,920	\$ 24,966	\$ 25,012
247	Our Lady of Victory	6	656	8	8	5	7	6	9	43	\$ 52,723	\$ 53,855	\$ 54,986	\$ 56,117
374	Pope Paul VI	6	319	5	6	6	5	4	9	35	\$ 25,354	\$ 25,568	\$ 25,783	\$ 25,998
368	Santa Maria	6	234	8	7	6	8	7	9	45	\$ 18,859	\$ 19,324	\$ 19,789	\$ 20,254
376	St. Bruno	6	252	5	8	4	5	7	6	35	\$ 20,042	\$ 20,212	\$ 20,382	\$ 20,551
214	St. Clare	6	436	3	4	3	3	4	8	25	\$ 34,049	\$ 33,769	\$ 33,488	\$ 33,207
305	St. John Bosco	6	330	4	6	4	3	3	9	29	\$ 25,911	\$ 25,872	\$ 25,833	\$ 25,795
244	St. John the Evangelist	6	422	8	9	6	8	8	8	47	\$ 34,154	\$ 35,104	\$ 36,054	\$ 37,004
228	St. Mary of the Angels	6	225	2	4	5	3	4	8	26	\$ 17,610	\$ 17,495	\$ 17,379	\$ 17,264
355	St. Nicholas of Bari	6	642	4	4	6	3	2	9	28	\$ 50,371	\$ 50,211	\$ 50,051	\$ 49,891
371	Stella Maris	6	366	2	4	7	3	3	9	28	\$ 28,700	\$ 28,609	\$ 28,518	\$ 28,427
378	Epiphany of Our Lord	7	201	7	6	7	8	5	5	38	\$ 16,025	\$ 16,239	\$ 16,453	\$ 16,668
282	Holy Spirit	7	454	7	4	7	8	7	4	37	\$ 36,134	\$ 36,559	\$ 36,983	\$ 37,408
342	Our Lady of Guadalupe	7	189	8	5	8	9	9	2	41	\$ 15,118	\$ 15,394	\$ 15,669	\$ 15,945
273	Our Lady of Wisdom	7	347	4	4	1	4	3	4	20	\$ 26,858	\$ 26,406	\$ 25,954	\$ 25,502
258	Precious Blood	7	474	7	7	8	7	8	4	41	\$ 38,034	\$ 38,728	\$ 39,422	\$ 40,115
350	St. Aidan	7	308	7	3	9	7	4	6	36	\$ 24,507	\$ 24,755	\$ 25,003	\$ 25,251
335	St. Albert	7	441	7	6	5	8	5	6	37	\$ 35,156	\$ 35,569	\$ 35,982	\$ 36,395



				Factors Contributing to Socioeconomic Needs <i>Higher</i> <i>Factor (1-9) indicates Greater Need</i>							Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs			
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	<u>CURRENT</u>  <u>95% Enrolment</u> <u>5% S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>90% Enrolment</u> <u>10% S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>PROPOSED</u>  <u>85% Enrolment</u> <u>15% S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>80% Enrolment</u> <u>20% S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>
319	St. Gerald	7	283	6	5	6	6	5	4	32	\$ 22,365	\$ 22,443	\$ 22,522	\$ 22,600
395	St. Henry	7	260	4	2	6	7	1	5	25	\$ 20,270	\$ 20,103	\$ 19,935	\$ 19,768
393	St. Kateri Tekakwitha	7	270	2	2	3	3	3	3	16	\$ 20,730	\$ 20,237	\$ 19,744	\$ 19,251
300	St. Kevin	7	216	4	3	4	3	2	4	20	\$ 16,748	\$ 16,466	\$ 16,184	\$ 15,902
264	St. Lawrence	7	488	6	4	7	6	5	6	34	\$ 38,666	\$ 38,930	\$ 39,194	\$ 39,458
357	St. Matthias	7	257	5	3	8	4	8	2	30	\$ 20,237	\$ 20,240	\$ 20,244	\$ 20,248
373	St. Sylvester	7	178	7	5	9	7	5	6	39	\$ 14,232	\$ 14,446	\$ 14,660	\$ 14,873
298	St. Timothy	7	603	6	4	9	8	9	1	37	\$ 48,036	\$ 48,600	\$ 49,165	\$ 49,729
456	Bl Pier Giorgio Frassat	8	354	3	2	1	2	1	5	14	\$ 27,139	\$ 26,398	\$ 25,657	\$ 24,916
419	Cardinal Leger	8	333	3	3	3	2	1	2	14	\$ 25,535	\$ 24,838	\$ 24,141	\$ 23,443
524	Francis Libermann	8	12	6	4	6	7	2	6	31	\$ 946	\$ 948	\$ 950	\$ 951
372	Our Lady of Grace	8	276	5	3	5	6	2	6	27	\$ 21,586	\$ 21,481	\$ 21,376	\$ 21,271
416	Prince of Peace	8	304	6	1	3	7	1	7	25	\$ 23,735	\$ 23,539	\$ 23,343	\$ 23,148
415	Sacred Heart	8	240	6	5	5	5	2	5	28	\$ 18,842	\$ 18,782	\$ 18,722	\$ 18,663
351	St. Barnabas	8	292	7	7	4	6	2	6	32	\$ 23,077	\$ 23,158	\$ 23,239	\$ 23,320
334	St. Bartholomew	8	92	4	2	7	6	1	5	25	\$ 7,195	\$ 7,136	\$ 7,077	\$ 7,017
425	St. Bede	8	163	8	8	2	6	3	4	31	\$ 12,889	\$ 12,913	\$ 12,937	\$ 12,961
359	St. Brendan	8	562	1	1	1	1	1	1	6	\$ 42,446	\$ 40,679	\$ 38,912	\$ 37,145
380	St. Columba	8	236	8	9	7	7	6	6	43	\$ 18,991	\$ 19,398	\$ 19,806	\$ 20,213
467	St. Dominic Savio	8	256	3	7	5	2	1	2	20	\$ 19,787	\$ 19,454	\$ 19,121	\$ 18,788
386	St. Elizabeth Seton	8	157	7	6	4	7	4	7	35	\$ 12,487	\$ 12,593	\$ 12,699	\$ 12,805
385	St. Florence	8	183	4	5	4	4	2	4	23	\$ 14,205	\$ 14,039	\$ 13,873	\$ 13,708



				Factors Contributing to Socioeconomic Needs <i>Higher</i> <i>Factor (1-9) indicates Greater Need</i>							Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs			
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	CURRENT		PROPOSED	
											<u>95%</u> <u>Enrolment</u> <u>5%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>90%</u> <u>Enrolment</u> <u>10%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>85%</u> <u>Enrolment</u> <u>15%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>	<u>80%</u> <u>Enrolment</u> <u>20%</u> <u>S.E.Needs</u> <u>(allocated by</u> <u>total ranking)</u> <u>\$4,852,254</u>
377	St. Gabriel Lalemant	8	171	7	6	5	7	3	6	34	\$ 13,533	\$ 13,626	\$ 13,718	\$ 13,810
365	St. Ignatius of Loyola	8	124	6	3	5	6	2	7	29	\$ 9,707	\$ 9,692	\$ 9,678	\$ 9,663
394	St. Jean de Brebeuf	8	213	3	4	4	2	1	4	18	\$ 16,451	\$ 16,117	\$ 15,783	\$ 15,449
336	St. Malachy	8	281	2	5	4	2	1	3	17	\$ 21,644	\$ 21,167	\$ 20,690	\$ 20,213
381	St. Marguerite Bourgeoise	8	94	5	3	4	6	1	7	26	\$ 7,322	\$ 7,274	\$ 7,226	\$ 7,178
408	St. Rene Goupil	8	65	5	2	3	5	1	7	23	\$ 5,089	\$ 5,029	\$ 4,970	\$ 4,911
414	The Divine Infant	8	116	5	3	2	6	1	8	25	\$ 9,034	\$ 8,960	\$ 8,885	\$ 8,811
221	Our Lady of Lourdes	9	576	9	8	8	9	9	3	46	\$ 46,538	\$ 47,759	\$ 48,980	\$ 50,201
239	Our Lady of Perpetual	9	390	1	1	4	1	3	1	11	\$ 29,694	\$ 28,725	\$ 27,756	\$ 26,787
347	Pope Francis	9	251	3	6	2	4	6	6	27	\$ 19,679	\$ 19,583	\$ 19,488	\$ 19,392
326	St. Alphonsus	9	226	5	8	3	5	6	6	33	\$ 17,869	\$ 17,962	\$ 18,054	\$ 18,146
243	St. Anselm	9	396	1	1	6	1	5	1	15	\$ 30,409	\$ 29,632	\$ 28,855	\$ 28,078
206	St. Francis of Assisi	9	143	2	2	1	2	5	6	18	\$ 11,055	\$ 10,831	\$ 10,606	\$ 10,382
205	St. Mary	9	318	7	9	6	9	8	2	41	\$ 25,483	\$ 25,948	\$ 26,413	\$ 26,878
387	St. Michael	9	172	8	9	5	9	9	1	41	\$ 13,788	\$ 14,039	\$ 14,291	\$ 14,542
217	St. Michael's Choir (Jr)	9	178	1	1	2	2	3	3	12	\$ 13,577	\$ 13,158	\$ 12,739	\$ 12,321
204	St. Paul	9	209	9	9	6	9	9	5	47	\$ 16,923	\$ 17,394	\$ 17,865	\$ 18,336
212	Holy Family	10	234	9	9	4	9	9	6	46	\$ 18,918	\$ 19,415	\$ 19,911	\$ 20,408
325	James Culnan	10	567	6	7	3	5	4	8	33	\$ 44,826	\$ 45,057	\$ 45,289	\$ 45,521
210	St. Anthony	10	345	3	5	3	3	6	7	27	\$ 27,013	\$ 26,882	\$ 26,750	\$ 26,619
218	St. Cecilia	10	659	1	2	3	2	6	2	16	\$ 50,667	\$ 49,462	\$ 48,256	\$ 47,051
208	St. Helen	10	451	4	4	2	4	6	7	27	\$ 35,313	\$ 35,142	\$ 34,970	\$ 34,798

				Factors Contributing to Socioeconomic Needs <i>Higher</i> <i>Factor (1-9) indicates Greater Need</i>							Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs			
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	CURRENT		PROPOSED	
											<u>95% Enrolment 5% S.E.Needs (allocated by total ranking)</u> <u>\$4,852,254</u>	<u>90% Enrolment 10% S.E.Needs (allocated by total ranking)</u> <u>\$4,852,254</u>	<u>85% Enrolment 15% S.E.Needs (allocated by total ranking)</u> <u>\$4,852,254</u>	<u>80% Enrolment 20% S.E.Needs (allocated by total ranking)</u> <u>\$4,852,254</u>
275	St. James	10	182	8	9	4	8	7	8	44	\$ 14,643	\$ 14,981	\$ 15,318	\$ 15,656
370	St. Luigi	10	136	3	6	2	4	7	9	31	\$ 10,745	\$ 10,765	\$ 10,785	\$ 10,805
237	St. Pius X	10	505	1	2	2	1	2	1	9	\$ 38,362	\$ 36,973	\$ 35,584	\$ 34,195
216	St. Rita	10	94	9	9	5	8	7	9	47	\$ 7,600	\$ 7,812	\$ 8,023	\$ 8,235
354	St. Sebastian	10	223	4	6	4	5	7	8	34	\$ 17,676	\$ 17,797	\$ 17,918	\$ 18,038
227	St. Vincent de Paul	10	329	1	2	1	1	6	2	13	\$ 25,184	\$ 24,452	\$ 23,719	\$ 22,987
299	Annunciation	11	364	3	1	5	2	7	2	20	\$ 28,173	\$ 27,699	\$ 27,225	\$ 26,751
251	Canadian Martyrs	11	328	5	2	5	5	7	4	28	\$ 25,751	\$ 25,669	\$ 25,587	\$ 25,505
242	Holy Cross	11	376	7	8	6	8	8	4	41	\$ 30,180	\$ 30,731	\$ 31,282	\$ 31,832
215	Holy Name	11	311	5	6	3	5	6	4	29	\$ 24,471	\$ 24,434	\$ 24,398	\$ 24,361
348	St John XXIII	11	410	9	4	9	9	9	6	46	\$ 33,152	\$ 34,022	\$ 34,892	\$ 35,762
235	St. Brigid	11	598	5	5	3	5	5	3	26	\$ 46,763	\$ 46,456	\$ 46,150	\$ 45,843
316	St. Catherine	11	112	5	6	7	5	8	2	33	\$ 8,857	\$ 8,903	\$ 8,948	\$ 8,994
310	St. Denis	11	287	1	1	2	1	2	1	8	\$ 21,732	\$ 20,906	\$ 20,080	\$ 19,254
315	St. Isaac Jogues	11	360	6	5	9	6	9	3	38	\$ 28,744	\$ 29,128	\$ 29,513	\$ 29,898
220	St. John	11	433	1	2	2	1	2	2	10	\$ 32,908	\$ 31,775	\$ 30,643	\$ 29,510
209	St. Joseph	11	220	5	8	3	6	5	5	32	\$ 17,394	\$ 17,455	\$ 17,516	\$ 17,577
272	Immaculate Heart of M	12	182	4	3	3	3	3	6	22	\$ 14,119	\$ 13,930	\$ 13,741	\$ 13,552
252	Our Lady of Fatima	12	764	6	6	6	5	6	4	33	\$ 60,453	\$ 60,766	\$ 61,078	\$ 61,391
302	St. Agatha	12	429	5	4	2	4	3	4	22	\$ 33,290	\$ 32,844	\$ 32,399	\$ 31,954
274	St. Barbara	12	329	8	8	7	8	6	7	44	\$ 26,545	\$ 27,157	\$ 27,769	\$ 28,381
277	St. Boniface	12	338	9	8	8	9	8	7	49	\$ 27,434	\$ 28,284	\$ 29,133	\$ 29,983

				Factors Contributing to Socioeconomic Needs <i>Higher Factor (1-9) indicates Greater Need</i>							Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs				
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	CURRENT		PROPOSED		
											<u>95% Enrolment</u> <u>5% S.E.Needs</u> <u>(allocated by total ranking)</u> <u>\$4,852,254</u>	<u>90% Enrolment</u> <u>10% S.E.Needs</u> <u>(allocated by total ranking)</u> <u>\$4,852,254</u>	<u>85% Enrolment</u> <u>15% S.E.Needs</u> <u>(allocated by total ranking)</u> <u>\$4,852,254</u>	<u>80% Enrolment</u> <u>20% S.E.Needs</u> <u>(allocated by total ranking)</u> <u>\$4,852,254</u>	
241	St. Dunstan	12	242	9	3	9	9	9	5	44	\$ 19,483	\$ 19,932	\$ 20,381	\$ 20,831	
356	St. Edmund Campion	12	244	6	7	8	6	4	4	35	\$ 19,351	\$ 19,515	\$ 19,679	\$ 19,843	
292	St. Joachim	12	323	8	7	7	7	6	5	40	\$ 25,886	\$ 26,316	\$ 26,747	\$ 27,177	
260	St. Maria Goretti	12	955	7	6	8	7	7	5	40	\$ 76,447	\$ 77,718	\$ 78,989	\$ 80,260	
286	St. Martin de Porres	12	318	9	8	7	8	7	5	44	\$ 25,580	\$ 26,169	\$ 26,759	\$ 27,349	
308	St. Nicholas	12	355	7	7	8	6	7	4	39	\$ 28,355	\$ 28,781	\$ 29,206	\$ 29,632	
301	St. Richard	12	414	4	3	5	4	2	5	23	\$ 32,214	\$ 31,838	\$ 31,463	\$ 31,087	
269	St. Rose of Lima	12	467	7	5	8	7	5	5	37	\$ 37,226	\$ 37,663	\$ 38,101	\$ 38,538	
248	St. Theresa Shrine	12	208	5	4	2	4	5	5	25	\$ 16,232	\$ 16,098	\$ 15,964	\$ 15,831	
322	St. Thomas More	12	293	7	5	8	7	6	5	38	\$ 23,407	\$ 23,720	\$ 24,034	\$ 24,347	
306	St. Ursula	12	262	4	7	2	3	3	3	22	\$ 20,331	\$ 20,059	\$ 19,787	\$ 19,515	
338	St. Victor	12	305	4	3	6	4	3	5	25	\$ 23,809	\$ 23,613	\$ 23,416	\$ 23,220	
61,651											4,952	\$ 4,852,254	\$ 4,852,254	\$ 4,852,254	\$ 4,852,254

				Factors Contributing to Socioeconomic Needs <i>Higher Factor (1-9) indicates Greater Need</i>						Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs				
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	Current		Proposed	
											95% Enrolment	90% Enrolment	85% Enrolment	80% Enrolment
											5% S.E.Needs	10% S.E.Needs	15% S.E.Needs	20% S.E.Needs
											(allocated by total ranking)	(allocated by total ranking)	(allocated by total ranking)	(allocated by total ranking)
											\$3,576,062	\$3,576,062	\$3,576,062	\$3,576,062
521	Father Henry Carr	1	920	9	8	9	9	7	8	50	\$ 116,885	\$ 121,323	\$ 125,761	\$ 130,199
535	Monsignor Percy Johnson	1	996	6	6	3	6	4	7	32	\$ 122,716	\$ 123,600	\$ 124,485	\$ 125,369
549	Bishop Allen Academy	2	1,619	1	1	1	1	1	1	6	\$ 190,149	\$ 182,378	\$ 174,607	\$ 166,836
540	Father John Redmond	2	1,189	2	2	2	1	3	2	12	\$ 141,170	\$ 137,025	\$ 132,879	\$ 128,733
529	Michael Power-St Joseph	2	1,918	2	2	2	2	2	3	13	\$ 228,237	\$ 221,967	\$ 215,696	\$ 209,426
509	Chaminade College	3	905	3	5	1	2	4	7	22	\$ 109,500	\$ 108,323	\$ 107,146	\$ 105,969
513	St. Basil-The-Great	3	1,240	7	7	2	6	5	8	35	\$ 153,475	\$ 155,388	\$ 157,302	\$ 159,216
527	James Cardinal McGuigan	4	818	9	9	8	9	9	9	53	\$ 104,462	\$ 108,944	\$ 113,427	\$ 117,909
506	Madonna	4	701	8	9	8	7	8	7	47	\$ 88,664	\$ 91,588	\$ 94,512	\$ 97,436
508	Brebeuf College	5	988	3	3	7	5	4	1	23	\$ 119,740	\$ 118,672	\$ 117,603	\$ 116,535
556	Cardinal Carter Sr	5	681	1	1	2	2	2	2	10	\$ 80,589	\$ 77,916	\$ 75,243	\$ 72,569
522	Dante Alighieri Academy	5	936	5	5	6	4	6	8	34	\$ 115,709	\$ 116,950	\$ 118,191	\$ 119,431
510	Loretto Abbey	5	973	2	1	4	2	3	2	14	\$ 116,034	\$ 113,065	\$ 110,096	\$ 107,127
561	Marshall McLuhan	5	1,083	5	7	7	4	8	5	36	\$ 134,360	\$ 136,269	\$ 138,179	\$ 140,088
516	St. Joseph's Morrow Park	5	432	4	3	9	8	7	1	32	\$ 53,210	\$ 53,593	\$ 53,977	\$ 54,360
555	Archbishop Romero	6	697	7	7	3	5	6	9	37	\$ 86,592	\$ 87,973	\$ 89,354	\$ 90,735
511	Loretto College	6	461	4	6	5	3	5	9	32	\$ 56,814	\$ 57,224	\$ 57,633	\$ 58,043
554	Jean Vanier	7	923	7	5	8	7	7	6	40	\$ 115,301	\$ 117,736	\$ 120,171	\$ 122,606
544	Mary Ward	7	1,041	3	2	7	5	1	5	23	\$ 126,099	\$ 124,974	\$ 123,848	\$ 122,723
538	Blessed Mother Teresa	8	468	8	6	4	7	2	5	32	\$ 57,615	\$ 58,030	\$ 58,446	\$ 58,861
524	Francis Libermann	8	924	6	4	6	7	2	6	31	\$ 113,533	\$ 114,151	\$ 114,768	\$ 115,386
533	Monsignor Fraser College	9	893	8	8	6	8	7	6	43	\$ 112,120	\$ 115,061	\$ 118,003	\$ 120,944
514	St. Joseph's College	9	809	6	6	3	6	8	4	33	\$ 99,797	\$ 100,692	\$ 101,587	\$ 102,482
518	St. Michael's Choir (Sr)	9	95	1	2	1	1	3	2	10	\$ 11,301	\$ 10,926	\$ 10,551	\$ 10,176
545	Bishop Marrocco/Thomas Merton	10	802	6	7	4	6	6	8	37	\$ 99,671	\$ 101,260	\$ 102,850	\$ 104,439

School Block Calculations using  
School Demographics Indicators  
Secondary Schools

APPENDIX B

				Factors Contributing to Socioeconomic Needs <i>Higher Factor (1-9) indicates Greater Need</i>						Budget Allocation Models by Weighted Enrolment & Socioeconomic Needs				
Number	Name	Ward	Enrolment	(a) Gov. Transfer Payments	(c) Low Family Income	(d) Recent Immigration	(f) Single Parent Families	(g) Housing (rent/own)	(h) Parent Education	TOTAL	Current		Proposed	
											95% Enrolment	90% Enrolment	85% Enrolment	80% Enrolment
											5% S.E.Needs	10% S.E.Needs	15% S.E.Needs	20% S.E.Needs
											(allocated by total ranking)	(allocated by total ranking)	(allocated by total ranking)	(allocated by total ranking)
											\$3,576,062	\$3,576,062	\$3,576,062	\$3,576,062
528	St. Mary's	10	660	7	8	9	8	9	6	47	\$ 83,381	\$ 86,130	\$ 88,880	\$ 91,629
501	Notre Dame	11	682	5	4	5	4	5	4	27	\$ 83,301	\$ 83,161	\$ 83,020	\$ 82,879
505	Senator O'Connor College	11	1,390	3	3	6	3	6	3	24	\$ 168,718	\$ 167,520	\$ 166,321	\$ 165,122
546	St. Patrick	11	717	8	8	8	9	9	4	46	\$ 90,545	\$ 93,379	\$ 96,213	\$ 99,047
519	Cardinal Newman	12	1,091	4	4	4	3	3	4	22	\$ 131,937	\$ 130,519	\$ 129,101	\$ 127,683
502	Neil McNeil	12	853	2	3	5	3	4	3	20	\$ 102,852	\$ 101,369	\$ 99,887	\$ 98,404
531	St John Paul II	12	1,343	4	4	3	4	1	3	19	\$ 161,583	\$ 158,955	\$ 156,328	\$ 153,700
29,250										942	\$ 3,576,062	\$ 3,576,062	\$ 3,576,062	\$ 3,576,062



REPORT TO

REGULAR BOARD

## RESULTS OF STAKEHOLDER CONSULTATIONS ON THE DRAFT PARENT CHARTER OF RIGHTS AND DRAFT STUDENT CHARTER OF RIGHTS

*He has told you, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with God? Micah 6:8*

Created, Draft	First Tabling	Review
May 8, 2017	May 18, 2017	Click here to enter a date.

Nick D'Avella, Superintendent of Student Success  
Marina Vanayan, Senior Coordinator of Research  
John Yan, Senior Coordinator – Communications

### 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.*



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**

This report summarizes the results of the Board-Wide consultation on the Draft Parent Charter of Rights and Draft Student Charter of Rights. Consultation was conducted in the spring of 2017. The consultation process involved both surveys (available both on-line and in hard copy) and face-to-face meetings with stakeholders.

Overall, the consultation and survey results indicate that the majority want to *keep* the rights as written in both the Draft Parent Charter of Rights and the Draft Student Charter of Rights. Stakeholders used the opportunity offered to provide suggested edits and comments.

In consideration of the survey results and the feedback, the original ad hoc committee responsible for creating the Draft Parent Charter of Rights and the Draft Student Charter of Rights will be reassembled to consider possible revisions. Once completed, the draft Charters will be reviewed by TCDSB legal counsel to ensure compliance with existing legislation and board policies.

*The cumulative staff time required for the preparation of this report was 21 hours.*

## **B. PURPOSE**

1. This report provides an update on the consultation regarding the Draft Parent Charter of Rights and the Draft Student Charter of Rights conducted in the Spring 2017.
2. It outlines next steps for incorporating stakeholder input and producing a final version of a Parent Charter of Rights and a Student Charter of Rights for the consideration of the Board.

## **C. BACKGROUND**

1. **February 27, 2014** - the Board passed a motion directing staff to form an Ad Hoc Committee with representation of Trustees, staff, parents, and students to develop a Parent and Student Charter of Rights.



2. Once struck, this Ad Hoc Committee worked through 2014 and 2015 to develop a Draft Parent and Draft Student Charter of Rights for broader consultation with all stakeholder groups.
3. **August 27, 2015** - the Draft Parent and Draft Student Charter of Rights were approved by the Board for public consultation.
4. **October 13, 2016** - at the Corporate Services Committee meeting, Trustees directed staff to move the Draft Parent Charter of Rights and the Draft Student Charter of Rights forward as a priority item.
5. **December 1, 2016** - at the meeting of the Student Achievement and Well-being Committee, the Board approved a motion further directing staff to proceed with the public consultation phase of on the Draft Parent and Draft Student of Charter of Rights.
6. The Consultation Method utilized is described:
  - a. Principals and vice-principals were consulted at a Director's Liaison Meeting held on Monday, February 6, 2017.
  - b. On February 9, 2017, a meeting was held with union presidents to provide:
    - a chronology of the development of the Draft Parent and Draft Student Charter of Rights;
    - an opportunity to review the Draft Parent and Draft Student Charter Rights;
    - an opportunity for input on the consultation process and pose questions.

The input from this meeting informed refinements to the consultation tools.

- c. Notice of the consultation was widely disseminated using all communication tools available to the Board including: a spotlight banner notification on the main page of the TCDSB website, Twitter broadcasts, and Facebook posts.
- d. The consultation survey was available on the TCDSB portal between March 8, 2017 and March 31, 2017.
- e. During this period, feedback was gathered on the Draft Parent Charter of Rights and Draft Student Charter of Rights using Surveys and Community Consultation meetings.



7. For the **online survey**, (which was available both online and in hard copy), for each item of the Charter, respondents were asked to indicate whether to *Keep*, to *Omit*, or to *Edit* charter items. There was also an opportunity to provide suggested edits and comments.
8. For the **Face-to-Face Community Consultations**, two Community Consultation meetings were held:
  - i. March 27 at Bishop Marrocco/Thomas Merton Catholic Secondary School
  - ii. March 28 at St. Patricks Catholic Secondary School
9. Following a presentation to provide background information and context, participants were grouped and asked to consider each item on the Draft Student and Draft Parent Charter of Rights. Each table group was asked to record its input and submit a written summary to the consultation facilitators.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. In total, there were **583** responses to the Draft Parent Charter of Right Survey and the Draft Student Charter of Rights Survey. The number of responses by group was as follows:
  - a. Parent-416,
  - b. Staff-106,
  - c. Student-2,
  - d. Ratepayer-25,
  - e. Other-respondents-34

A summary of numerical survey results by charter item for all respondents follows:  
**All Respondents (n=583)**

PARENT CHARTER OF RIGHTS	KEEP	
1. The right to a faith based publicly funded school with education grounded in Catholic doctrine, traditions and teachings for your child.	526	90.2%
2. The right to opportunities for involvement in your child's education.	531	91.1%
3. The right to ensure that your child is learning in a safe, healthy, and caring school, free of discrimination, prejudice, bullying and harassment.	530	90.9%
4. The right to ensure that your child's spiritual, physical, emotional, mental, social and academic needs are appropriately met.	511	87.7%

<b>PARENT CHARTER OF RIGHTS</b>	<b>KEEP</b>	
5. The right to delivery of the curriculum consistent with our Catholic faith and with the provincial requirements.	501	85.9%
6. The right for your child to receive appropriate materials, resources and technologies consistent with the requirements of the curriculum.	516	88.5%
7. The right to communicate, to comment, to raise concern(s), or to register complaint(s) in a respectful manner to TCDSB staff, and to the Board of Trustees without fear of unjust repercussions and have your question, concern or complaint acknowledged.	526	90.2%
8. The right to the confidentiality of your child's records in accordance with TCDSB policies and applicable legislation.	550	94.3%
9. The right to access all your child's education records and to meet with TCDSB staff to discuss their progress.	526	90.2%
10. The right to have any special needs assessments addressed by Board designated professionals within the required timelines.	484	83.0%
11. The right to access and understand available information, consistent with Privacy Laws, about your child's school, school board, teachers, administrators, facilities, policies, procedures, and programs within a reasonable time.	513	88.0%
12. The right to have TCDSB rules and regulations and individual school policies applied and adhered to with transparency, consistency, fairness and compassion.	539	92.5%

<b>STUDENT CHARTER OF RIGHTS</b>	<b>KEEP</b>	
1. The right to participate in decisions that affect their education and school life, where appropriate.	506	86.8%
2. The right to equity and inclusiveness amongst all students in the Toronto Catholic District School Board.	508	87.1%
3. The right to spiritually, socially, emotionally and physically safe, and positive school climate where one is respected and treated in a manner consistent with our Catholic values and teachings.	519	89.0%
4. The right to have yearly access to available extra- curricular activities.	471	80.8%
5. The right to effective and qualified instruction, including having access to the resources and adequate learning environment necessary for success.	511	87.7%
6. The right to elect student representation.	500	85.8%

STUDENT CHARTER OF RIGHTS	KEEP	
7. The right for students, where legally permitted, to advocate for themselves or to choose another representative without fear of ageism or any other form of discrimination.	486	83.4%
8. The right to make a phone call or communicate with their parents or designated guardian in case of personal distress or emergency.	475	81.5%
9. The right to have school rules and regulations applied and adhered to with consistency, fairness, and compassion.	528	90.6%
10. The right to engage in a respectful dialogue with the school Principal and staff, raising comments and concerns as well as to have them addressed.	511	87.7%

2. These results show that the majority want to **keep** the rights as written in both the Draft Parent Charter of Rights and the Draft Student Charter of Rights.
3. Appendix A provides a more complete summary of the data from all respondents and shows responses differentiated by the two largest groups, namely, Parents and Staff.
4. Results from the Face-to-Face Community Consultations were consistent with the survey results.
5. These results show that the majority want to **keep** the rights as written in both the Draft Parent Charter of Rights and the Draft Student Charter of Rights.
6. For both the Draft Parent Charter of Rights and the Draft Student Charter of Rights, there were items where edits were suggested and general commentary was offered. A review of the suggested edits and commentary is required.

## Overview of Recurring Themes in the Consultation Commentary

Below are high level summaries of the recurring themes provided by the Research department. A PDF file of all stakeholder comments will be sent to Trustees via email in advance of the May 18 Board meeting.

## **Scope and Implementation**

Though there is a high level of support for each item in the Draft Parent Charter of Rights and Draft Student Chart of Rights, some comments raised questions about the expansive scope of many charter provisions, as well as the ability to provide full accountability in delivering on them in a school environment. Additionally, some believe there are rights that already exist based on our Catholic social teachings and the Education Act.

Example of comments:

- Some terms in the rights are too general and may require rewording or clearer definition for it to be interpreted consistently K – 12.
- It is not clear how the rights can be enforced or how implementation can be measured.

## **Availability of Funding for Resources to Support the Charter of Rights Provisions**

Given the Board's budgetary challenges, some concerns were raised about the Board's ability to provide proper resources to ensure the provisions in the charters were fully realized.

Example of comments:

- Many rights reflect an ideal state which would be difficult to deliver and maintain with the current levels of staffing.
- Increased Board funding is needed to ensure that all schools across the system have access to the required technology and resources.
- References to "required timelines" in the rights may require a system investment in additional staff allocation.

## **Ensuing the Infusion of the Catholic Perspective and Maintaining our Catholic Identity**

Many comments express the concern over maintaining a uniquely Catholic identity in the context of provincial requirements.

Examples of comments:

- It is important to ensure that these rights are consistent with our Catholic faith.
- Ensure that our Catholic system remains unique and distinct.

### **The Need to Honour Equity and Diversity**

Many comments express the need to ensure that equity and diversity are honoured within the context of our Catholic Faith traditions.

Examples of comments:

- The rights of staff need to be considered when applying these rights to our system.
- Acknowledge the different needs of every student and community.

7. The next steps in the process of finalizing the Parent Charter of Rights and the Student Charter of Rights is as follows:

- i. The Ad Hoc Committee responsible for producing the Draft Parent and Draft Student Charter of Rights will reconvene to consider all stakeholder input including suggested edits to each charter item and general and commentary. The Ad Hoc Committee will meet on May 23, 2017.
- ii. With the assistance of staff the committee will produce a final version of the Parent Charter of Rights and Student Charter of Rights to be presented in a recommendation report to Board in June for the consideration of Trustees.
- iii. Legal counsel will review all Charter items to ensure that none contravenes Board Policy, Ministry Policy Memoranda (PPMs), and Legislation.
- iv. A report on the final version of the Parent Charter of Rights and Student Charter of Rights will be brought to the Board in June 2017 for approval.

## **E. METRICS AND ACCOUNTABILITY**

1. A review of consultation results was completed and the following reports were generated:
  - i. Statistical Analysis (**Appendix A**)
  - ii. Draft Parent Charter of Rights Suggested Edits (**Appendix B**)
  - iii. Draft Student Charter of Rights Suggested Edits (**Appendix C**)
2. Consistent with policy A.33 Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns, issues and concerns will be resolved at the local level with the principal. In the event that a concern is raised with Superintendents, diligent efforts will be made to resolve the issue. These concerns will be recorded and monitored.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board and.

**All Respondents (n=583)**

<b>PARENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No response</b>	
1. The right to a faith based publically funded school with education grounded in Catholic doctrine, traditions and teachings for your child.	526	90.2%	28	4.8%	24	4.1%	5	0.9%
2. The right to opportunities for involvement in your child's education.	531	91.1%	19	3.3%	28	4.8%	5	0.9%
3. The right to ensure that your child is learning in a safe, healthy, and caring school, free of discrimination, prejudice, bullying and harassment.	530	90.9%	13	2.2%	30	5.1%	10	1.7%
4. The right to ensure that your child's spiritual, physical, emotional, mental, social and academic needs are appropriately met.	511	87.7%	17	2.9%	45	7.7%	10	1.7%
5. The right to delivery of the curriculum consistent with our Catholic faith and with the provincial requirements.	501	85.9%	24	4.1%	46	7.9%	12	2.1%
6. The right for your child to receive appropriate materials, resources and technologies consistent with the requirements of the curriculum.	516	88.5%	14	2.4%	43	7.4%	10	1.7%
7. The right to communicate, to comment, to raise concern(s), or to register complaint(s) in a respectful manner to TCDSB staff, and to the Board of Trustees without fear of unjust repercussions and have your question, concern or complaint acknowledged.	526	90.2%	16	2.7%	33	5.7%	8	1.4%
8. The right to the confidentiality of your child's records in accordance with TCDSB policies and applicable legislation.	550	94.3%	14	2.4%	9	1.5%	10	1.7%

**All Respondents (n=583)**

<b>PARENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No response</b>	
9. The right to access all your child's education records and to meet with TCDSB staff to discuss their progress.	526	90.2%	18	3.1%	24	4.1%	14	2.4%
10. The right to have any special needs assessments addressed by Board designated professionals within the required timelines.	484	83.0%	16	2.7%	50	8.6%	13	2.2%
11. The right to access and understand available information, consistent with Privacy Laws, about your child's school, school board, teachers, administrators, facilities, policies, procedures, and programs within a reasonable time.	513	88.0%	22	3.8%	30	5.1%	18	3.1%
12. The right to have TCDSB rules and regulations and individual school policies applied and adhered to with transparency, consistency, fairness and compassion.	539	92.5%	12	2.1%	20	3.4%	12	2.1%

<b>STUDENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No response</b>	
1. The right to participate in decisions that affect their education and school life, where appropriate.	506	86.8%	23	3.9%	25	4.3%	29	5.0%
2. The right to equity and inclusiveness amongst all students in the Toronto Catholic District School Board.	508	87.1%	22	3.8%	23	3.9%	30	5.1%
3. The right to spiritually, socially, emotionally and physically safe, and positive school climate where one is respected and treated in a manner consistent with our Catholic values and teachings.	519	89.0%	15	2.6%	21	3.6%	28	4.8%



**All Respondents (n=583)**

<b>STUDENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No response</b>	
4. The right to have yearly access to available extra- curricular activities.	471	80.8%	53	9.1%	30	5.1%	29	5.0%
5. The right to effective and qualified instruction, including having access to the resources and adequate learning environment necessary for success.	511	87.7%	17	2.9%	29	5.0%	26	4.5%
6. The right to elect student representation.	500	85.8%	31	5.3%	19	3.3%	33	5.7%
7. The right for students, where legally permitted, to advocate for themselves or to choose another representative without fear of ageism or any other form of discrimination.	486	83.4%	42	7.2%	23	3.9%	32	5.5%
8. The right to make a phone call or communicate with their parents or designated guardian in case of personal distress or emergency.	475	81.5%	24	4.1%	59	10.1%	25	4.3%
9. The right to have school rules and regulations applied and adhered to with consistency, fairness, and compassion.	528	90.6%	10	1.7%	20	3.4%	25	4.3%
10. The right to engage in a respectful dialogue with the school Principal and staff, raising comments and concerns as well as to have them addressed.	511	87.7%	12	2.1%	35	6.0%	25	4.3%

**Parents (n=416)**

<b>PARENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No response</b>	
1. The right to a faith based publically funded school with education grounded in Catholic doctrine, traditions and teachings for your child.	376	90.4%	20	4.8%	18	4.3%	2	0.5%
2. The right to opportunities for involvement in your child's education.	396	95.2%	4	1.0%	13	3.1%	3	0.7%
3. The right to ensure that your child is learning in a safe, healthy, and caring school, free of discrimination, prejudice, bullying and harassment.	386	92.8%	3	0.7%	23	5.5%	4	1.0%
4. The right to ensure that your child's spiritual, physical, emotional, mental, social and academic needs are appropriately met.	378	90.9%	4	1.0%	30	7.2%	4	1.0%
5. The right to delivery of the curriculum consistent with our Catholic faith and with the provincial requirements.	358	86.1%	13	3.1%	37	8.9%	8	1.9%
6. The right for your child to receive appropriate materials, resources and technologies consistent with the requirements of the curriculum.	383	92.1%	3	0.7%	25	6.0%	5	1.2%
7. The right to communicate, to comment, to raise concern(s), or to register complaint(s) in a respectful manner to TCDSB staff, and to the Board of Trustees without fear of unjust repercussions and have your question, concern or complaint acknowledged.	390	93.8%	4	1.0%	18	4.3%	4	1.0%
8. The right to the confidentiality of your child's records in accordance with TCDSB policies and applicable legislation.	397	95.4%	4	1.0%	7	1.7%	8	1.9%
9. The right to access all your child's education records and to meet with TCDSB staff to discuss their progress.	389	93.5%	6	1.4%	13	3.1%	8	1.9%

**Parents (n=416)**

<b>PARENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No response</b>	
10. The right to have any special needs assessments addressed by Board designated professionals within the required timelines.	377	90.6%	4	1.0%	26	6.3%	9	2.3%
11. The right to access and understand available information, consistent with Privacy Laws, about your child's school, school board, teachers, administrators, facilities, policies, procedures, and programs within a reasonable time.	385	92.5%	6	1.4%	17	4.1%	8	1.9%
12. The right to have TCDSB rules and regulations and individual school policies applied and adhered to with transparency, consistency, fairness and compassion.	394	94.7%	6	1.4%	12	2.9%	4	1.0%

<b>STUDENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No response</b>	
1. The right to participate in decisions that affect their education and school life, where appropriate.	374	89.9%	10	2.4%	13	3.1%	19	4.6%
2. The right to equity and inclusiveness amongst all students in the Toronto Catholic District School Board.	372	89.4%	12	2.9%	15	3.6%	17	4.1%
3. The right to spiritually, socially, emotionally and physically safe, and positive school climate where one is respected and treated in a manner consistent with our Catholic values and teachings.	377	90.6%	8	1.9%	14	3.4%	17	4.1%
4. The right to have yearly access to available extra- curricular activities.	368	88.5%	16	3.8%	15	3.6%	17	4.1%

**Parents (n=416)**

<b>STUDENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No response</b>	
5. The right to effective and qualified instruction, including having access to the resources and adequate learning environment necessary for success.	379	91.1%	3	0.7%	18	4.3%	16	3.8%
6. The right to elect student representation.	370	88.9%	12	2.9%	12	2.9%	22	5.3%
7. The right for students, where legally permitted, to advocate for themselves or to choose another representative without fear of ageism or any other form of discrimination.	358	86.1%	19	4.6%	17	4.1%	22	5.3%
8. The right to make a phone call or communicate with their parents or designated guardian in case of personal distress or emergency.	366	88.0%	6	1.4%	29	7.0%	15	3.6%
9. The right to have school rules and regulations applied and adhered to with consistency, fairness, and compassion.	383	92.1%	3	0.7%	14	3.4%	16	3.8%
10. The right to engage in a respectful dialogue with the school Principal and staff, raising comments and concerns as well as to have them addressed.	376	90.4%	2	0.5%	23	5.5%	15	3.6%

**Staff (n=106)**

PARENT CHARTER OF RIGHTS	KEEP		OMIT		EDIT		No Response	
1. The right to a faith based publically funded school with education grounded in Catholic doctrine, traditions and teachings for your child.	94	88.7%	7	6.7%	3	2.8%	2	1.9%
2. The right to opportunities for involvement in your child’s education.	83	78.3%	12	11.3%	10	9.4%	1	0.9%
3. The right to ensure that your child is learning in a safe, healthy, and caring school, free of discrimination, prejudice, bullying and harassment.	92	86.8%	7	6.7%	3	2.8%	4	3.8%
4. The right to ensure that your child’s spiritual, physical, emotional, mental, social and academic needs are appropriately met.	81	76.4%	12	11.3%	10	9.4%	3	2.8%
5. The right to delivery of the curriculum consistent with our Catholic faith and with the provincial requirements.	90	84.9%	9	8.5%	5	4.7%	2	1.9%
6. The right for your child to receive appropriate materials, resources and technologies consistent with the requirements of the curriculum.	82	77.4%	8	7.5%	13	12.3%	3	2.8%
7. The right to communicate, to comment, to raise concern(s), or to register complaint(s) in a respectful manner to TCDSB staff, and to the Board of Trustees without fear of unjust repercussions and have your question, concern or complaint acknowledged.	85	80.2%	9	8.5%	11	10.4%	1	0.9%

**Staff (n=106)**

<b>PARENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No Response</b>	
8. The right to the confidentiality of your child's records in accordance with TCDSB policies and applicable legislation.	97	91.5%	7	6.7%	1	0.9%	1	0.9%
9. The right to access all your child's education records and to meet with TCDSB staff to discuss their progress.	84	79.2%	9	8.5%	9	8.5%	4	3.8%
10. The right to have any special needs assessments addressed by Board designated professionals within the required timelines.	76	71.7%	10	9.4%	19	17.9%	1	0.9%
11. The right to access and understand available information, consistent with Privacy Laws, about your child's school, school board, teachers, administrators, facilities, policies, procedures, and programs within a reasonable time.	77	72.6%	13	12.3%	9	8.5%	7	6.7%
12. The right to have TCDSB rules and regulations and individual school policies applied and adhered to with transparency, consistency, fairness and compassion.	92	86.8%	4	3.8%	4	3.8%	6	5.7%

**Staff (n=106)**

<b>STUDENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No Response</b>	
1. The right to participate in decisions that affect their education and school life, where appropriate.	79	74.5%	9	8.5%	10	9.4%	8	7.5%
2. The right to equity and inclusiveness amongst all students in the Toronto Catholic District School Board.	85	80.2%	7	6.7%	5	4.7%	9	8.5%
3. The right to spiritually, socially, emotionally and physically safe, and positive school climate where one is respected and treated in a manner consistent with our Catholic values and teachings.	87	82.1%	5	4.7%	6	5.7%	8	7.5%
4. The right to have yearly access to available extra- curricular activities.	57	53.8%	28	26.4%	12	11.3%	9	8.5%
5. The right to effective and qualified instruction, including having access to the resources and adequate learning environment necessary for success.	82	77.4%	10	9.4%	7	6.7%	7	6.7%
6. The right to elect student representation.	80	75.5%	11	10.4%	7	6.7%	8	7.5%
7. The right for students, where legally permitted, to advocate for themselves or to choose another representative without fear of ageism or any other form of discrimination.	79	74.5%	16	15.1%	4	3.8%	7	6.7%
8. The right to make a phone call or communicate with their parents or designated guardian in case of personal distress or emergency.	60	56.6%	15	14.2%	23	21.7%	8	7.5%

**Staff (n=106)**

<b>STUDENT CHARTER OF RIGHTS</b>	<b>KEEP</b>		<b>OMIT</b>		<b>EDIT</b>		<b>No Response</b>	
9. The right to have school rules and regulations applied and adhered to with consistency, fairness, and compassion.	90	84.9%	5	4.7%	4	3.8%	7	6.7%
10. The right to engage in a respectful dialogue with the school Principal and staff, raising comments and concerns as well as to have them addressed.	82	77.4%	7	6.7%	9	8.5%	8	7.5%



## B - DRAFT PARENT CHARTER OF RIGHTS: Suggested Edits (Appendix B)

For each item on the Draft Parent Charter of Rights, the percentage of respondents who indicated “Keep” is shown and the suggested edits are provided. Overall comments are summarized in a separate section.

P1. The right to a faith based publically funded school with education grounded in Catholic doctrine, traditions and teachings for your child.

Group	% Keep
All	89%
Parent	89%
Staff	88%
<u>Suggested Edits</u> <ul style="list-style-type: none"><li>• Replace “grounded in” to “adherent to”</li><li>• Add preamble “ as guaranteed under section 93 of the Constitution act</li><li>• Replace “doctrine” with “values’</li><li>• Typo “publicly”</li><li>• Replace “child” with “son/daughter”</li><li>• Replace “Catholic doctrine” with “Catholicism”</li><li>• Hyphen in “faith-based’</li><li>• Comma after “traditions”</li><li>• Include Orthodox</li><li>• Replace “Catholic” with “faith-based”</li><li>• Delete “faith-based’</li></ul>	

P2. The right to opportunities for involvement in your child’s education.

Group	% Keep
All	89%
Parent	94%
Staff	79%
<u>Suggested Edits</u> <ul style="list-style-type: none"><li>• Replace “for involvement’ with “for full involvement”</li><li>• Add “...and in decisions affecting the direction and quality of their education”</li><li>• Add “...opportunities and responsibilities”</li><li>• Replace “child” with another word</li><li>• Add “... the right to recuse my child from education on topics imposed by the Ontario Board of Education and/or federal government with which I do not agree.”</li><li>• Add “...within agreement of the school and not interfering in the classroom with other students”</li><li>• Rewrite “offer parents opportunities for involvement as it makes sense for the school community”</li><li>• Add “...active involvement”</li></ul>	

- Rewrite “The right, as a parent or guardian, to advocate for your child to ensure that you child has the best opportunity to achieve their potential in education”
- Add “...direct involvement” and at end add “... at least once per trimester”
- Add “...reasonable involvement”
- Add “... the right to be informed of developments in your child’s education”
- Clarify “involvement”
- Add “... in consultation with the teacher and principal”

P3. The right to ensure that your child is learning in a safe, healthy, and caring school, free of discrimination, prejudice, bullying and harassment.

Group	% Keep
All	89%
Parent	92%
Staff	85%

Suggested Edits

- Define “healthy”
- Rewrite: “The right to ensure that your child is learning in a safe, healthy, school, free of discrimination.”
- Add “... unjust discrimination”
- Add “...and free of political indoctrination”
- Add an amendment to deal with social media
- Add “...disrespect to list of things to be free of”
- Edit “caring school where discrimination.... harassment are promptly addressed”
- Add “... in the exact manner that Jesus would have shown his disciples and followers of faith”
- Add at end “... that affirms the inherent dignity of the human person inspired and committed to church teachings”
- Add at end “... and in keeping with Catholic values”
- Add at end “... where diversity is embraced and encouraged in the student body and the teaching staff”
- Add “... caring, accessible school”
- Reword “ensure” as it is not clear who is responsible for the “ensuring”
- Add “... that promotes student well-being”
- Reword “free” as it is difficult to enforce and unrealistic

P4. The right to ensure that your child’s spiritual, physical, emotional, mental, social and academic needs are appropriately met.

Group	% Keep
All	84%
Parent	89%
Staff	72%

#### Suggested Edits

- Delete “appropriately”
- Delete “spiritual”
- Keep only “academic” or re-organize the sentence with “academic” first
- Re-consider “ensure” as the item suggests that the parent is responsible for the “ensuring” and is unclear how this can be done
- Add at end “free of disruption caused by poor student behavior”
- Add at end “to promote a positive sense of self”
- Add “growth”
- Add “needs are fulfilled in ways that encourage a life of goodness and service”
- Add “... Catholic spiritual”
- Add “... appropriately met in a reasonable timeframe”
- Add “...are transparent and appropriately met”
- Add “cultural needs”
- Delete “physical, emotional, mental”
- Re-write: “The right to expect the Board to make efforts to support the needs of the whole child”
- Add “... in an inclusive, diverse community”
- Add “... including providing additional staff support where necessary”
- Re-write: “The right to request further resources if they feel the child’s spiritual.....are not appropriately met”
- Add “some of our child’s...”
- Add “...met by school and parents”

P5. The right to delivery of the curriculum consistent with our Catholic faith and with the provincial requirements.

Group	% Keep
All	84%
Parent	83%
Staff	86%

#### Suggested Edits

- Delete “and with the provincial requirements”
- Re-write “The right to delivery of the curriculum consistent with our Catholic faith and with the provincial requirements as accepted or allowed by the head of the Vatican.
- Delete “our Catholic faith and”
- Add “...provincial ELEMENTARY school requirements”
- Re-write “The right to delivery of the curriculum above the standards of the provincial requirements.”
- Think that there this should be separated into two separate rights: 1) Catholic Faith; 2) consistent with provincial requirements
- Combine this right with #1
- Add at end “and the right for the parent to restrict, for their child, any provincial curriculum they feel is detrimental and unhealthy.”

- Add at end “with additional parent communication/education to identify (and perhaps approve) when any curriculum is being changed.
- Re-write “The right to delivery of the curriculum ensuring that provincial requirements are taught in consistent with our Catholic faith”.
- Add at end “as long as the provincial guidelines are not in contrary to the Catholic morals and beliefs”.
- Add “... as long as they are not in conflict with religious teaching defended by the Charter”.
- Add “... faith while also adhering with the...”
- Add “... at the level appropriate to the child”.
- Replace “right” for “privilege”.
- Add “... our Christian/Catholic faith...”
- Add at end “but with sensitivity to other faiths and lifestyles that may exist in the room”.
- Re-write “... faith and in keeping with provincial...”
- Add at end “while also delivering learning opportunities that also support the inquiry process and student interests”.
- Delete “Catholic”

P6. The right for your child to receive appropriate materials, resources and technologies consistent with the requirements of the curriculum.

Group	% Keep
All	86%
Parent	90%
Staff	76%

#### Suggested Edits

- Re-write “The right for your child to receive appropriate materials, resources and technologies consistent with our Catholic faith”.
- Re-write “... appropriate text materials, resources and technologies, excluding notebooks, pencils, pens, consistent with...”
- Add at end “and accommodated for those with special learning needs”.
- Add “... up-to-date technologies...”
- Replace “Appropriate” for “necessary”.
- Add “... appropriate public funding for materials...”
- Add at end “and consistent with our faith-based teaching”.
- Add “at the level appropriate to the child”.
- Add “... the Catholic faith based curriculum”.
- Add “...receive age appropriate...”
- Add at end “and to have access to technology that is up to date”.
- Add at end “and their needs in a timely manner”.
- Add at end “or accommodation requirements due to a disability”.
- Add “... receive or request additional appropriate...”
- Add at end “and approved by the head of the Catholic diocese (or Vatican)”.
- Add “... consistent with my child’s learning needs, the AODA, the OHRC or any other pertinent legislation and with the requirements...”
- Add “... appropriate up to date materials...”

- Add at end “should not curb the initiatives of the student”.
- Replace “technologies” for “tools”.
- Add “...receive some appropriate materials...”.
- Specification is required for “materials, resources, technologies”
- Add “... technologies where available consistent...”
- Add at end “and the board budget ability”.
- Add at end “within the financial constraints of the school”.

P7. The right to communicate, to comment, to raise concern(s), or to register complaint(s) in a respectful manner to TCDSB staff, and to the Board of Trustees without fear of unjust repercussions and have your question, concern or complaint acknowledged.

Group	% Keep
All	86%
Parent	91%
Staff	78%

#### Suggested Edits

- Remove the “complaint” part from the right.
- Terrible drafting – I don’t need a “right” to be respectful, being respectful is something only I can choose to be or not be. You can’t make me respectful by giving me the right to be respectful. This confuses the parents’ rights with the staff’s rights. Staff have the right to be treated respectfully by the parents.
- Re-write “... repercussions and to have your communication acknowledged within 3 days and your concern/question/complaint answered within 10-15 days.
- Add at end “and for TCDSB staff to reciprocate their comments in a respectful manner to parents”.
- I would include something about a resolution that is agreed to by all parties.
- “within a reasonable time” needs to be changed to “within 24 hours or less”.
- Remove the word “register” as it sounds too formal. I would also remove the redundancy of repeating everything all over again (ie: question, concern, complaint) and instead say “matter”.
- Too long
- The concern should be allowed to be raised with a 3<sup>rd</sup> party ombudsman. Raising the concern to persons who created the problem has proved to be ineffective.
- Remove “unjust” and add “... fear of repercussions against my child...”
- Add at end “without fear of reprisals from staff or administrators”.
- Add “... complaints(s) or to request an audience with the TCDSB staff either in person or via telecommunication. Registering such a complaint or requesting an audience should be done through the office at the level at which the concern is to be addressed or audience held, in a respectful...”
- Add at end “when comments and concerns are based in fact and relate to the well being of students”.
- “Reasonable time” is vague, put a time of 48 hours.
- Understanding that once this has occurred, the issue is put to rest.
- Add at end “to follow the policy and procedures when communicating a concern or complaint”.
- Add “... manner and through appropriate channels to TCDSB...”

- You should include a “due process” here. Parents and students should speak to the teacher first, not go straight to Principals or superintendents.

P8. The right to the confidentiality of your child’s records in accordance with TCDSB policies and applicable legislation.

Group	% Keep
All	93%
Parent	94%
Staff	91%

Suggested Edits

- Re-write “The right to the confidentiality of your child’s records”.
- Combine this with #11
- Add at end “and transparency to who has access to records and ensure parental approval of that access.
- Add at end “unless waived by parent”.

P9. The right to access all your child’s education records and to meet with TCDSB staff to discuss their progress.

Group	% Keep
All	89%
Parent	92%
Staff	81%

Suggested Edits

- Delete “meet with TCDSB staff”
- Add at end “in a timely manner”.
- Add at end “extending beyond age of majority when having pre-existed the child becoming age of majority”.
- Add “... staff to discuss your child’s progress”.
- Add at end “within legal bounds and TCDSB policies”.
- Add “... records (where appropriate) and to...”.
- Add “... all of your child’s...”
- Add at end “and a right to request something in the record be changed or omitted if a parent disagrees based on lack of sufficient proof”.
- Add at end “at a mutually agreeable time”
- Is this granting them access to the records un-supervised?
- Add at end “while maintaining the privacy of other students and professional integrity of the teachers”.
- Re-write “... meet with TCDSB staff at a reasonable and mutually agreed upon rate of occurrence”.
- Add at end “and this should apply even if the teenage/child reaches the age of 18 year old”.
- Add at end “only for the subject/s needs to be improved”.
- Add “... records without advance notice and to meet with TCDSB staff within 10 days to discuss...”

- Parents should have access to their child's records at anytime.
- Add at end "during parent-teacher interview times and/or at a mutually agreed upon time with the teacher".

P10. The right to have any special needs assessments addressed by Board designated professionals within the required timelines.

Group	% Keep
All	83%
Parent	90%
Staff	64%

#### Suggested Edits

- Rewrite "... professionals within a timeline of two years or less".
- Add "... within reasonable and required...".
- "within the required timelines" is too vague.
- Add at end "after parental approval is received".
- Re-write "... professionals within the same grade year but no later than three months into next grade year".
- "Board designated professionals" is too vague.
- Add at end "unless the parent, teacher and principal deem it appropriate to do so at any point in time".
- Re-write "...professionals as requested by the teachers and EA".
- Add at end "meant to meet my child's immediate and/or long term needs".
- Add at end "as long as in consult with parent and student and written consent from parent".
- Add "... special and medical needs..."
- Add at end "if required with parental approval".
- Replace "board designated" to "any certified".
- Add at end "in a respectful and caring manner, always reflecting the dignity of the individual".
- Add at end "based on full transparency and disclosure to parents on frequency of support and materials reviewed".
- Define "special needs assessments"
- Add at end "and ensure any IEPs resulting from special needs assessment can be transferred over to post-secondary institutions".
- Re-write "The right to have your child's special needs supported by Board designated professionals within reasonable timelines".
- Delete "required timelines".
- Add at end "as possible".
- Re-write "The right to have any special needs assessment referrals for your child carefully considered and reviewed by Board designated professionals within appropriate and reasonable timelines".
- Add "... addressed in a manner in accordance to relevant legislation by..."
- Add at end "if deemed necessary by the school board professionals".
- Add "... addressed as determined by the aforementioned Board designated professionals".
- Re-write "The right to have any special needs assessments addressed by Board designated professionals as possible through the Board".

P11. The right to access and understand available information, consistent with Privacy Laws, about your child's school, school board, teachers, administrators, facilities, policies, procedures, and programs within a reasonable time.

Group	% Keep
All	86%
Parent	92%
Staff	70%
<u>Suggested Edits</u> <ul style="list-style-type: none"> <li>• Delete "understand"</li> <li>• Delete "teachers, administrators"</li> <li>• Add at end "Where not consistent with Privacy Laws or other measures, to be provided a prompt and respectful explanation of what is limited and what can alternatively be provided".</li> <li>• Include with #9 and simplify.</li> <li>• Add at end "unless waived".</li> <li>• Add at end "including disciplinary action, dismissal information and qualifications".</li> <li>• Add at end "(the wait time not to exceed 2 months)".</li> <li>• "Reasonable time" is too vague.</li> </ul>	

P12. The right to have TCDSB rules and regulations and individual school policies applied and adhered to with transparency, consistency, fairness and compassion.

Group	% Keep
All	91%
Parent	93%
Staff	86%
<u>Suggested Edits</u> <ul style="list-style-type: none"> <li>• Add at end "where appropriate".</li> <li>• Add at end "in an accessible format".</li> <li>• Delete "consistency, fairness and compassion".</li> <li>• Delete "compassion".</li> <li>• Add "... consistency, consultation, fairness..."</li> <li>• Add "equity"</li> <li>• Add at end "without prejudice or discrimination".</li> <li>• Add at end "Consistent with Catholic doctrine".</li> <li>• Delete "rules/regulations".</li> <li>• Add at end "and accepting the consequences of said regulations".</li> <li>• Add at end "only once these policies have been transparently shared with parents".</li> <li>• Add at end "and the responsibility to assist my child in adhering to these rules and regulations".</li> <li>• Add "... school policies, as well as this Charter of Parents rights applied..."</li> </ul>	



### C - DRAFT STUDENT CHARTER OF RIGHTS Suggested Edits (Appendix C)

For each item on the Draft Student Charter of Rights, the percentage of respondents who indicated “Keep” is shown and the suggested edits are provided. Overall comments are summarized in a separate section.

S1. The right to participate in decisions that affect their education and school life, where appropriate.

Group	% Keep
All	84%
Parent	88%
Staff	75%
<u>Suggested Edits</u> <ul style="list-style-type: none"><li>• “Appropriate” is vague, examples might be needed.</li><li>• Delete “where appropriate”.</li><li>• Add to end “in accordance to the Catholic faith needs”</li><li>• Add to end “and to be offered informed consent at all times as appropriate”.</li><li>• Add in something related to developmental age or capacity. Children are not qualified to make some of these decisions.</li><li>• Add “... participate, alongside family members, in decisions...”</li><li>• Add “... life and accessibility needs, where...”</li><li>• Add “... participate in and be informed of decisions...”</li><li>• Add “The right to reasonably participate in some decisions...”</li><li>• Add to end “in regards to course selections as per timelines and in regards to extracurricular activities”.</li></ul>	

S2. The right to equity and inclusiveness amongst all students in the Toronto Catholic District School Board.

Group	% Keep
All	85%
Parent	87%
Staff	82%
<u>Suggested Edits</u> <ul style="list-style-type: none"><li>• Replace “equity” to “equality”.</li><li>• Add to end “where possible”.</li><li>• Add to end “without taking away any rights of other students”.</li><li>• Delete “TCDSB”</li><li>• Add “accessibility”</li><li>• Too broad a statement, be more specific.</li><li>• Add to end “free of any discrimination”.</li><li>• Add “... all Catholic students...”</li><li>• Add “... students, teachers, staff in...”</li></ul>	

- Add ... to the consideration of equity..." Granting one person's right to equity may end up violating another person's. It is best to temper the statement with more flexibility.

S3. The right to spiritually, socially, emotionally and physically safe, and positive school climate where one is respected and treated in a manner consistent with our Catholic values and teachings.

Group	% Keep
All	88%
Parent	89%
Staff	83%

#### Suggested Edits

- "A manner consistent with our Catholic values and teachings" is too vague.
- Delete "in a manner consistent with our Catholic values and teachings"
- Add to end "and reciprocated to staff".
- Delete "and teachings".
- Add "... to a spiritually..."
- Delete "spiritually"
- Add "... climate free of discrimination, prejudice, bullying and harassment where..."
- Add to end "and this respect is returned equally".
- Add to end "and with provincial/legal requirements".
- Re-write "The right to a socially, emotionally, physically safe, and positive school climate where one is respected and treated well".

S4. The right to have yearly access to available extra- curricular activities.

Group	% Keep
All	79%
Parent	87%
Staff	57%

#### Suggested Edits

- Replace "available" to "all".
- Add to end "when provided voluntarily by school staff".
- Add to end "based on ability level and aptitude".
- Replace "yearly" to "appropriate".
- Re-write "The right to have access each year to a variety of..."
- Re-write "The right to year round access to extra-curricular activities".
- Add to end "when and where possible".
- Softer language as this is totally dependent on staff/community volunteers.
- Add to end "barring job action".
- Add to end "except in instances when student is subject to disciplinary actions, chronic attendance issues or lack of academic achievement as per local school policies".

- Add to end “such that this access does not result in limiting the ability of other students to fully access these activities”.

S5. The right to effective and qualified instruction, including having access to the resources and adequate learning environment necessary for success.

Group	% Keep
All	85%
Parent	89%
Staff	77%
<u>Suggested Edits</u> <ul style="list-style-type: none"> <li>• Add to end “as available”.</li> <li>• Add “... having equal access...”</li> <li>• Add to end “delivered to each student based on individual needs and allowing for growth of each student”.</li> <li>• Add “accessible/inclusive”.</li> <li>• Add to end “and keeping in line with the Catholic doctrine”.</li> <li>• Add “... to the appropriate resources...”</li> <li>• Add to end “within a 21<sup>st</sup> century context”.</li> <li>• Add to end “and the ability to provide feedback and ratings on teachers/instructors and staff”.</li> <li>• Define “effective and qualified”.</li> <li>• Re-write “... access to resources, clean, safe and adequate learning environment”.</li> </ul>	

S6. The right to elect student representation.

Group	% Keep
All	84%
Parent	87%
Staff	77%
<u>Suggested Edits</u> <ul style="list-style-type: none"> <li>• Add to end “when appropriate”.</li> <li>• Add “... elect Catholic student...”</li> <li>• Add to end “that represents the diversity within my school”.</li> <li>• Add “... right to represent and elect...”</li> <li>• Re-write “All schools from grade 7 up shall have student representation that will be elected by their peers and will be able to provide feedback to the school staff”.</li> <li>• Representation on what? Unclear.</li> <li>• Add to end “when applicable”.</li> <li>• Add to end “in a secondary school”.</li> <li>• Add to end “for the intermediate grades”.</li> <li>• Add to end “considering staff supervision/facilitation is available”.</li> </ul>	

S7. The right for students, where legally permitted, to advocate for themselves or to choose another representative without fear of ageism or any other form of discrimination.

Group	% Keep
All	80%
Parent	83%
Staff	75%

Suggested Edits

- Parents should have this right.
- Remove example of ageism and keep without specific forms of ...isms. Otherwise, be more relevant with racism/ableism, sexism.
- Specify age at which this would be applicable.
- Re-write "... without any form of discrimination".
- Delete "choose another representative".
- Re-write "The right for students to always advocate for themselves with guidance of parent/s. Students must be part of decision-making process in order for success to be attained".
- Add at end "accordingly to Christian values and Catholic doctrine".
- Delete "without fear of ageism or any other form of discrimination".
- Why "legally permitted"?
- Re-write "The right for student to advocate for themselves or where legally permitted choose another representative without fear of ageism or any other form of discrimination".
- You need to specify under which circumstances a student could or would advocate for himself or herself. Against whom? A teacher? A policy?

S8. The right to make a phone call or communicate with their parents or designated guardian in case of personal distress or emergency.

Group	% Keep
All	78%
Parent	86%
Staff	54%

Suggested Edits

- Add to end "within a reasonable amount of time".
- As long as it does not interfere with police investigations where appropriate.
- Add to end "when and where appropriate".
- Add to end "only with the knowledge of school personnel from a school phone, if it is during school hours – not from personal electronic devices".
- Re-write "The right to contact parents or designed guardian before serious reprimands or forced to write letters of apologies".
- Add to end "through the office staff".
- Add to end "using board communication devices, not personal".
- Re-write "In case of personal distress or emergency, the student will have the right to make a phone call to parents or designated guardian".
- Re-write "The right to make a phone call or communicate with parents when desired".

- Qualify what distress of emergency is.
- Add "... right without question to make..."
- Add "in privacy"
- Add "... guardian or legal counsel in case..."
- Add to end "outside class hours (i.e. during lunch, recess, and before or after school)".
- Re-write "The right to make a phone call or communicate with parents or designated guardian when student determines communication is needed".
- Add to end "or when called into a meeting with the principal/school administrators".
- If during class time, with teacher permission.
- Add to end "and the privacy in which to do so".
- Add to end "regardless of TCDSB staff opinion and their possible bias or discrimination".
- Add to end "where warranted".
- In the classroom? In the hallway? Too vague.
- Re-write "... personal distress on a designated phone and/or in compliance with the school board's BYOD Policy".

S9. The right to have school rules and regulations applied and adhered to with consistency, fairness, and compassion.

Group	% Keep
All	88%
Parent	90%
Staff	82%
<u>Suggested Edits</u> <ul style="list-style-type: none"> <li>• Add to end "regardless of any learning identification".</li> <li>• Add to end "and transparency!"</li> <li>• Add to end "administered justly".</li> <li>• Pick one – consistency or compassion – because they are totally different things.</li> <li>• Add to end "free of any form of discrimination".</li> <li>• Replace "fairness" with "Equity".</li> <li>• Add to end "and be accepting of the consequences that may result".</li> <li>• Add to end "without prejudice or discrimination".</li> <li>• Add to end "where such rules are agreed to by, and not in conflict with, the directives of the student's parent".</li> <li>• Eliminate the last part.</li> <li>• Add "... fairness, equity, and..."</li> <li>• Delete "compassion".</li> </ul>	

S10. The right to engage in a respectful dialogue with the school Principal and staff, raising comments and concerns as well as to have them addressed.

Group	% Keep
All	85%

Parent	88%
Staff	76%
<u>Suggested Edits</u> <ul style="list-style-type: none"> <li>• Add to end “in a timely manner”.</li> <li>• Add to end “with a reasonable time”.</li> <li>• Add to end “within two weeks after addressed”.</li> <li>• Add to end “at mutually agreed upon times”.</li> <li>• Add to end “without fear of ridicule, reprimand or embarrassment”.</li> <li>• Add to end “as well as request their parents to be present for such discussions”.</li> <li>• Add “... them respectfully addressed”.</li> <li>• Add to end “without reprisal or repercussions”</li> <li>• Add to end “without fear of being blacklisted or labeled”.</li> <li>• Perhaps add something about giving student opportunity to have an advocated or peer with them as support.</li> <li>• Re-write “... and staff, and to raise comments and concerns and have them addressed”.</li> <li>• Add “... a mutually respectful dialogue...”</li> <li>• Re-write “The right to engage in mutually respectful dialogue with the school principal and/or staff members and the right to the respectful resolution of issues brought forth”.</li> <li>• Re-write “to engage in a mutually respectful dialogue... as well as to have them addressed in a reasonable timeframe”.</li> <li>• Replace “school principal and staff” with “school staff” – Don’t make it specific.</li> <li>• Add “... in a reasonable and respectful...”</li> <li>• “... as well to have them addressed” seems both vague and very broad in scope.</li> <li>• Principal often cannot address the way parents would like to see due to contracts and protocols. This should be reflected in the wording.</li> <li>• Delete “as well to have them addressed” perhaps “acknowledged is a more appropriate word to use.</li> <li>• Add “... raising legitimate comments...”</li> <li>• Add to end “not including attacks of a personal nature against such persons”.</li> </ul>	



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO ACCESS TO PUPIL INFORMATION POLICY (S.16)

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

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 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 REAL PROPERTY POLICIES (R.01, R.04, R.05, R.07, R.08, R.09, R.10)

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

Created, Draft	First Tabling	Review
January 18, 2017	January 26, 2017	

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

### RECOMMENDATION REPORT

#### **Vision:**

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

#### **Mission:**

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

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



### Members of the Committee:

Nancy Crawford, Chair  
Ann Andrachuk, Vice Chair  
Jo-Ann Davis, Trustee Ward 9  
Maria Rizzo, Trustee Ward 5  
Angela Kennedy, Ex-Officio  
Frank D'Amico, Ex-Officio

## **A. EXECUTIVE SUMMARY**

During the January 18, 2017 Governance and Policy Committee meeting, Trustees moved receipt and referral of staff's recommendation regarding Real Property policies to Board. The report recommended:

1. that the following policies be rescinded: Sharing (R.01), Site Acquisition (R.04) and School Sites Expansion (R.05) (Appendix A);
2. that the following policies be amended and consolidated into a new policy, Real Property (R.01): Expropriation of Real Property (R.07), Disposal of Surplus Real Property (R.08), School Sites – Operating Budget Surplus (R.10) (Appendix B); and
3. that Alternative Arrangements for School Facilities policy (R.09) be amended and updated in meta policy format to reflect updated legislation and operational procedures (Appendix C).

## **B. PURPOSE**

This report is on the Order Paper of the Regular Board as staff recommend policies to be rescinded, amended and consolidated.

## **C. APPENDIX**

APPENDIX A: Real Property policies currently on policy register

APPENDIX B: Real Property policy (R.01) as proposed

APPENDIX C: Alternative Arrangements for School Facilities policy (R.09) with proposed amendments

## **D. STAFF RECOMMENDATION**

That the Board accept staff's recommendations and:

1. rescind: Sharing (R.01), Site Acquisition (R.04) and School Sites Expansion (R.05) (Appendix A);



2. approve the Real Property policy (R.01) as proposed in Appendix B, consolidating Expropriation of Real Property (R.07), Disposal of Surplus Real Property (R.08), School Sites – Operating Budget Surplus (R.10); and
3. approve the Alternative Arrangements for School Facilities policy (R.09) as amended and proposed in Appendix C.

## **TCDSB Policy Register – Current Policy**

### **Sharing R.01**

#### **Policy**

The TCDSB may lease a distinct viable unit of a school - a floor or a wing - on a shared basis where student accommodation needs are beyond those which can be provided by the Board and where an entire school building is not available for purchase or lease.

#### **Regulations:**

1. The lease for the sharing arrangement shall be for a minimum of five years, renewable for an additional five years.
2. The shared school shall have a separate entrance with the Catholic school name on the exterior of the school easily visible from the street.
3. The rental fee as determined by the lease/rental formula of the MET shall apply to the shared facility.
4. The sharing of the facility shall allow for the preservation of the milieu and integrity of the Catholic school.
5. A long term plan shall be worked out which will lead to a permanent solution to remove the landlord-tenant arrangement.

*BM p 126, 19 Jun 86; BM, May 72.*

### **Site Acquisition R.04**

#### **Policy**

The Toronto Catholic District School Board shall develop annually a site acquisition program.

#### **Regulations:**

1. The site acquisition program will be developed annually through the Capital Expenditure Forecast process which is submitted to the Ontario Ministry of Education in the fall of each year.
2. Size of Sites:
  - a) Elementary school sites will be:
    - 1) a minimum of five acres in size, or
    - 2) a minimum of three acres where it is adjacent to a public park and there is municipal agreement to use the park as a playing campus.

3) a minimum of four acres if adjacent to a proposed church where part of the site will be severed and sold.

b) Secondary school sites will be:

1) a minimum of ten acres in size, or

2) a minimum of six acres where it is adjacent to a public park and there is municipal agreement to use the park as a playing campus.

c) where a school site in a suitable location becomes available which is less than the sizes referred to in a) and b), prior Board of Trustees approval is required before acquisition may be initiated.

3. The Toronto Catholic District School Board will cooperate with the Roman Catholic Episcopal Corporation in locating potential combined school/church sites.

4. The location and suitability of a site will be approved by the Board of Trustees.

5. The Toronto Catholic District School Board will proceed in accordance with the Education Act and the appropriate regulations of the Ontario Ministry of Education.

6. The cost of a school site will be approved by the Toronto Catholic District School Board before a purchase is finalized.

7. The Toronto Catholic District School Board may also acquire school sites through the process of expropriation if required.

*BM p 34, 22 Jan 87; BM p 964, Jun 71.*

## **School Sites Expansion R.05**

### **SITE ACQUISITION AND EXPANSION - PLAY AREAS 1403**

#### **Policy**

It is the policy of the Toronto Catholic District School Board that all schools have adequate play area to service the needs of the school community.

### **SITES - SIZE 1701**

#### **Policy**

School sites owned by the Board, whether occupied by a school or not, shall not be reduced to less than five acres.

### **URBAN SITES - MINIMUM PLAY AREAS AND EXPANSION 1702**

### **Policy**

All schools located in the urban areas of the City of Toronto shall be expanded, where feasible, to a minimum standard of 65 square feet of playable area per pupil, provided the total footage does not exceed 1-1/2 acres.

### **SUBURBAN SITES - AREAS AND EXPANSION 1703**

### **Policy**

(1) The Deputy Director, Business Services, in accordance with the site purchasing policy of the Toronto Catholic District School Board shall acquire on the open market, properties offered to the Toronto Catholic District School Board provided:

- (a) the property will increase the playable area to the minimum of 175 square feet per pupil and/or,
- (b) the property will enhance the shape and/or condition of the Board's site and/or,
- (c) if an addition to the existing school is contemplated within two years and the said addition will reduce the playable area below the minimum of 175 square feet per pupil,
- (d) each site will not exceed four acres of playable area.

2. Where a school site is less than 175 square feet per pupil playable area, before an addition is placed on the site, additional property shall be obtained where possible, so that the site shall contain no less than the existing playable area.

*BM p 1145, Sept 68., BM p 1028, Aug 68., BM p 165, Feb 68.*

### **Expropriation of Real Property R.07**

#### **Site Acquisition- By Expropriation 1501**

### **Policy**

(1) The Administrative and Corporate Services Committee shall submit to the Board for approval:

- (a) the Committee's choice of site location, size and boundaries, number of rooms and other facilities to be provided;
- (b) an estimate of the cost to be incurred;
- (c) the name of the surveyor proposed, in accordance with the memorandum of policy related to appointment;
- (d) the name of the Appraiser, Agent and/or Consultants to be retained, and alternates, in accordance with the memorandum of policy related to appointment;
- (e) after consultation with the Administrative and Corporate Services Committee in respect of demolition and site clearance, plan preparation and construction time, the date upon which possession of all properties on the site will be required.

(2) Upon the receipt of all appraisal reports in respect of the properties on the site, the Deputy Director, shall report to the Administrative and Corporate Services Committee the anticipated

total budget requirements for the site, by adding to the aggregate of the appraisal figures an amount of not less than 10%. The figure approved by the Board for the site shall be known as the total budget.

(3) The Deputy Director, upon receipt of the appraisal reports, shall send one copy to the Solicitor, instructing the Solicitor to give the required notice under the Expropriation Procedures Act offering to pay compensation to the owners in an amount equal to the appraisal price for the individual property.

(4) The Deputy Director shall be authorized to settle the amount of compensation to be paid to the individual owners of expropriated properties

(a) without any prior approval or consent, if the settled amount does not exceed 110% of the appraised value of the property;

(b) with the approval of the Administrative and Corporate Services Committee if the settled amount, although exceeding 110% of the appraised value of the property, will not cause the total budget to be exceeded;

(c) with the approval of the Ad Hoc Committee if the settled amount, although exceeding 110% of the appraised value of the property will not cause the total budget to be exceeded by more than 5% provided the claim for compensation for the property has, at that time, been referred to the Board of Negotiation;

The Ad Hoc Committee shall be composed of the Chair of the Board, the Chair of the Administrative and Corporate Services Committee, and one member of the Administrative and Corporate Services Committee.

(d) with the approval of the Ad Hoc Committee if the settled amount, although exceeding 110% of the appraised value of the property will not cause the total budget to be exceeded by more than 8% (in addition to the 5% increase set out in paragraph 4(c) of this memorandum), provided the claim for compensation for the property has, at that time, been submitted to arbitration; and to pay the owner's legal and appraisal fees where requested.

(5) The Board, irrespective of settlement of compensation, shall offer to the owners, prior to taking possession, an amount equal to 75% of his/her equity based on the value established by the Board's appraisal, and further offer to discharge encumbrances.

(6) Upon settlement of compensation by the Ad Hoc Committee at Board of Negotiation or Arbitration, the Board shall receive a full report of the settlement, setting out the appraisal report, the number of offers and counter offers submitted by the Agent, a report from the Coordinator of Facilities Management and/or the Deputy Director, and the Solicitor for the Board.

(7) Where compensation has not been settled but vacant possession has been delivered to the Board, the Deputy Director may order an inspection by any accredited appraiser for the purpose of obtaining evidence for arbitration.

(8) No specific procedure can be laid down in respect of possession where no agreement is made with the owner in this regard. The Board is required to give ten days' notice of possession, but in practice in the past has usually given more. The Board is entitled to take possession after the time set out in the notice.

The act provides that where resistance or opposition is encountered by the Board in taking possession, the Board may apply to a Judge for a warrant to put down the resistance, i.e., put the owner on the street. Since there could be a great deal of unfavourable publicity involved, each situation should be dealt with on its own merits.

*BM p 908, July 68.*

### **Expropriation- Payment of Legal and/or Appraisal Fees 1502**

#### **Policy**

With Respect to properties in which the Board indicates an interest and wishes to acquire through expropriation:

- (1) the Board may pay the legal fees of the vendor for the transfer of said property, reserving the Board's right to have any solicitor's bill taxed;
- (2) the Board shall produce an initial objective appraisal of the property which should be made available to the vendor, and the vendor shall be apprised of his/her right to an independent appraisal;
- (3) the Board may pay for an appraisal where requested by the vendor, and staff shall be empowered to settle any expropriation action within the limits of the Board's initial objective appraisal plus 10% for forceful taking, and all other offers outside these figures shall be presented to the Committee for a recommendation to the Board.

*BM p 1564, Nov 67.*

### **Expropriation- Use of Real Estate Agents 1503**

#### **Policy**

Qualified real estate persons shall be retained to negotiate the compensation to be paid to expropriated owners of properties for the Board; except those properties which will be negotiated by the Board or its own staff. Where the negotiations of expropriated properties are to be carried out by staff personnel, the properties shall be appraised by qualified appraisers on the basis of "Market Value".

- (1) The brokers and/or agents of the Board shall be designated appropriate brokers of property to be suitably appraised at no cost to the Board, and thereby enter into negotiations with the principals in view of successfully concluding sales that are satisfactory to the Board.
- (2) The appraisal fee on individual property negotiations (including a written appraisal) shall be \$500, based on an acceptable purchase price.

(3) If, for any reason, a negotiation to the ending property by the agent or broker is unsuccessful, only the payment of a fee of \$150 per property will be paid for a qualified written appraisal.

(4) The broker and/or agent shall be subject to appearance at any official Board of Arbitration to substantiate his/her appraisal at no cost to the Board.

(5) The appointment of retaining broker-agents in these negotiations shall be the consideration of the Administrative and Corporate Services Committee to be approved by the Board. The broker-agents shall be appointed, with Board approval, by letter with suitable solicitor's terms of reference.

All appraisals shall be submitted within 14 days to the responsible staff official for deliberation. The appraisals, with suitable staff comment, shall be presented to the committee for procedural approval. Secondary negotiations, subject to staff and committee appraisals, shall be fully completed by October 31st, 1967. An extension period of not more than two weeks shall be allowable for properties requiring special attention.

*BM p 980-1, Aug 67.*

#### **Expropriation- Appraisals 1504**

##### **Policy**

Appraisals shall not be presented to expropriated owners at the time of the initial presentation of an offer by the Board's agent.

*BM p 206 Feb 69.*

#### **Expropriation- Payment 1505**

##### **Policy**

The Board shall offer 75% of the equity of expropriated owners as payment prior to taking possession of the property, as recommended by the Deputy Director, Business Services.

*BM p 814, Jun 68.*

#### **Disposal of Surplus Real Property R.08**

##### **Policy**

1. The Toronto Catholic District School Board shall dispose of surplus real properties after having been previously declared surplus by public offering and in such a manner as to obtain the maximum benefit to the Board in terms of financial benefit, or other equally significant consideration.

2. The disposal of all surplus real properties shall be in accordance with all relevant Statutes, Regulations and Ontario Ministry of Education Memoranda.

3. The Toronto Catholic District School Board shall utilize the most appropriate method, usually by sale, to dispose of surplus real properties in order to give due consideration to the unique nature of the specific real property.

4. The Toronto Catholic District School Board shall approve the method of sale to be used for the disposal of each specific real property prior to marketing, usually one of the following:

- a) Buyer Proposal Call;
- b) Negotiated Sale Call;
- c) Listed Sale Call

5. Where:

- a) a trustee of the Toronto Catholic District School Board has, and
- b) an employee of the Toronto Catholic District School Board, if a trustee, would have an obligation pursuant to the Municipal Conflict of Interest Act to disclose an interest in any offer, proposal, contract or other type of disposition of surplus real property of the Toronto Catholic District School Board, every such trustee, in addition to the statutory obligations, and employee, shall give written notice upon becoming aware of such interest, to the Secretary of the Toronto Catholic District School Board.

6. Where the Board established and approves a confidential reserve bid, as required by the Listed Sale Call Method of Disposal, the Deputy Director of Education shall have the authority to accept an offer to purchase provided that the offer to purchase is no less than the confidential reserve bid.

7. In the event of any conflict between the provision of this policy and the provisions of any other Board Policy, this Policy shall supersede.

## **Regulations:**

### **1. Definition of Terms**

a) **A Sale** shall mean any of the following:

- i) Transfer of freehold title upon payment of the total purchase price on closing;
- ii) Transfer of title with part payment in cash and the balance by mortgage;
- iii) By agreement, with part payment in cash and the balance due at a later date prior to transfer of freehold title;
- iv) Conveyance of real property by long term lease with, or without, an option to obtain freehold title upon payment of a price previously established, or to be negotiated;
- v) Exchange of real property.

b) **Real Property** shall mean block land, building lots, relocatable schools, administration buildings and all other forms of real estate, and shall include all rights which flow from its ownership.

c) **Public Offering** shall mean a public offering of real properties which shall be advertised in:



i) A local public newspaper (i.e., one or more of the Toronto Star, the Sun, or the Globe and Mail); and ii) A daily newspaper of the Canadian Construction Industry (i.e., the Daily Commercial News); iii) Other appropriate advertising media.

d) **Buyer Proposal Call** shall mean a publicly advertised indication of the Board's intent to sell, soliciting submissions for the purchase of specific real properties at prices and terms to be negotiated.

e) **Negotiated Sale Call** shall mean a publicly advertised offer requesting submissions to purchase specific real properties. An asking price and terms shall be stipulated, which may be negotiated.

f) **Listed Sale Call** shall mean a publicly advertised listing, either open or exclusive, of a specific property through a Real Estate Board Multiple Listing Service, or an individual registered real estate broker. The asking price and terms shall be specified and may be negotiated, subject to a confidential reserve price previously established by the Board.

g) **Other** shall mean any other method of disposing of real properties which the Board may choose to use from time to time upon the recommendation of the Administrative and Corporate Services Committee.

2. The Board's solicitor shall prepare a title search of the subject lands to verify the legal description and site dimensions, and to ensure that the title is free from any restrictions and to confirm that the Board is able to convey clear marketable title.

3. All Ontario Ministry of Education disposal procedures shall be initiated.

4. Where deemed appropriate, the Board may appoint a planning consultant to determine the development potential of the surplus property.

5. The Board shall appoint an accredited appraiser to determine the fair market value of the property. The appraisal report shall take into account the planning consultant's report, if applicable.

6. The Board may appoint other specialized consultants, if deemed necessary. These may include, but not be limited to, surveyors, financial consultants and engineers.

7. The Board shall request the approval of the Ministry of Education to dispose of surplus real property.

8. The Board shall request the Ministry of Education to waive the negative grant on the proceeds of the sale. In the event that the Ministry of Education does not waive the negative grant, a report shall be submitted to the Board prior to any further action being taken respecting the surplus real property.

9. Regulations 2 through 8 shall be completed prior to the Board entering into an agreement to dispose of the real property.

10. The method of sale to be used in the disposition of the surplus real property shall be recommended by staff and approved by the Board.

11. If the method of sale is to be other than a Listed Sale Call, Negotiated Sale Call, or a Buyer Proposal Call, staff will prepare a report for the Administrative and Corporate Services Committee detailing the alternative method and requesting approval for such. The method employed will give due consideration to the nature of the asset and the existing, as well as anticipated, market conditions.

12. Where the Listed Sale Call method is used to dispose of surplus real property, the Board shall establish a confidential reserve bid based on information contained in the appropriate consultant's reports.

13. A prospectus shall be prepared on each real property offered for sale. The prospectus shall be forwarded to each trustee and made available to all interested persons. The prospectus shall contain:

- a) Location and description of the real property concerned;
- b) An area map and site plan of the real property concerned;
- c) Instructions to potential purchasers on the procedures to be followed;
- d) Terms and conditions which may be acceptable to the Board;
- e) Current zoning;
- f) Current official plan designation;
- g) Potential development schemes based on a planner's analysis, if applicable, and dates for the last day for receipt of offer;
- h) The following statements:
  - i) that the real property shall be accepted in its present condition, which implies a knowledge of contours and subsoil conditions,
  - ii) that the onus is on the prospective purchaser to verify the accuracy of information provided,
  - iii) that the Board is not required to provide a survey,
  - iv) that when offers are received through registered real estate brokers, the Board will not pay real estate commissions until such time as the transaction is closed, or an agreement for sale is completed,
  - v) that the deposit amount of the successful proponent shall be forfeited to the Board if, through the fault of the bidder, the transaction is not completed,
  - vi) that the highest, or any, offer shall not necessarily be accepted,

vii) that a disclosure of principals shall be required to be submitted with the offer.

14. When the Board is utilizing a local newspaper for marketing a property, the advertisement shall be published not less than fifteen working days prior to the closing date, if any, and shall include:

- a) The method of sale;
- b) Location of the real property;
- c) A general description of the real property being offered for sale;
- d) The location and person to whom the proponent must submit his/her offer;
- e) The closing date and time, if applicable;
- f) Instructions for obtaining further information and/or a prospectus.

15. Where the Board specifies the closing date and time for the receipt of offers, all offers received shall be opened in public in the presence of no less than two of the following persons:

- a) Director of Education;
- b) Deputy Director of Business Services;
- c) Deputy Director of Education;
- d) The Chair of the Administrative and Corporate Services Committee, or delegate;
- e) Superintendent of Planning and Facilities;
- f) Coordinator of Planning and Facilities.

16. All offers received shall be reviewed by the Board's solicitor.

17. Prior to the presentation of offers to the Board, circulation of offers and reports thereon shall be limited to:

- a) Director of Education;
- b) Deputy Director of Business Services;
- c) Deputy Director of Education;
- d) Superintendent of Planning and Facilities;
- e) Coordinator of Planning and Facilities;
- f) Recording Secretary of the Board;
- g) Consultants as required.

18. Reports presented to the Board for consideration will contain a detailed analysis of each offer including the following information:

- a) Purchaser's Name;
- b) Agent;
- c) Terms and Conditions of Offer;
- d) Financial Considerations.

19. Original copies of each offer will only be available for inspection, upon request by individual trustees, as follows:

- a) At the Administrative and Corporate Services Committee meeting;
- b) In the Director of Education's office after the Administrative and Corporate Services Committee meeting and prior to the Board meeting.

20. Reports dealing with the sale of surplus real property will be dealt with at a special meeting of the Administrative and Corporate Services Committee which is no more than four days prior to any special or regular meeting of the Board at which the sale is to be considered.

21. Where the Board has established a date and time for the final receipt of offers, that date and time shall be a minimum of two days and a maximum of four days prior to the forty-eight-hour requirement for the receipt of agendas by trustees.

#### 22. Procedures Governing Disposal by Buyer Proposal Call

a) Real properties, which have been declared surplus by the Board shall be advertised in appropriate newspapers at an appropriate date which shall be no later than fifteen working days prior to the final date for the receipt of offers.

b) In addition to the general information, the advertisement shall include:

- i) The closing date, time, location and person to whom the proponent must submit his/her sealed offer to purchase;
- ii) The date, time and location for the opening of offers to purchase;
- iii) A statement that all offers shall remain irrevocable until 12:00 midnight the day following the regular or special meeting of the Board at which all offers will be considered.
- iv) Directions for obtaining further information;

#### 23. Procedures Governing Disposal By Negotiated Sale Call

a) Real properties, which have been declared surplus by the Board, shall be advertised in appropriate newspapers at an appropriate date which shall be no later than fifteen working days prior to the final date for receipt of offers to purchase.

b) In addition to the general information, the prospectus shall contain:

- i) The asking price for the property concerned;

- ii) The closing date, time, location and person to whom the proponent must submit his/her sealed offer to purchase;
- iii) The date, time and location for the opening of offers to purchase;
- iv) A statement that all offers shall remain irrevocable until 12:00 midnight the day following the regular or special meeting of the Board at which all offers will be considered;
- v) Directions for obtaining further information.

#### 24. Procedures Governing Disposal By Listed Sale Call

a) Real properties which have been declared surplus by the Board shall be offered for sale directly through the Real Estate Board Multiple Listing Service with the Board performing the functions of the listing broker or through a registered real estate broker.

b) When the Board utilizes the services of a registered real estate broker, the listing agreement can be either:

- i) Multiple Listing Agreement;
- ii) Exclusive Listing Agreement.

c) In addition to marketing the property through the Multiple Listing Service, the following methods of advertising can be used, when considered appropriate, to market the property:

- i) Real Estate News newspaper;
- ii) Local newspapers;
- iii) Direct Mail Solicitation;
- iv) Any other means of advertising considered appropriate.

d) Sufficient copies of the prospectus shall be supplied to real estate brokers and in addition to the general information, the prospectus shall include:

- i) The asking price for the property concerned;
- ii) Availability of possession in the case of a tenanted property;
- iii) Directions for obtaining further information.

#### 25. Procedures For Disposal By Other Means

a) The Board may wish to dispose of real property in a manner other than

- i) Buyer Proposal Call;
- ii) Negotiated Sale Call;
- iii) Listed Sale Call;

b) A detailed report shall be submitted through the Administrative and Corporate Services Committee to the Board for approval. The detailed report shall contain:

- i) The reason(s) for recommending the particular method of sale;
- ii) The procedures to be followed.

*BM, 18 Oct 84; BM p 108, Jan 80.*

## **Alternative Arrangements for School Facilities R.09**

<b>Date Approved:</b> January 20, 2000 – Board Meeting	<b>Dates of Amendment:</b>
<b>Cross Reference:</b>	

### **Background**

(1) A number of legislative provisions encourage school boards to consider alternate arrangements for the accommodation of elementary and secondary school pupils to the usual arrangement under which a school site is acquired and a stand-alone school is built on it.

(2) Ontario Regulation 20/98 provides that the education development charge background study contain:

6. A statement of the board's policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils estimated under paragraph 3 of section 7, without imposing education development charges, or with a reduction in such charges.

7. If a previous education development charge background study completed by the board included a statement under paragraph 6, a statement of how the policy referred to in the statement was implemented and, if it was not implemented, an explanation of why it was not implemented.

(3) Regulation 446/98 (Reserve Funds) permits a school board to utilize proceeds in the Pupil Accommodation Allocation Reserve Fund for the acquisition of "school sites that are acquired as part of transactions under which the board also acquires school buildings on the school sites".

(4) Section 210.1 of the *Municipal Act* authorizes municipalities and school boards to enter into arrangements under which they can provide for exemptions from taxation for municipal and school purposes of land or a portion of it that is “entirely occupied and used or intended for use for a service or function that may be provided by a “school board” or municipality”. It also authorizes an exemption to be given from municipal and education development charges in certain circumstances.

(5) The TCDSB recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These include a variety of acquisition strategies such as forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.

(6) The TCDSB’s record demonstrates this commitment:

	<b><u>AGENCIES INVOLVED</u></b>
· Humberwood Centre	<ul style="list-style-type: none"> <li>- TCDSB(elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (community centre)</li> <li>- Library Board (library branch)</li> </ul>
· Mary Ward Catholic Secondary School	<ul style="list-style-type: none"> <li>- TCDSB (secondary school)</li> <li>- City of Toronto (community centre)</li> </ul>
· Lakeshore Grounds Campus (future school(s)/recreation centre/park campus)	<ul style="list-style-type: none"> <li>- TCDSB (secondary &amp; if necessary, elementary school)</li> <li>- Humber College (Lakeshore Campus)</li> <li>- City of Toronto (recreation centre and park)</li> </ul>
· Railway Lands (future schools/park/ community centre campus)	<ul style="list-style-type: none"> <li>- TCDSB (elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (community centre and park)</li> </ul>
· Port Union Village (future schools/park campus)	<ul style="list-style-type: none"> <li>- TCDSB (elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (park)</li> </ul>

## **Policy**

The TCDSB will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the Regulations set out below.

## **Regulations**

- (1) The arrangement must be cost effective and advantageous for the TCDSB compared to other possible arrangements including an acquisition of a school site and the construction of a free standing building.
- (2) The arrangement shall comply with any guidelines issued by the Ministry of Education and Training.
- (3) The TCDSB may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.
- (4) The TCDSB shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils, and to ensure that its identity, ambience and integrity are preserved.
- (5) The facility shall have a separate entrance with the school name on the exterior of the school easily visible from the street."

## **School Sites - Operating Budget Surplus R.10**

### **Background**

(1) Section 9(1) paragraph 8 of O. Reg 20/98 (Education Development Charges - General) provides that an education development background charge study must contain:

8. A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

(2) It is therefore necessary that the review referred to in section 9(1) paragraph 8 be conducted annually as part of the process of setting the estimates.

(3) Under the General Legislative Grant Regulation, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites, thereby reducing the "growth related net education land cost" and the education development charge that may be levied by the TCDSB.

### **Policy**

Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the TCDSB in a fiscal year, the Board shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.



## **Regulations**

(1) If there is, or it appears that there will be a surplus in the operating budget, the Board shall pass a motion substantially as follows:

Whereas it appears that there has been or that there will be a surplus in the non-classroom part of the budget;

Moved that:

(i) The Board may designate an amount as available for the purpose of acquiring school sites by purchase, lease or otherwise;

(ii) The Board's reasons for so deciding are as follows:

[The Board may choose to direct some funds to the purchase of school sites or may decline to do so. Reasons for the decision should be included which indicate where the board will be directing the funds and its basic reasons for doing so. The purpose for this part of the motion is to ensure that a clear record of the board's decision and its reasons are available as part of the public record for inclusion in the education development charge background study. This is particularly necessary as evidence for the Ontario Municipal Board in the event of an appeal of the by-law.]

(2) If there is no surplus, or it appears that there will not be a surplus in the operating budget, no further action is required with respect to this Policy."

*BM p. 20 Jan 2000*



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: Real Property

POLICY NO: R. 01

<b>Date Approved:</b> January 26 2017	<b>Date of Next Review:</b> January 2022	<b>Dates of Amendments:</b>
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**Cross References:**

*Amending and Consolidating: R. 07 Expropriation of Real Property, R. 08 Disposal of Surplus Real Property, R. 10 School Sites—Operating Budget Surplus*

**Purpose:**

**This policy is intended to provide guidance to the Board with respect to the expropriation, disposition and leasing of Real Property.**

**Scope and Responsibility:**

**This policy applies to all school sites and other TCDSB property as well as TCDSB's ability to acquire additional property. The Director of Education is responsible for this policy with the support of the Planning and Development Services.**

**Alignment with MYSP:**

**Strengthening Public Confidence**

**Providing Stewardship of Resources**

**Policy:**

The TCDSB is committed to ensuring planning for school sites and other TCDSB property is developed in accordance with relevant legislation and in conjunction with the plans of municipal councils, other school boards and other authorities to achieve maximum service to the community.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: Real Property

POLICY NO: R. 01

**Regulations:**

**1. Expropriation of Real Property:**

- a. The Expropriations Act, R.S.O., 1990, C.E.26 defines the process requirements a school Board, as an expropriating authority, must adhere to.
- b. All expropriations are subject to Board approval.
- c. The procedure for hiring of consultants for expropriation such appraisers, surveyors, and real estate brokers follow the Board's Material Management procurement *Purchasing Policy FP01*.

**2. Disposal of Surplus Real Property:**

- a. The TCDSB shall dispose of surplus real properties in accordance with the requirements of section 194(3) of the *Education Act*.
- b. The TCDSB shall approve the method of disposition, sale or lease, and issue a proposal in accordance with *Ontario Regulation 444/98; Disposition of Surplus Property*, made under the Education Act.
- c. Should no offers in compliance with the *Ontario Regulation 444/98; Disposition of Surplus Property* be received, and subject to Ministry of Education approval, the TCDSB may proceed with the disposition of the property, at fair market value, to any other body or persons.
- d. All Purchase and Sale Agreements and/or Lease Agreements are subject to Board approval.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: Real Property

POLICY NO: R. 01

### 3. School Sites - Operating Budget Surplus:

- a. Section 9(1) paragraph 8 of O. Reg 20/98 (Education Development Charges - General) provides that an education development background charge study must contain:

A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

It is therefore necessary that the review referred to in section 9(1) paragraph 8 be conducted annually as part of the process of setting the estimates.

Under the **Grants for Student Needs**, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites, thereby reducing the "growth related net education land cost" and the education development charge that may be levied by the TCDSB.

- b. Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the TCDSB in a fiscal year, the Board shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.
- c. If there is, or it appears that there will be a surplus in the operating budget, the Board shall pass a motion substantially as follows:

Whereas it appears that there has been or that there will be a surplus in the non-classroom part of the budget;



**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME: Real Property**

**POLICY NO: R. 01**

d. Moved that:

(i) The Board may designate an amount as available for the purpose of acquiring school sites by purchase, lease or otherwise;

(ii) The Board's reasons for so deciding are as follows:

[The Board may choose to direct some funds to the purchase of school sites or may decline to do so. Reasons for the decision should be included which indicate where the board will be directing the funds and its basic reasons for doing so. The purpose for this part of the motion is to ensure that a clear record of the board's decision and its reasons are available as part of the public record for inclusion in the education development charge background study. This is particularly necessary as evidence for the Ontario Municipal Board in the event of an appeal of the by-law.]

c. If there is no surplus, or it appears that there will not be a surplus in the operating budget, no further action is required with respect to this Policy."

**Definitions:**

**Real Property** shall mean block land, building lots, relocatable schools, administration buildings and all other forms of real estate, and shall include all rights which flow from its ownership.

**A Sale** shall mean any of the following:

- i) Transfer of freehold title upon payment of the total purchase price on closing;
- ii) Transfer of title with part payment in cash and the balance by mortgage;
- iii) By agreement, with part payment in cash and the balance due at a later date prior to transfer of freehold title;



**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME: Real Property**

**POLICY NO: R. 01**

iv) Conveyance of real property by long term lease with, or without, an option to obtain freehold title upon payment of a price previously established, or to be negotiated;

v) Exchange of real property.

**Expropriation** is the forced purchase of land by a public authority from a private owner.

**Disposition** is the act of disposing; transferring to the care or possession of another. The parting with, alienation of, or giving up of property.

**Evaluation and Metrics:**

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

Development Services will continue to monitor and review the policy to ensure compliance with current Statutory and Regulatory requirements with respect to Real Property.



**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME: ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES**

**POLICY NO: R. 09**

<b>Date Approved:</b> January 20, 2000- Board	<b>Date of Next Review:</b> January 2022	<b>Dates of Amendments:</b> January 26, 2017
<b>Cross References:</b> <i>Real Property, R. 01</i>		

**Purpose:**

The purpose of this policy is to guide Senior Administration in the identification of partnerships that support Board priorities, within the specified requirements outlined in this policy.

**Scope and Responsibility:**

This policy applies to all school sites and other TCDSB property. The Director of Education is responsible for this property with the support of Planning and Development Services.

**Alignment with MYSP:**

**Strengthening Public Confidence**

**Fostering Student Achievement and Well-Being**

**Providing Stewardship of Resources**

**Policy:**

Legislative provisions encourage school boards to consider alternate arrangements for the accommodation of elementary and secondary school pupils to the usual arrangement under which a school site is acquired and a stand-alone school is built on it.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES

POLICY NO: R. 09

## Regulations

1. Ontario Regulation 20/98 provides that the education development charge background study contain:

6. A statement of the board's policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils estimated under paragraph 3 of section 7, without imposing education development charges, or with a reduction in such charges.

7. If a previous education development charge background study completed by the board included a statement under paragraph 6, a statement of how the policy referred to in the statement was implemented and, if it was not implemented, an explanation of why it was not implemented.

**Paragraph referencing Regulation 446/98 (Reserve Funds) removed as it was revoked on September 15, 2010.**

2. Section 210.1 of the *Municipal Act* authorizes municipalities and school boards to enter into arrangements under which they can provide for exemptions from taxation for municipal and school purposes of land or a portion of it that is "entirely occupied and used or intended for use for a service or function that may be provided by a "school board" or municipality". It also authorizes an exemption to be given from municipal and education development charges in certain circumstances.
3. The TCDSB recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These include a variety of acquisition strategies such as





**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME: ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES**

**POLICY NO: R. 09**

forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.

4. The TCDSB's record demonstrates this commitment:

	<b><u>AGENCIES INVOLVED</u></b>
· Humberwood Centre	<ul style="list-style-type: none"> <li>- TCDSB(elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (community centre)</li> <li>- Library Board (library branch)</li> </ul>
· Mary Ward Catholic Secondary School	<ul style="list-style-type: none"> <li>- TCDSB (secondary school)</li> <li>- City of Toronto (community centre)</li> </ul>
· Lakeshore Grounds Campus (future school(s)/recreation centre/park campus)	<ul style="list-style-type: none"> <li>- TCDSB (secondary &amp; if necessary, elementary school)</li> <li>- Humber College (Lakeshore Campus)</li> <li>- City of Toronto (recreation centre and park)</li> </ul>
· Railway Lands (future schools/park/ community centre campus)	<ul style="list-style-type: none"> <li>- TCDSB (elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (community centre and park)</li> </ul>
· Port Union Village (future schools/park campus)	<ul style="list-style-type: none"> <li>- TCDSB (elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (park)</li> </ul>

5. The TCDSB will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the procedures set out below.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES

POLICY NO: R. 09

- a. The arrangement must be cost effective and advantageous for the TCDSB compared to other possible arrangements including an acquisition of a school site and the construction of a freestanding building.
- b. The arrangement shall comply with any guidelines issued by the **Ministry of Education**. The TCDSB may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.
- c. The TCDSB shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils, and to ensure that its identity, ambience and integrity are preserved.
- d. The facility shall have a separate entrance with the school name on the exterior of the school easily visible from the street."

#### **Evaluation and Metrics:**

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

**Development Services will continue to monitor and review the policy to ensure compliance with current Statutory and Regulatory requirements with respect to Real Property.**

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REPORT TO

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

**LIQUOR WAIVER FOR STAFF SOCIAL AT SENATOR  
O'CONNOR**

*Isaiah 65:8 Thus says the Lord: "As the new wine is found in the cluster, and they say, 'Do not destroy it, for there is a blessing in it,' so I will do for my servants' sake, and not destroy them all.*

**Created, Draft**

May 23, 2017

**First Tabling**

May 31, 2017

**Review**

[Click here to enter a review date](#)

Angela Kennedy, Trustee Ward 11

**RECOMMENDATION REPORT**

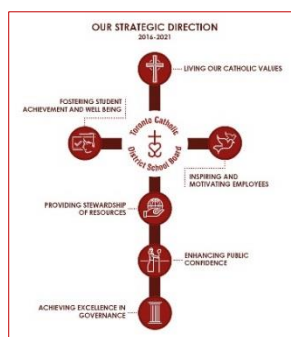
**Vision:**

*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.*



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 Angela Kennedy that the Staff at Senator O'Connor is planning an event at Senator O'Connor Estate House on Thursday, June 15, 2017

**B. PURPOSE**

A request was received from Tracey Parish to serve alcohol at the Staff Social event, from 3:00pm – 7:00pm on Thursday, June 15, 2017

**C. BACKGROUND**

Notification was received from Angela Kennedy to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at Senator O'Connor on Thursday June 15, 2017, for the Staff Social event.

**D. STAFF RECOMMENDATION**

Staff recommends that this report be presented for the action of the Board.



REPORT TO

REGULAR BOARD

## NON-RESIDENT VISA STUDENT FEES FOR SEPTEMBER 2017

*“The LORD is my light and my salvation; whom shall I fear? The LORD is the strength of my life; of whom shall I be afraid?”*

***Psalm 27:1***

Created, Draft	First Tabling	Review
April 6, 2017	May 31, 2017	<a href="#">Click here to enter a date.</a>

D. de Souza, Coordinator of Grants & Ministry Reporting  
A. Mazzucco, Program Coordinator, Continuing Education  
N. D’Avella, Superintendent of Student Success  
P. De Cock, Comptroller of Business Services & Finance

### RECOMMENDATION REPORT

#### **Vision:**

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R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

This report recommends that the Toronto Catholic District School Board (TCDSB) maintain the fees for Non-Resident VISA students to match the rates established by the Toronto District School Board (TDSB). TCDSB does not receive any provincial grants for Non-Resident Visa students and TDSB is expected to keep its fees for 2017-18 unchanged from 2016-17 at this time.

Business Services staff recommends maintaining TCDSB's fees of \$12,500 and \$14,000 respectively to match the TDSB fees of \$12,500 elementary and \$14,000 secondary. It is anticipated that the Toronto Catholic District School Board (TCDSB) will continue to remain competitive and attractive to Non-Resident VISA students for September 2017.

## **B. PURPOSE**

To set the TCDSB Non-Resident VISA student fees for the 2017-18 school year, enhance recruitment efforts and remain competitive with our co-terminus school board, the Toronto District School Board.

## **C. BACKGROUND**

The Committee of the Whole Board during the meeting scheduled for March 2002, approved a motion requesting staff to prepare an annual report on the setting of Non-Resident VISA student fees.

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

1. In March 2000, the Ministry of Education announced the Regulation made under the Education Act, "Calculation of fees for non-residents" for the 2000-01 school year. The regulation pertaining to the charging of tuition fees to Visa students does not set a maximum ceiling on how high the fees should be set, only a required minimum fee since the board does not receive any grants for Visa students. In 2002, the board raised TCDSB fees to achieve relative parity with its co-terminus counterpart for September 2003 and requested annual updates of any changes that occurred with the surrounding boards.

The following is a comparison of Visa Students Fees charged by boards in the GTA:

Note	GTA School Boards	Elementary		
		Sep-15	Sep-16	Sep-17
1	Dufferin-Peel CDSB	\$11,000	\$11,000	\$11,000
2	Durham CDSB	\$12,200	\$12,200	\$12,200
3	Durham DSB	\$12,400	\$12,700	\$13,000
4	Halton DSB	\$12,500	\$13,000	\$13,000
5	Halton CDSB	\$12,000	\$12,500	\$12,500
6	Peel DSB	n/a	n/a	n/a
7	Toronto DSB	\$12,500	\$12,500	\$12,500
8	Toronto CDSB	\$12,500	\$12,500	\$12,500
9	York Region DSB	\$12,000	\$12,000	\$12,000
10	York Region CDSB	\$12,000	\$12,000	\$12,000

Note	GTA School Boards	Secondary		
		Sep-15	Sep-16	Sep-17
1	Dufferin-Peel CDSB	\$13,000	\$13,000	\$13,000
2	Durham CDSB	\$13,300	\$13,300	\$13,300
3	Durham DSB	\$13,600	\$13,900	\$14,200
4	Halton DSB	\$13,500	\$13,500	\$14,000
5	Halton CDSB	\$13,000	\$13,000	\$13,500
6	Peel DSB	\$13,500	\$14,000	\$14,000
7	Toronto DSB	\$14,000	\$14,000	\$14,000
8	Toronto CDSB	\$14,000	\$14,000	\$14,000
9	York Region DSB	\$13,000	\$13,000	\$13,750
10	York Region CDSB	\$13,750	\$13,200	\$13,200

## NOTES:

- 1 Plus \$250 admin fee, no health insurance, no housing services
- 2 Plus \$250 admin fee, no health insurance, no housing services
- 3 No health insurance, no housing services
- 4 Plus \$325 admin fee, no health insurance, no housing services
- 5 Plus \$300 admin fee, no health insurance, no housing services
- 6 Not available for students under 14 years old; \$540 mandatory health insurance; optional MLI or Nacel homestay/meals services
- 7 Plus \$200 admin fee, Includes health insurance, no housing services
- 8 Plus \$200 admin fee, mandatory insurance at an additional cost of \$500 per year
- 9 Plus \$300 admin fee; health insurance extra \$450 for 1 year, housing services extra (\$300 admin fee, \$500 security deposit, \$11550 10 month accommodation, \$1500 custodianship per year)
- 10 Plus \$200 admin fee for new students and \$100 for returning students; mandatory health insurance (\$450 for 1 year), no housing services

The Ministry of Education's Grants for Student Needs (GSNs) requires a minimum VISA tuition fee charge of \$10,662 for elementary and \$11,544 for secondary.

In 2001, Ministry of Education officials were contacted and their opinion sought. They verbally replied that the regulations on Non-resident students allowed boards to charge up to what the market would bear. In this case, for 2017, the market in Toronto could bear up to \$12,500 for an elementary visa student and \$14,000 for a secondary visa student as can be seen by the Toronto District School Board's fees. In order to continue our recruitment efforts and to continue to remain competitive, TCDSB establishes its fees at the same level as the co-terminus school board.

## **E. STAFF RECOMMENDATION**

That the fees for Non-Resident VISA students for September 2017 for Toronto Catholic District School board be maintained at the same level as the fees established by the TDSB of \$12,500 elementary and \$14,000 secondary as follows:

<b><u>Panel</u></b>	<b><u>Yearly Fee</u></b>	<b><u>Pro-Rated Fee</u></b>
Elementary	\$12,500	or \$1,250 per month
Secondary (under 21)	\$14,000	or \$1,400 per month
Secondary (over 21-Fraser)	\$14,000	or \$1,500 per additional course

In the event TDSB or surrounding boards increase/decrease their fees for the 2017/2018 school year, TCDSB staff will reevaluate and recommend a new tuition fee.





REPORT TO

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

**PROPOSED INTERIM SCHOOL NAME FOR  
CONSOLIDATION: ST. BRUNO – ST. RAYMOND**

*"AND WE KNOW THAT IN ALL THINGS GOD WORKS FOR THE GOOD OF THOSE WHO LOVE HIM, WHO HAVE BEEN CALLED ACCORDING TO HIS PURPOSE." ROMANS 8:28*

Created, Draft	First Tabling	Review
May 23, 2017	May 31, 2017	

John Wujek – Superintendent of Education, Area 5

**RECOMMENDATION REPORT**

**Vision:**

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R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

On May 18, 2016, the Board received approval from the Ministry of Education (EDU) for School Consolidation Capital (SCC) and Full Day Kindergarten (FDK) for the construction of a 350 pupil place new elementary school to consolidate the student populations of St. Raymond Catholic School and St. Bruno Catholic School.

Expected timelines for demolition and construction of the new school facility at 270 Barton Avenue will be approximately 2-3 years. During that time, the consolidated population of the schools will attend the current St. Bruno site located at 402 Melita Crescent. The process for re-naming the newly built school will take place within the consolidated school community in anticipation of construction completion.

*The cumulative staff time dedicated to developing this report is 5 hours.*

## **B. PURPOSE**

1. The interim name of the consolidated school is St. Bruno – St. Raymond. This was the result of consultations that followed Board Policy S.07 School Names.

## **C. BACKGROUND**

1. As the school communities move through the consolidation process, many actions will be undertaken to ensure a smooth transition to a temporary site throughout the construction phase. It is important to honour the histories and traditions of both communities as they will soon become united under one roof. In anticipation of this, both schools have been deliberate in participating in school activities together including dances, Walk-a-thon fund raisers and joint parent council activities.

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

1. The Catholic School Parent Councils (CSPC) of both St. Bruno and St. Raymond discussed the interim name of *St. Bruno-St. Raymond Catholic School* that was offered and agreed that it was appropriate.
2. The pastors of the two parishes St. Mary of the Angels (St. Bruno) and St. Peter (St. Raymond) are in agreement that this would be a suitable interim name. Both parishes have pledged to remain active in the consolidated school over the coming years.
3. At a recent joint meeting of teachers from the two schools, the new interim name was met with approval.
4. The Office of the Cardinal was contacted and the interim school name of St. Bruno-St. Raymond Catholic School was approved given it maintains previously approved school names.
5. The local Trustee Ward 9 and the school Superintendent have also signaled their support for the new name.

## **E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Once the interim school name is approved officially by the Board of Trustees, supporting forms, platforms, signage will be adjusted accordingly. The interim school name will also be used as a platform to continue to inform the community-at-large of the new school being built in the Christie Pits community.

## **F. STAFF RECOMMENDATION**

Staff recommends that the Board of Trustees approve the interim name of the consolidated school as St. Bruno – St. Raymond Catholic School.

**STUDENT ACHIEVEMENT AND WELL BEING  
PENDING LIST AS OF MAY 31, 2017**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	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
2	Oct-16 Student Achievement	Oct -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
3	Feb-17 Regular Board	Nov-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
4	May-17 Student Achievement		Student Achievement	Legal Opinion on whether Trustees advancing their political careers could create a potential conflict of interest	Legal Counsel
5	May-17 Student Achievement	SEPT-17	Student Achievement	Report regarding proposed protocol on how to deal with matters dealing with reputational damages to TCDSB and an appropriate element of timing as it relates to informing Trustees	Associate Director Academic Affairs