

# CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE REGULAR MEETING Public Session

**AGENDA  
JUNE 8, 2017**

**Jo-Ann Davis, Chair**  
Trustee Ward 9

**Maria Rizzo, Vice Chair**  
Trustee Ward 5

**Ann Andrachuk**  
Trustee Ward 2

**Patrizia Bottoni**  
Trustee Ward 4

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Rhea Carlisle**  
Student Trustee

**Michael Del Grande**  
Trustee Ward 7

**Angela Kennedy**  
Trustee Ward 11

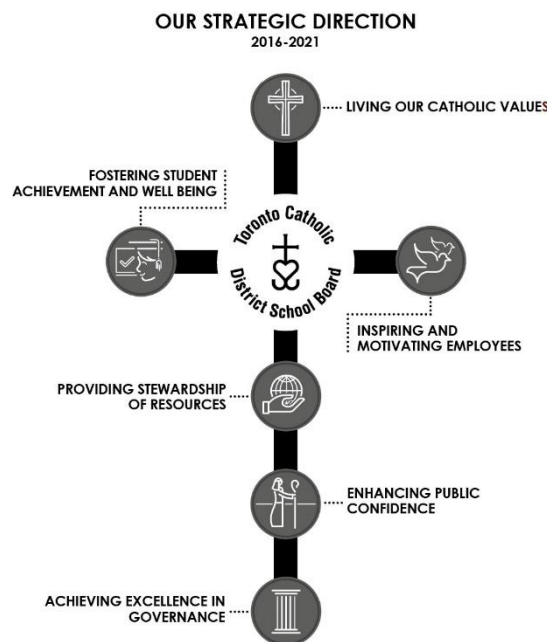
**Joseph Martino**  
Trustee Ward 1

**Sal Piccininni**  
Trustee Ward 3

**Barbara Poplawski**  
Trustee Ward 10

**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 CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE**

The Corporate Services, Strategic Planning and Property Committee shall have responsibility for considering matters pertaining to:

- (a) Business services including procurement, pupil transportation risk management/insurance and quarterly financial reporting
- (b) Facilities (buildings and other), including capital planning, construction, custodial services, design, maintenance, naming of schools, enrolment projections and use permits
- (c) Information Technology including, computer and management information services
- (d) Financial matters within the areas of responsibility of the Corporate Services, Strategic Planning and Property Committee including budget development
- (e) Policy development and revision in the areas of responsibility of the Corporate Services, Strategic Planning and Property Committee
- (f) Policies relating to the effective stewardship of board resources in the specific areas of real estate and property planning, facilities renewal and development, financial planning and information technology
- (g) The annual operational and capital budgets along with the financial goals and objectives are aligned with the Board's multi-year strategic plan
- (h) Any matter referred to the Corporate Services, Strategic Planning and Property Committee by the Board
- (i) Intergovernmental affairs and relations with other outside organizations
- (j) Advocacy and political action
- (k) Partnership development and community relations
- (l) Annual strategic planning review and design

## **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 CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE**

## **PUBLIC SESSION**

**Jo-Ann Davis, Chair**

**Maria Rizzo, Vice-Chair**

Thursday, June 8, 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 and 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 March 9, 2017 for Public Session.	1 - 16
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9.i	Ian Armour representative from All Saints Catholic School, regarding Proposed Changes for Seocndary School Admissions	25
9.j	Victor Cappella representative from All Saints Catholic School, regarding Boundaries for All Saints	26
<b>10.</b>	<b>Presentation</b>	
<b>11.</b>	<b>Notices of Motion</b>	
<b>12.</b>	<b>Consent and Review</b>	
<b>13.</b>	<b>Unfinished Business</b>	
<b>14.</b>	<b>Matters referred or deferred</b>	
<b>15.</b>	<b>Staff Reports</b>	
15.a	Results of Stakeholder Consultations on the Draft Parent Charter of Rights and Draft Student Charter of Rights - URGENT	27 - 59
15.b	Capital Program 2017 Update (All Wards)	60 - 68
15.c	Status Update Regarding Secondary School Design Standards (All Wards)	69 - 73
15.d	City of Toronto Childcare Financial Support Agreement (All Wards)	74 - 82
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Wards)

15.f	Delegating of Authority for Approval of Summer Projects 2017	91 - 94
15.g	St. Paschal Baylon Catholic School Capital Project Additional Ministry Funding (Ward 5)	95 - 103
15.h	Consultation Results: Proposed Draft Changes to the Secondary School Admissions Policy	104 - 125
15.i	Follow-up Report regarding Diana Gonzalez' Delegation, representative of the Catholic School Parent Committee, St. Brigid Catholic School - Heritage Languages (To Be Distributed)	
15.j	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)	126 - 153
15.k	Verbal Update on the School Resource Officer (SRO) Program at TCDSB Secondary Schools	
16.	<b>Listing of Communications</b>	
17.	<b>Inquiries and Miscellaneous</b>	
18.	<b>Updating of the Pending List</b>	154
19.	<b>Resolve into FULL BOARD to Rise and Report</b>	
20.	<b>Closing Prayer</b>	
21.	<b>Adjournment</b>	

**MINUTES OF THE REGULAR MEETING OF THE  
CORPORATE SERVICES, STRATEGIC PLANNING  
AND PROPERTY COMMITTEE**

**HELD MARCH 9, 2017**

**PUBLIC SESSION**

**PRESENT:**

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

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

A. Robertson, Parliamentarian

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

#### 4) **Roll Call and Apologies**

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

#### 5) **Approval of the Agenda**

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that the Agenda, as amended, with the Addendum, be approved.

Results of the Vote taken, as follows:

#### **In favour**

#### **Opposed**

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

The Motion was declared

**CARRIED**

## 6) Report from Private Session

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

Results of the Vote taken, as follows:

### In favour

### Opposed

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

The Motion was declared

CARRIED

The meeting continued in PUBLIC Session with Trustee Davis in the Chair.

## 7) Declaration of Interest

Trustee Kennedy declared an interest in Item 14b) Financial Report as at December 2016 as her family member is an employee of the Board. Trustee Kennedy indicated that she would neither vote nor participate in the discussion of the item.

## 8) Approval and Signing of the Minutes

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held February 15, 2017 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

### In favour

### Opposed

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

The Motion was declared

CARRIED

## 9) Delegations

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that Item 9a) be adopted as follows:

- 9a) Louise Kolanko regarding the Attendance Boundaries for St. Gregory, Nativity of our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows Catholic Schools – received.**

Results of the Vote taken, as follows:

### In favour

### Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that Item 9b) be adopted as follows:

- 9b) Sandi Carvalho regarding the Attendance Boundaries for St. Gregory, Nativity of our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows Catholic Schools – received.**

Results of the Vote taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

**CARRIED**

**12) Consent and Review**

The Chair reviewed the Order Paper Items and the following items were questioned.

Item 14a)	Trustee Piccininni
Item 14b)	Trustee Rizzo
Item 15a)	Trustee Andrachuk
Items 15b & 15c)	Trustee Poplawski

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

Results of the Vote taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

CARRIED



**MATTERS AS CAPTURED IN THE ABOVE MOTION – ITEMS NOT QUESTIONED**

- Item 16a) Jenny Mboutsiadis, President and Spokesperson of Glen Park Community Association, regarding the Attendance Boundary Reviews for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows Catholic Schools- – received.
- Item 16b) Melissa Giglio regarding the Proposed St. Gregory Boundary Changes – received.
- Item 16c) Albert and Carmela Giardini regarding the Proposed St. Gregory Catholic School Boundary Review – received.
- Item 16d) Mark Schmidt regarding the Proposed Boundary Change for St. Gregory Catholic School – received.
- Item 16e) Andrew and Anne Zur regarding the Status Quo Boundary for St. Gregory Catholic School – received.
- Item 16f) Lisa Schmidt regarding the Status Quo Boundary for St. Gregory Catholic School – received.
- Item 16g) Elizabeth Bozek regarding the Attendance Boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows Catholic Schools – received.
- Item 16h) Gloria and Vlado Vujeva regarding the St. Gregory Catholic School Boundary Review – received.
- Item 16i) Joanna Whittaker regarding the Boundary Change for St. Gregory Catholic School – received.
- Item 16j) Liliana Stoicescu regarding the Status Quo Boundary for St. Gregory Catholic School – received.
- Item 16k) Lora Hilb regarding the Attendance Boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini and Our Lady of Sorrows Catholic Schools – received.

#### **14) Matters Referred or Deferred**

MOVED by Trustee Piccininni, seconded by Trustee Martino, that Item 14a) be adopted as follows:

**14a) Report regarding Status Update regarding Interior Air Temperature in Non-Air Conditioned Schools (ALL WARDS)** that this report be included as part of the April 2017 report on the Heat Protocol.

Results of the Vote taken, as follows:

#### **In favour**

#### **Opposed**

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

The Motion was declared

**CARRIED**

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

MOVED by Trustee Rizzo, seconded by Trustee Poplawski, that Item 14b) be adopted as follows:

**14b) Financial Report as at December, 2016 – received.**

Results of the Vote taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

**CARRIED**

Trustee Kennedy returned to the meeting.

## 15) Staff Reports

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

- 15a) Our Lady of Sorrows Catholic School Ward 2 Canada 150 Community Infrastructure Funding** that the Board approve the Contribution Agreement for funding of \$304,193 under the Canada 150 Community Infrastructure Program for the improvement of the sports field at Our Lady of Sorrow Catholic School – received.

Results of the Vote taken, as follows:

### In favour

### Opposed

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

**CARRIED**

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

- 15b) School Cash Online –Survey Results (To Be Distributed)**  
**&**  
**15c) Report regarding School Cash Online – Survey School Cash Online – Survey Results** that the TCDSB embark on the implementation of the School Cash Online suite using scenario #3 enhanced with credit card option, provided in Section F, and that the addition of alternative payment options be considered at a later date upon further review of annual operational costs - received

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

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

Time for business expired and was extended by unanimous consent for five minutes as per Article 12.6.

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

**In favour**

Trustees Andrachuk  
 Bottoni  
 Crawford  
 Kennedy  
 Poplawski

**Opposed**

D'Amico  
 Davis  
 Del Grande  
 Rizzo

The Amendment was declared

CARRIED

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

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

**In favour**

Trustees     Bottoni  
                  D'Amico  
                  Del Grande  
                  Rizzo

**Opposed**

Andrachuk  
 Crawford  
 Davis  
 Kennedy  
 Poplawski

The Amendment was declared

LOST

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

**In favour**

Trustees     Andrachuk  
                  Crawford  
                  Kennedy

**Opposed**

Bottoni  
 D'Amico  
 Davis

Poplawski

Del Grande  
Rizzo

The Motion, as amended, was declared

LOST

**19) Resolve into FULL BOARD to Rise and Report**

MOVED by Trustee Poplawski, seconded by Trustee Kennedy, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

CARRIED

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

Results of the Vote taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

CARRIED



**21) Adjournment**

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

CARRIED

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SECRETARY

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CHAIR



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING  
RECORDED

For Board Use  
Only

Delegation No. \_\_\_\_\_

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

Name	Jane Mercer	
Committee	Corporate Affairs Strategic Planning and Property	
Date of Presentation	6/8/2017	
Topic of Presentation	Child Care in TCDSB	
Topic or Issue	City of Toronto Childcare Financial Support Agreement	
Details	N/A	
Action Requested	N/A	
I am here as a delegation to speak only on my own behalf		
I am an official representative of the Catholic School Parent Committee (CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization	Yes Toronto Coalition for Better Child Care	
Submittal Date	5/9/2017	



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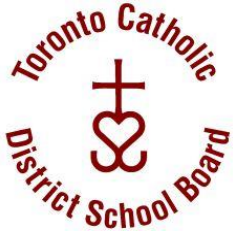
Delegation No. \_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Maria Del Rizzo	
Committee	Corporate Affairs Strategic Planning and Property	
Date of Presentation	6/8/2017	
Topic of Presentation	Field at MPSJ	
Topic or Issue	Field at MPSJ	
Details	Need for a new field	
Action Requested	Support for a new track and field (funding)	
I am here as a delegation to speak only on my own behalf		
I am an official representative of the Catholic School Parent Committee (CSPC)	Yes Michael Power/St Joseph Treasurer	
I am an official representative of student government	Michael Power/St Joseph	
I am here as a spokesperson for another group or organization		
Submittal Date	6/1/2017	



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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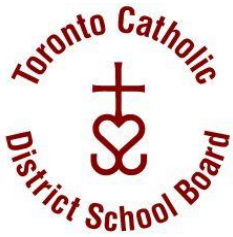
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Delegation No. \_\_\_\_\_

- [ ] Public Session  
[ ] Private Session  
[ ] Three (3) Minutes

Name	Basilio Nucara		
Committee	Corporate Affairs Strategic Planning and Property		
Date of Presentation	6/8/2017		
Topic of Presentation	Proposed Draft Changes to Secondary School Admission Policy		
Topic or Issue	Fixed attendance boundaries; direction of grade 8 students to a single co-educational secondary school; accessibility of special programs; impact to students from All Saints and surrounding schools		
Details	<p>To express strong opposition to the subject proposed draft changes. Under this proposal, students from All Saints would be relegated to Blessed Archbishop Romero (BAR) as a single co-ed option. Neither the location nor profile of this school meets the needs and expectations of families in the communities of All Saints and surrounding schools. Many families such as ours decided to reside in this area of Etobicoke in order o access specific elementary schools feeding specific secondary schools. BAR has a significantly inferior academic profile with few special programs available, relative to current options. The prospect of being accepted into special programs at other more attractive schools would seem unlikely, based on space, as these schools are already oversubscribed. Accessibility of BAR via public transit, student safety, ability to achieve desired placement in postsecondary institutions, and negative impact to residential property values represent additional major concerns. Adoption of this proposed policy change will force families such as ours to consider options outside TCDSB.</p>		
Action Requested	We are in critical need of a strong academic secondary school option with a diverse selection of specialty programs in central Etobicoke. A new school or acquisition of Scarlett Heights Entrepreneurial Academy from TDSB would be desirable options. Until such options are made available, leave current placement policies unchanged for Etobicoke.		
I am here as a delegation to speak only on my own behalf	Yes		
I am an official representative of the Catholic School Parent Committee (CSPC)			
I am an official representative of student government			
I am here as a spokesperson for another group or organization			
Submittal Date	5/30/2017		



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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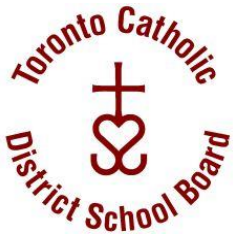
Delegation No. \_\_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Jennifer Di Francesco
Committee	Corporate Affairs Strategic Planning and Property
Date of Presentation	6/8/2017
Topic of Presentation	High-school Boundaries
Topic or Issue	The boundaries for entrance to Secondary School's in Etobicoke might be changed.
Details	Parents will be forced to send they're child to a school they don't want them to attend and the ability to make a different choice will be taken away. We do not want are children sent to another high school so the board can make up for lost attendance at that school.
Action Requested	St. Eugene parents do not want this change. Michael Power is our school and it should stay that way. We do not want our kids to go to St. Basils or any of the boundaries to be changed in Etobicoke.
Submittal Date	5/30/2017



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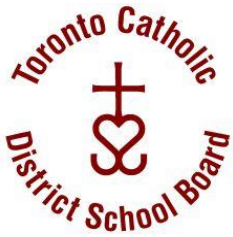
Delegation No. \_\_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Jennifer Carey	
Committee	Corporate Affairs Strategic Planning and Property	
Date of Presentation	6/8/2017	
Topic of Presentation	Urgent Capital Funding Needed for Holy Angels C.S.	
Topic or Issue	Holy Angels is overcrowded and funding is needed to build a new, bigger school.	
Details	To ease the current overcrowding and to deal with the projected yearly increases in enrolment, we are asking the board to put our school at the top of its capital priorities list for Ministry funding in order to build a new school.	
Action Requested	We are asking the TCDSB to make Holy Angels C.S. #1 on the capital priorities list.	
I am here as a delegation to speak only on my own behalf		
I am an official representative of the Catholic School Parent Committee (CSPC)	Yes Holy Angels Member	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
Submittal Date	5/31/2017	



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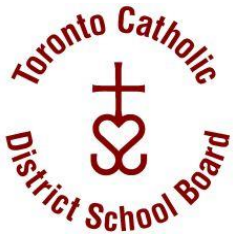
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Delegation No. \_\_\_\_\_

- [ ] Public Session  
[ ] Private Session  
[ ] Three (3) Minutes

Name	Justin Di Ciano	
Committee	Regular / Special Board	
Date of Presentation	6/8/2017	
Topic of Presentation	In support of Holy Angels' need for a new school	
Topic or Issue	Supporting a new school for Holy Angels	
Details	Supporting a new school for Holy Angels	
Action Requested	Speaker	
I am here as a delegation to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Parent Committee (CSPC)	No	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
Submittal Date	6/1/2017	



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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Delegation No. \_\_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Kejsi Musta, Sarah Zewdu	
Committee	Corporate Affairs Strategic Planning and Property	
Date of Presentation	6/8/2017	
Topic of Presentation	Secondary School Admission Policy Change	
Topic or Issue	Secondary School Admission Policy Change	
Details	Choices in Highschool Admission	
Action Requested	Choice of secondary school	
I am here as a delegation to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Parent Committee (CSPC)		
I am an official representative of student government	br>	
I am here as a spokesperson for another group or organization		
Submittal Date	6/1/2017	





## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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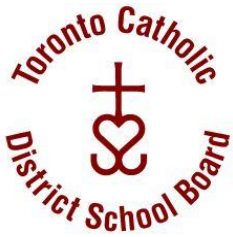
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Delegation No. \_\_\_\_\_

- [ ] Public Session  
[ ] Private Session  
[ ] Three (3) Minutes

Name	ervin musta	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	6/8/2017	
Topic of Presentation	secondary school admission policy	
Topic or Issue	secondary school admission policy	
Details	choice in secondary school	
Action Requested	choice in secondary schools with special programs	
I am here as a delegation to speak only on my own behalf		
I am an official representative of the Catholic School Parent Committee (CSPC)	Yes All Saints	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
Submittal Date	6/1/2017	



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

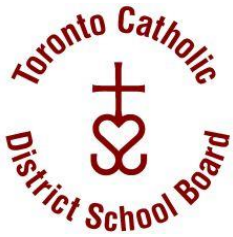
Delegation No. \_\_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Ian Armour	
Committee	Corporate Affairs Strategic Planning and Property	
Date of Presentation	6/8/2017	
Topic of Presentation	Proposed Changes for Secondary School Admissions	
Topic or Issue	Proposed Changes for Secondary School Admissions	
Details	*Lack of communication and rushed nature of the proposal * *limited choice *concerns with safety *concerns with academic standing of proposed new school *concerns with splitting the community of All Saints Parish	
Action Requested	*vote against the proposal *delay the proposal until adequate time for parent and community feedback & input	
I am here as a delegation to speak only on my own behalf	Ye	
I am an official representative of the Catholic School Parent Committee (CSPC)	No All Saints	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
Submittal Date	6/1/2017	



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. \_\_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Victor Cappella	
Committee	Regular / Special Board	
Date of Presentation	6/8/2017	
Topic of Presentation	boundaries for All Saints	
Topic or Issue	High School Bishop Romero	
Details	Not a desirable school	
Action Requested	To leave the boundaries as they are and give access to all children to Bishop Allen	
I am here as a delegation to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Parent Committee (CSPC)	All Saints	
I am an official representative of student government	/TR>	
I am here as a spokesperson for another group or organization		
Submittal Date	6/2/2017	



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	<a href="#">Click here to enter a date.</a>

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

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### CAPITAL PROGRAM 2017 UPDATE (ALL WARDS)

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

Created, Draft	First Tabling	Review
May 29, 2017	June 8, 2017	
D. Friesen, Senior Coordinator, Capital Development M. Farrell, Coordinator, Materials Management P. de Cock, Comptroller, Business Services A. Della Mora, D. Yack, J. Shanahan, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell Superintendents of Learning, Student Achievement and Well-Being M. Puccetti, Superintendent of Facilities Services		
<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 updates the Board on the status of the Capital Program and additional funding that the Ministry of Education has approved to address unique site conditions that exist in the City of Toronto.

Phases 1 and 2 of the Capital Program are complete, except for minor remedial work underway with estimated costs totalling \$775,623.00. Appendix A provides the updated project costs and funding for Phases 3 to 8, currently in various stages from consultant selection through to construction.

Appendix B provides a summary of additional funding approved to date for various types of unique site costs, including chiefly storm water management, removal of hazardous materials, poor soils, difficult site grading, third storey premium for small sites, Toronto Green Standards and Green Roof By-law.

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

## **B. PURPOSE**

1. On September 17, 2015, the Corporate Services, Strategic Planning and Property Committee received a report on the status of the Capital Program approving recommendations that:
  - (i) *That the Director of Education submit a detailed budget for Board approval for each Capital project prior to tendering; and*
  - (ii) *That the Director of Education submit a request to the Ministry of Education for additional funding for each Capital project to cover all costs.*
2. This report provides an update on the status of the Capital program, including a summary of project budget approvals and additional funding approved by the Ministry of Education (EDU).

## **C. BACKGROUND**

1. The Board's current Capital Program, commencing in 2008, consists of 8 phases of work, funded from Ministry grants, Board Proceeds of Disposition (POD) and Development levies/contributions as follows:

<b>Phase</b>	<b># of Projects</b>	<b>Description</b>	<b>Primary Funding Source</b>	<b>Status</b>
1	16	Elementary school additions	EDU Primary Class Size (PCS), Enrolment Pressures (EP)	Complete
2	6	New Elementary Schools	EDU EP, New Pupil Places (NPP)	Complete/ remedial work underway
3a	64	FDK Years 1-3	EDU FDK Grant	Complete
3b	5	3 New Elementary/ 2 Secondary Schools	EDU 2011 Capital Priorities Grant (CPG)	2 under construction/ 3 in development
4	8	2 New Elementary Schools/ 6 Additions to replace portables	EDU 2013-15 CPG/ Board Proceeds of Disposition (POD)	4 under construction/ 2 ready to tender/ 2 in site acquisition
5a	42	Elementary school retrofits for FDK Year 4 (2013)	EDU FDK Grant	Complete
5b	33	Elementary school additions and retrofits for FDK Year 5 (2014)	EDU FDK Grant	Complete
6	1	Joint Community Centre/Catholic School/Public School	Development Levies	Tender award
7	4	Replacement Schools 3 Elementary/ 1 Secondary	EDU 2015-16 CPG/ School Consolidation Capital (SCC)	4 in Consultant selection/ 1 in design
8a	36	Retrofit existing child cares to toddler/infant	EDU Schools-First Grant	Phase I-III Complete; Phase IV tender
8b	6	EDU funded Child Care 3 retrofits/ 3 additions	EDU Child Care Capital (B11)	1 in design/ 5 in consultant selection
8c	6	City funded Child Care 3 retrofits/ 3 additions	City of Toronto	3 in design/ 3 in consultant selection

2. The report presented to the Corporate Services, Strategic Planning and Property Committee on September 17, 2015, outlined changes in Ministry policies regarding benchmark costs and Proceeds of Disposition POD as follows:
  - (i) Prior to 2014, school boards were able to use POD the bridge the gap between the Ministry benchmark funding and actual project costs (Phases 1 and 2 of the TCDSB Capital Program). Ministry Approval to Proceed to tender (ATP) now requires that project costs do not exceed the Ministry benchmark cost (Phase 3 onward);
  - (ii) The Ministry recognizes that there are site specific costs that are not included in the construction standard outlined in the *Report from the Expert Panel on Capital Standards* on which the benchmark funding is based. The Ministry will provide additional funding for these site specific costs upon review of a detailed cost estimate. This additional funding must be approved prior to requesting ATP;
  - (iii) Memorandum B13 issued by the Ministry in June 2015 outlined changes in the allowed use of POD, effective September 1, 2016, restricting its use to repair and replacement of components within existing schools. Use of POD for other purposes, such as construction of new space must be approved by the Minister and submitted through the Capital Priorities;
  - (iv) Previous approvals to use POD for additions and new schools (Phase 4) are not affected by the POD policy change and remain valid.

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

1. The total project value of the Board's Capital Program, Phases 2008 – 2017 is **\$496,547,437**, including studies, standards development and demolition, broken down as by Phase as follows:

Phase 1 (16 Additions)	\$ 61,652,200
Phase 2 (6 New Schools)	\$ 64,159,026
FDK Years 1-3	\$ 5,475,279
Phase 3 (5 New Schools)	\$112,686,823
Phase 4 (2 New, 6 Additions)	\$ 83,824,449
Phase 5a (FDK Year 4)	\$ 9,683,289



Phase 5b (FDK Year 5)	\$ 34,703,015
Phase 6 (Railway Lands)	\$ 19,624,176
Phase 7 (4 New Schools)	\$ 72,696,665
Phase 8 (Child Care)	\$ 26,293,659
Demolition	\$ 4,137,911
Studies	\$ 1,610,946
<b>Total</b>	<b>\$496,547,437</b>
<b>Total Completed</b>	<b>\$194,758,796</b>

2. The total project value of the Board's active (in progress) Capital projects is **\$301,788,641**.

3. The funding for the Board's Capital Program, Phases 1-8, is summarized as follows:

Ministry of Education Grants	\$387,421,016
Education Development Charges	\$ 29,263,369
Other Contributions (Development Levies, City of Toronto, etc.)	\$ 37,487,581
Proceeds of Disposition	\$ 35,952,627
Deficit Requiring Additional EDU Funding Approval	(\$ 6,422,844)

4. Refer to Appendix A for a detailed breakdown of Phases 3-8, active projects.
5. Refer to Appendix B for a summary by project of additional funding received and pending from the Ministry of Education for unique site costs, including storm water management, removal of hazardous materials, poor soils, difficult site grading, third storey premium for small sites, Toronto Green Standard and green roof by-law.
6. The Board's Capital Program has resulted in the removal of 198 portables from the system since 2008, with a further 108 to be removed upon completion of Phases 3 - 7.

## **E. METRICS AND ACCOUNTABILITY**

1. Capital project budgets are monitored through the Board's financial systems and audit processes and financial status is reported to the Ministry of Education twice a year through the Capital Asset Project Template.
2. Since 2010, all Capital project supervisors employed by the Board have been trained architects with experience in construction contract administration. The supervisors understand the construction process and related construction contract legal implications, resulting in a reduction in construction related legal claims against the Board. It has also resulted in a high level of quality control of both design and construction.
3. All Capital Project Supervisor salaries are charged to the Capital projects budgets on which they work, with the cost ranging for 0.8% to 3% of the project budget, depending on the size of the project.
4. Other costs such as legal fees and site acquisition that fall outside of the Capital funding benchmark are charged to Education Development Charges, if eligible, or submitted to the Ministry as unique site-related costs.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

**APPENDIX A CAPITAL PLAN SUMMARY - MAY 2017**

School/Project Name	Project Description	Current Project Budget/Cost	Total EDU Funding	OTHER (NON-EDU) FUNDING			Total Project Funding	Funding Surplus/ (Shortfall)
				EDC Funded Costs	Other (City, Development Levies, etc.)	EDU Approved Board POD		
<b>Phase 1 - 16 Additions</b>	<b>Final Cost</b>	<b>\$61,652,200</b>	<b>\$61,750,493</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$61,750,493</b>	<b>\$98,293</b>
Phase 2 Sub-total	6 New Schools	\$63,113,632	\$63,883,572	\$567,204	\$0	\$0	\$64,450,776	\$1,337,144
Ph 2 Additional Work	correction of design/warranty issues	\$1,045,394	\$775,623	\$111,357	\$200,000	\$0	\$1,086,980	\$41,586
<b>Phase 2 - 6 New Schools</b>	<b>Final Cost</b>	<b>\$64,159,026</b>	<b>\$63,883,572</b>	<b>\$678,561</b>	<b>\$200,000</b>	<b>\$0</b>	<b>\$64,762,133</b>	<b>\$603,107</b>
<b>Phase 3a FDK Years 1 - 3 - Retrofits</b>	<b>Final Cost</b>	<b>\$5,475,279</b>	<b>\$5,475,279</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$5,475,279</b>	<b>\$0</b>
<b>Phase 3b</b>	<b>2011 Capital Priorities</b>						<b>\$0</b>	<b>\$0</b>
Monsignor Fraser/ Redemption Reintegration	93 pp Addition to 2900 Midland	\$2,208,967	\$0		\$2,208,967		\$2,208,967	\$0
The Holy Trinity	536 pp Elementary School to replace Christ the King/ St. Teresa	\$13,087,179	\$10,770,174	\$2,317,005			\$13,087,179	\$0
St. Joseph Morrow Park	798 pp Replacement Grade 9-12 Girls School @ 500 Cummer; not incl. demolition costs	\$32,008,648	\$21,396,870	\$9,311,823			\$30,708,693	(\$1,299,955)
Dante Alighieri/ Villa Charities Joint Facility	1300 pp Replacement Secondary School with VCI Community Centre; Project Cost for TCDSB share only	\$34,497,751	\$32,818,951	\$1,281,944	\$396,856		\$34,497,751	\$0
St. John the Evangelist	598 pp Elementary Replacement school and 36 space City-funded child care centre; plus superculvert	\$18,748,825	\$12,299,165	\$4,665,843	\$2,598,152		\$19,563,160	\$814,335
St. Simon	542 pp Elementary Replacement school @ former Melody PS site	\$12,135,453	\$11,543,063	\$592,390			\$12,135,453	\$0
<b>Phase 3 Total</b>		<b>\$112,686,823</b>	<b>\$88,828,223</b>	<b>\$18,169,005</b>	<b>\$5,203,975</b>	<b>\$0</b>	<b>\$112,201,203</b>	<b>(\$485,620)</b>
<b>Phase 4</b>	<b>2013-2015 Capital Priorities/FDK-Expanded Additions</b>						<b>\$0</b>	<b>\$0</b>
St. Margaret	642 pp Elementary Replacement school; includes feasibility studies	\$14,912,154	\$1,996,520	\$700,000	\$596,314	\$10,090,315	\$13,383,149	(\$1,529,005)
St. Fidelis	+ 2 child care rooms; includes feasibility study	\$15,007,117	\$13,726,750	\$460,143			\$14,186,893	(\$820,224)
St. Malachy	Expanded Addition - 2 FDK + 5 Classrooms	\$3,964,743	\$3,964,743				\$3,964,743	(\$0)
Our Lady of Wisdom	Expanded Addition; 3 FDK + Sp.Ed. + Library	\$3,899,980	\$2,975,509			\$924,471	\$3,899,980	(\$0)
St. Paschal Baylon - Ph 2	404 pp Addition - 16 classrooms, 4 Sp. Ed + Gym, Library, Admin.	\$13,791,511	\$2,157,209			\$11,634,302	\$13,791,511	\$0
St. Ursula	46 pp Addition - 2 Classrooms + Admin, Library + renos to create 2 FDK	\$3,013,889	\$1,701,538			\$1,312,351	\$3,013,889	\$0
St. Eugene	294 pp Addition - 3 FDK + 9 Classroom + Gym + SRG upgrades	\$8,674,961	\$1,803,872			\$7,628,602	\$9,432,474	\$757,513
St. Victor	239 pp Addition - 3 FDK + 8 Classrooms	\$5,810,406	\$1,891,844			\$4,362,586	\$6,254,430	\$444,024
St. Augustine - Phase 2	115 pp Addition - 5 classrooms + gym + renos to create 3 childcare rooms	\$7,925,052	\$5,984,312				\$5,984,312	(\$1,940,740)
St. Clement	Gym, Library + renos for 3 childcare rooms	\$6,824,635	\$6,824,635				\$6,824,635	\$0
<b>Phase 4 Total</b>		<b>\$83,824,449</b>	<b>\$43,026,931</b>	<b>\$1,160,143</b>	<b>\$596,314</b>	<b>\$35,952,627</b>	<b>\$80,736,016</b>	<b>(\$3,088,433)</b>
<b>Phase 5a - FDK Year 4 Retrofits - Final Cost</b>		<b>\$9,683,289</b>	<b>\$9,683,289</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,683,289</b>	<b>\$0</b>
Year 5 FDK-Only Simple Additions - Final Cost		\$25,211,419	\$25,208,303	\$0	\$3,116	\$0	\$25,211,419	(\$0)
FDK Year 5 Retrofits - Final Cost		\$9,491,595	\$9,491,595	\$0	\$0	\$0	\$9,491,595	\$0
<b>Phase 5b - FDK Year 5 Retrofits &amp; Small Additions - Final Cost</b>		<b>\$34,703,015</b>	<b>\$34,699,898</b>	<b>\$0</b>	<b>\$3,116</b>	<b>\$0</b>	<b>\$34,703,014</b>	<b>(\$0)</b>
<b>Phase 6</b>	<b>Development Funded Projects</b>							
Railway Lands - Block 31	500 pp Elementary School joint facility with TDSB and City of Toronto	\$19,624,176	\$0	\$0	\$19,624,176	\$0	\$19,624,176	\$0
<b>Phase 7</b>	<b>2015/2016 Capital Priorities</b>							
Blessed Cardinal Newman	1110 pp Replacement Secondary School - project budget n/i site acquisition and demo;	\$33,704,421	\$30,404,421	\$2,300,000			\$32,704,421	(\$1,000,000)
St. Leo/ St. Louis Consolidation	536 pp Elementary School @ St. Leo + child care (3 rooms)	\$13,386,058	\$11,847,794	\$1,338,264			\$13,186,058	(\$200,000)
St. Raymond/ St. Bruno Consolidation	350 pp Elementary School @ St. Raymond + child care (3 rooms)	\$10,844,447	\$9,494,256				\$9,494,256	(\$1,350,191)
St. Antoine Daniel	Replacement School + child care (5 rooms)	\$14,761,739	\$13,220,104	\$1,341,635			\$14,561,739	(\$200,000)
<b>Total Phase 7</b>		<b>\$72,696,665</b>	<b>\$64,966,575</b>	<b>\$4,979,899</b>	<b>\$0</b>	<b>\$0</b>	<b>\$69,946,474</b>	<b>(\$2,750,191)</b>

**APPENDIX A CAPITAL PLAN SUMMARY - MAY 2017**

			Total EDU Funding	OTHER (NON-EDU) FUNDING			Total Project Funding	Funding Surplus/ (Shortfall)
School/Project Name	Project Description	Current Project Budget/Cost		EDC Funded Costs	Other (City, Development Levies, etc.)	EDU Approved Board POD		
<b>Phase 8 Child Care</b>								
<b>Child Care Additions/Retrofits (not part of larger Capital projects)</b>								
<b>8a. Schools-FirstChild Care Retrofits Total</b>		<b>\$3,600,900</b>	<b>\$3,600,900</b>				<b>\$3,600,900</b>	<b>\$0</b>
<b>8b. Ministry Capital Funded Child Care Additions/Retrofits</b>								
Regina Mundi @ Dante Child Care	Renovate Arts wing into 1 infant room, 2 toddler rooms and 3 preschool rooms to replace VCI child care	\$2,047,510	\$1,577,510		\$470,000		\$2,047,510	\$0
Holy Family	Child Care Retrofit 3 rooms	\$794,068	\$794,068				\$794,068	\$0
Nativity of Our Lord	Child Care Addition 5 rooms	\$2,571,267	\$2,571,267				\$2,571,267	\$0
St. Albert	Child Care Addition 5 rooms	\$2,571,267	\$2,571,267				\$2,571,267	\$0
St. John Vianney	Child Care Retrofit 3 rooms	\$771,380	\$771,380				\$771,380	\$0
St. Thomas Aquinas	Child Care Addition 5 rooms	\$2,571,267	\$2,571,267				\$2,571,267	\$0
<b>8c. City of Toronto Funded Child Care Additions/Retrofits</b>								
St. Columba	Retrofit existing classrooms into 49 space child care centre	\$1,422,000	\$22,000		\$1,400,000		\$1,422,000	\$0
St. Maurice	Retrofit existing classrooms into 49 space child care centre	\$1,422,000	\$22,000		\$1,400,000		\$1,422,000	\$0
St. Stephen	Retrofit existing classrooms into 49 space child care centre	\$1,422,000	\$22,000		\$1,400,000		\$1,422,000	\$0
St. Bartholomew	Addition - 49 space child care centre	\$2,600,000	\$0		\$2,600,000		\$2,600,000	\$0
St. Barnabas	Addition - 49 space child care centre	\$2,600,000	\$0		\$2,600,000		\$2,600,000	\$0
St. Roch	Addition toddler/infant rooms to ex. preschool child care	\$1,900,000	\$0		\$1,900,000		\$1,900,000	\$0
<b>Total Child Care</b>		<b>\$26,293,659</b>	<b>\$14,523,659</b>	<b>\$0</b>	<b>\$11,770,000</b>	<b>\$0</b>	<b>\$26,293,659</b>	<b>\$0</b>
<b>Total Demolition</b>		<b>\$4,137,911</b>	<b>\$176,636</b>	<b>\$3,161,275</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,337,911</b>	<b>(\$800,000)</b>
<b>Studies</b>								
St. Joseph Morrow Park	Feasibility Studies for Blessed Trinity site & 3 storey school on Cummer site	\$899,229	\$0	\$899,229			\$899,229	\$0
Blessed Cardinal Newman	Feasibility Study for the Construct 1110pp Replacement School	\$54,756	\$54,756				\$54,756	\$0
Loretto Abbey	Feasibility Study	\$166,787	\$166,787				\$166,787	\$0
FDK Playground Survey	Principal Survey for FDK Playground Improvements	\$0	\$0				\$0	\$0
St. John, St. Andrew, Precious Blood	Studies 3 Schools	\$68,497	\$68,497				\$68,497	\$0
Accessibility Inventory	Ministry Accessibility Calculator	\$0	\$0				\$0	\$0
St. Leo site expansion	Feasibility Study	\$38,264	\$0	\$38,264			\$38,264	\$0
St. Matthias/ Holy Redeemer/ OLO	Feasibility Study for SCC submission	\$14,098	\$14,098				\$14,098	\$0
St. John Paul II	Feasibility Study	\$22,323	\$22,323				\$22,323	\$0
St. Joseph Wellesley/ St. Michael's College/ Basilians	Feasibility Study - joint venture	\$176,992	\$0	\$176,992			\$176,992	\$0
Secondary School Design Manual	Update secondary school design standards to 21st century	\$90,000	\$0		\$90,000		\$90,000	\$0
Net Zero Study	Benchmark TCDSB schools, set targets for path to Net Zero Energy	\$80,000	\$80,000				\$80,000	\$0
<b>Total Studies</b>		<b>\$1,610,946</b>	<b>\$406,461</b>	<b>\$1,114,485</b>	<b>\$90,000</b>	<b>\$0</b>	<b>\$1,610,946</b>	<b>\$0</b>
<b>Total Capital Program Budgets/ Costs</b>		<b>\$496,547,437</b>	<b>\$387,421,016</b>	<b>\$29,263,369</b>	<b>\$37,487,581</b>	<b>\$35,952,627</b>	<b>\$490,124,593</b>	<b>(\$6,422,844)</b>
Completed Projects Value		\$194,758,796						
<b>Total Current Project Value</b>		<b>\$301,788,641</b>						

## APPENDIX B

## Capital Program Phases 3 and 4 Summary of Ministry Funding for Unique Site Costs

29-May-17

School Name	The Holy Trinity	St. Simon	St. Victor	St. Paschal Baylon	St. Eugene	St. Ursula	St. Clement	St. John the Evangelist	Total Approved	St. Augustine	St. Joseph Morrow Park	Total Pending
Unique Site Cost Funding Items Requested:	Approved									Pending		
Site Plan Approval/PPR Municipal Fees	100% EDC	-		0	0			100% EDC	-		100% EDC	-
Removal of Material/Trees/Shrubs/Debris From Site	100% EDC	-	-	0	0			100% EDC	-		100% EDC	-
Tree Protection	100% EDC	-	-	0	0			100% EDC	-		100% EDC	-
Strip & Store Topsoil	100% EDC	-	-	0	0			100% EDC	-		100% EDC	-
Additional Excavation/Fill/Foundation Depth Poor Soils	100% EDC	134,072	136,894	201,255	568,010	23,591	185,931	100% EDC	1,249,753	123,205	100% EDC	123,205
Rough Grading/Retaining walls/exterior ramps	100% EDC	33,829	-	0	0	65,508		100% EDC	99,337	90,375	100% EDC	90,375
Storm Water System Including Retention Tanks, swales	100% EDC	70,107	148,132	173,672	175,915		247,227	100% EDC	815,053	342,860	100% EDC	342,860
Off-Site Municipal Upgrades (sidewalk, etc.)	100% EDC		61,296			49,780	28,605	100% EDC	139,681		100% EDC	-
Studies- Traffic, Arborist, Archeological, etc.	100% EDC	16,713		31,963	7,966		10,216	100% EDC	66,858	12,978	100% EDC	12,978
Building Demolition	100% EDC	317,420	-					100% EDC	317,420		100% EDC	-
Site Prep Related Hazardous Materials	100% EDC	6,641	-					100% EDC	6,641		100% EDC	-
New/Relocated Services to Site (Elec, Water, FO)	100% EDC	26,001	125,657		109,311			100% EDC	260,969	260,773	100% EDC	260,773
Temporary Services to Site	100% EDC	21,374						100% EDC	21,374		100% EDC	-
TCDSB Project Supervisor Cost Related to Site Prep	100% EDC	-		0				100% EDC	-		100% EDC	-
Consulting Fees Related to Site Prep	100% EDC	-	51,727	0	56,852			100% EDC	108,579	23,732	100% EDC	23,732
New Vehicular Drop-off/Internal Roadway	-	-		426,007				100% EDC	426,007	398,914	100% EDC	398,914
New/Relocated Water/Sanitary/Storm Service to Building	-	-		0	0	37,370	240,076	100% EDC	277,446		100% EDC	-
New Gas Service Property Line to Building	-	-		0	0			100% EDC	-		100% EDC	-
Demolition/Alterations/Abatement to connect addition	-	-	113,398	160,391	203,083	101,568	66,200	NA	644,640	163,098	100% EDC	163,098
TCDSB Supervisor	-	-		0	0			100% EDC	-		100% EDC	-
Fees/Permits Related to Other Unique Site Costs	-	-	9,926	33,970	30,740		107,500	100% EDC	182,136	5,647	100% EDC	5,647
Green Roof/Cash in Lieu	128,600	179,800	48,015	172,650	67,099			130,560	726,724		536,340	536,340
Garbage enclosure/ Screen fencing/Bike storage	20,403			43,929	17,367	7,359		29,422	118,480	28,094	50,774	78,868
Bird Friendly Glass/Operable Windows		25,029	11,238	36,778	30,648	24,819	12,259	166,051	306,822	9,547	110,537	120,084
Tree Replacment on Site and/or cash in Lieu	16,616		5,619	15,715	1,277	14,141	3,500		56,868	35,989	13,076	49,065
Other extraordinary landscaping requirements	62,946	113,648							176,594		469,221	469,221
Consulting Fees/Municipal Permits				15,417	6,475			30,864	52,756		61,010	61,010
TCDSB Supervisor				0				0	-			-
3 or 4 Storey Premium	207,005	-	-					477,087	684,092			-
Premium for Difficult/Restricted/Small Site	82,276	-	-	0	0				82,276			-
Contingency Allowance							73,414		73,414	72,643	58,997	131,640
Post-Tender Changes due to Unique Site Issues		286,305		845,461					1,131,766			-
<b>Total Unique Site Costs</b>	<b>\$517,846</b>	<b>\$1,230,939</b>	<b>\$711,901</b>	<b>\$2,157,208</b>	<b>\$1,274,742</b>	<b>\$324,136</b>	<b>\$974,928</b>	<b>\$833,984</b>	<b>\$8,025,683</b>	<b>\$1,567,855</b>	<b>\$1,299,955</b>	<b>\$2,867,810</b>



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### STATUS UPDATE REGARDING SECONDARY SCHOOL DESIGN STANDARDS (ALL WARDS)

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

Created, Draft	First Tabling	Review
May 30, 2017	June 8, 2017	

D. Friesen, Senior Coordinator, Capital Development  
A. Della Mora, D. Yack, J. Shanahan, G. Grant, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell  
Superintendents of Learning, Student Achievement and Well-Being  
L. DiMarco, Superintendent, Curriculum Leadership & Innovation, ICT  
N. D'Avella, Superintendent, Student Success  
M. Puccetti, Superintendent of Facilities Services

### INFORMATION REPORT

#### Vision:

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

#### Mission:

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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 information to the Board on the progress of the preparation of a new TCDSB Secondary School Design Manual. This manual will update the current Secondary School Standard to reflect the Board's 21<sup>st</sup> Century Learning Principles and provide guidance to designers to ensure that new secondary school facilities consistently support TCDSB learning objectives, while also reflecting the culture of individual school communities, and remaining flexible enough to adapt to future technologies.

Funding has been made available from the unrestricted portion of the Board/Developer contribution agreement reserve to engage CS&P Architects to undertake consultation with all stakeholders, review strategic planning work completed by the Board, identify spatial arrangements and relationships, materials, resources, equipment and technology required to support the Board's learning objectives, and from this information prepare design principles to provide a framework for detailed design guidelines. Detailed design briefs will be prepared for each academic and support area, to be compiled in the new Secondary School Design Manual.

The success of the secondary school design standards initiative is reliant on receiving fulsome and comprehensive feedback from senior staff, curriculum leaders as well as other key stakeholders including students and parents. The first phase of consultation and information gathering is currently underway and will include a visioning session for all stakeholders once the new Director of Education is in place.

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

## **B. BACKGROUND**

1. In September 2006, with revisions in January 2007, as a result of their design work for Percy Johnson Catholic Secondary School, ZAS Architects produced a TCDSB Secondary Design Standards manual, including typical room layout drawings and "room data sheets."
2. In June 2010, the Ministry of Education (EDU) released a report from the Expert Panel on Capital Standards entitled "*Building Our Schools, Building Our Future*". This report was a precursor to the EDU's Space Plan Template. The Space Plan Template dictates the acceptable area benchmarks for new elementary and secondary school and major additions based on the approved number of pupil places. The report also indicated the types and



sizes of rooms that would be considered included in the instructional and ancillary spaces.

3. On May 13, 2013, the Board approved a 21<sup>st</sup> Century Learning Five Year Action Plan, supporting the guiding principle that “*The TCDSB will continue to invest in technology aimed at enabling and supporting 21<sup>st</sup> Century Learning.*” The following essential elements were determined to be required to enact this principle:
  - (i) Adequate network infrastructure;
  - (ii) Investment in mobile technology instead of desktop computers;
  - (iii) Wifi in all schools and promotion of “Bring Your Own Device,” with the vision that all school spaces, including corridors, alcoves and exterior spaces can be locations for student engagement and learning;
  - (iv) Reduction of fixed, built-in elements in teaching spaces to allow flexibility of configuration and easy transition to other technologies as they evolve.
4. With the above-noted developments, The Ministry Space Plan Template and the Board’s 21st Century Learning Principles, the current Secondary School Design Standard is outdated. In fact, the concept of a prescriptive “standard” is contrary to the 21st Century reality of evolving technology. At the same time, designers need guidance to ensure that school facilities consistently support the TCDSB learning objectives across the Board, while also reflecting the culture of individual school communities, and remaining flexible enough to adapt to future technologies.

## **C. ACTION PLAN**

1. On October 20, 2016, Associated Directors’ Council approved the appointment of CS&P Architects to undertake consultation with all stakeholders to prepare a 21<sup>st</sup> Century TCDSB Secondary School Design Manual that meets the needs of current and future teaching and learning strategies and technologies.
2. CS&P Architects recently completed a similar secondary school design manual development exercise for the Hamilton-Wentworth District School Board. They have completed a large portfolio of secondary schools in the GTA and they are the architects for the new Dante Alighieri Academy/Villa Charities joint facility. With an OTG of 1300 pupil places, this school represents a fairly typical secondary school size offering a complete range of



programs. With the consultation to date on the Dante program, CS&P Architects are well positioned to leverage this preliminary work in the development of a Secondary School Design Manual for the TCDSB.

3. CS&P Architects has proposed a process for the completion of the Secondary School Design Manual, comprising three phases as follows:
  - (i) Information gathering, stakeholder consultations;
  - (ii) Data processing & preparation of design principles;
  - (iii) Preparation of detailed design manual providing performance based design briefs for each academic and support area.

A key feature of this proposal is intensive consultation, including visioning sessions and focus groups, with curriculum leaders, trustees, students, parents and administrative and operational staff.

4. A principals' secondary school standards workshop was held in April 2016, facilitated by Capital staff and a number of architects who have completed secondary school designs. Notes from the workshop, detailing principals' brainstorming about the requirements for various teaching spaces, have been provided to the consultant. While principals' input is helpful, in depth focus group sessions with curriculum leaders who are actually teaching and working in these spaces is the next critical step.
5. A kick-off meeting with the consultant and senior academic and facilities staff was held on November 28, 2016. Composition of and general format for focus groups was discussed and Superintendents of Curriculum Leadership & Innovation and Student Success (Secondary) have been compiling names of key curriculum leaders to participate in educators' focus groups.

## **D. METRICS AND ACCOUNTABILITY**

Consulting fees for the Secondary School Design Manual are being funded from the unrestricted portion of the Board/Developer contribution agreement reserve. There will also be some costs for supply teachers to enable curriculum leaders to participate in focus groups and incidental costs for workshops and visioning sessions.

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

1. Full engagement of senior academic staff is necessary for the success of this initiative, including identifying and providing support for participation of teachers who are leaders and innovators in their fields.
2. Other focus groups will include students, parents, operations and maintenance staff, union and health and safety representatives and administrators. The consultant has also proposed individual conversations with Trustees and with the Director to talk about their vision and priorities for the future of the Board's secondary schools.
3. An overall visioning session will be held to inspire all stakeholders with a review of examples from other schools around the world, including not only secondary schools but universities and colleges as well.
4. Long Term Program Plan recommendations for the Board's secondary schools will need to be considered, particularly implementation and/or expansion of programs such as SSHM (Specialist High Skills Major), STEM (Science/ Technology/Engineering/Mathematics), STEAM (Science/ Technology /Engineering/Arts/Mathematics), International Baccalaureate Diploma and Hospitality.
5. Planning for the first focus group session with curriculum leaders is underway, to take place in the early fall.
6. With the retirement of the current Director of Education, it is suggested that visioning sessions and discussions begin in earnest in September 2017 when the new Director is in place.
7. With lessons learned from consultation with academic staff the for two current secondary school projects (St. Joseph Morrow Park and Dante Alighieri), the timing is very appropriate for the development of a new Secondary School Design Manual prior to finalizing the design development for Dante and to beginning design of the newly funded Blessed Cardinal Newman replacement school.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### CITY OF TORONTO CHILD CARE FINANCIAL SUPPORT AGREEMENT (ALL WARDS)

*“Start children off on the way they should go, and even when they are old they will not turn from it.” Proverbs 22:6 (NIV)*

Created, Draft	First Tabling	Review
April 20, 2017	May 11, 2017	<a href="#">Click here to enter a date.</a>

L. Gallagher, Senior Manager Real Property  
M. Loberto, Senior Coordinator of Development Services  
K. Malcolm, Superintendent of Education  
M. Silva, Comptroller Planning & Development Services

### RECOMMENDATION REPORT

#### Vision:

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C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

In the recent City of Toronto Budget Committee deliberations Toronto Children's Services had made a recommendation, to the City of Toronto Budget Committee, to cancel the child care occupancy cost Financial Agreement with School Boards, which would have a significant negative impact on TCDSB and other School Boards operational budgets. School Boards would be required to charge rent/occupancy cost recovery directly to the child care operators. That would have resulted in increased child care fees to parents who pay full and partial fees, and destabilize childcare centres. A letter signed by the Chair of the Board and the Director of Education, dated January 11, 2017, was sent to the Chair of the City Budget Committee expressing concerns and opposition of the proposed cancellation of the child care occupancy cost Financial Agreement with School Boards.

On February 6, 2017 Mayor John Tory announced, during a press conference, that the City of Toronto has rejected the proposal to eliminate occupancy grants in 2017.

This report recommends that child care operators be advised of the potential increase in rent, effective January 1, 2018, in accordance with the terms of the existing lease.

## **B. PURPOSE**

To review the impact of the proposed City of Toronto cancellation, effective December 31, 2017, of the child care occupancy cost Financial Agreement with TCDSB and other School Boards.

## **C. BACKGROUND**

1. The City of Toronto and TCDSB entered into a Financial Agreement, dated September 1, 1998 and amended January 1, 2000, whereby the City agreed to pay directly to TCDSB, the occupancy costs owing, by child care tenant operators, in specified TCDSB schools.

2. The Board receives, from the City of Toronto, quarterly child care occupancy cost payments, for an annual total of \$736,245.96, based on \$6.11 per square foot. The Board's 2015-2016 average operating occupancy cost was \$10.50 per sq.ft. If that rate is applied to those child care tenants, currently included in the City Financial Agreement, it would result in an annual operating cost recovery of \$1,014,212.00. Therefore the Board is currently subsidizing the operational costs of child care centres, with educational dollars, in an amount of approximately \$277,966.00 annually.
3. There are currently 43 child care tenants/school locations included within the City Financial Agreement and 4 child care tenants/school locations that pay the occupancy costs directly to the Board as the City did not want to include them to the Financial Agreement. All child care tenants have entered into lease agreements with TCDSB.
4. The current occupancy costs (additional rent) paid by the City under the Child Care Financial Agreement is \$6.11 per square foot. That rate has remained unchanged since 2006. Under a provision in the Financial Agreement the Board may make a formal request to the City of Toronto, for consideration of an occupancy cost increase, prior to September 1<sup>st</sup> in any given year. In accordance with an August 23, 2006 Board resolution a request was submitted to the City of Toronto Children's Services to increase the child care occupancy costs, from \$6.11 per square foot to \$6.88 per square foot, to more accurately reflect actual operating expenses at that time. The City advised that it lacked sufficient funds to increase the child care occupancy cost rate.
5. Under the terms of the Financial Agreement with the City the Board can not apply a rental surcharge to those Child Care operations, included in the Agreement, in order to recover the Board's actual average operating cost per square foot.
6. The Board receives, from the City of Toronto, quarterly child care occupancy cost payments, for an annual total of \$736,245.96, based on \$6.11 per square foot.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. In a letter, dated December 6, 2016, Toronto Children's Services advised the Board that due to significant funding pressures, in its 2017 operating budget, Children's Services was recommending, to the City of Toronto Budget Committee, to cancel the child care occupancy cost Financial Agreement with School Boards. If approved by Council the termination would have been effective July 1, 2017. Toronto Children's Services indicates that the child care operators would have to assume the responsibility for the occupancy costs, as determined by each School Board, and directly pay the School Boards these costs.
2. On February 6, 2017 Mayor John Tory announced, during a press conference, that the City of Toronto has rejected the proposal to eliminate occupancy grants in 2017.
3. In a recent conference call with Toronto Children's Services and TDSB City Staff reminded both School Boards that Toronto City Council recommended, at their Executive Committee meeting of February 7, 2017, to reinstate, **for 2017 only**, the grant funding for occupancy costs in child care centres located in the 4 district school boards to enable the City to enter into discussion with the Province on the inclusion of childcare occupancy costs in the Provincial funding formula. Toronto Children's Services advised that the occupancy cost funding to school boards will end December 31, 2017. Relevant Minutes of that City Council meeting are attached to this report as *Appendix "A"*.
4. City of Toronto conveyed its decisions to the Minister of Education and recommended that the City Manager start discussions with Provincial counterparts to review and develop a funding formula in order to fully fund the occupancy costs of child cares operating in Schools. A Committee representing an expert panel was established to review school boards occupancy costs and have met just once in March 2017. No representatives from TDSB or TCDSB were included in this Committee. It is not known if a new Provincial funding formula, to cover the occupancy costs of childcares operating in schools, will be in effect prior to the City of Toronto terminating the occupancy cost Financial Agreement with School Boards effective December 31, 2017.

5. Under the terms of the child care Financial Agreement between the City and TCDSB the City is entitled to terminate the agreement upon providing 120 days prior written notice to TCDSB.
6. The standard lease agreement, between TCDSB and the various third party child care tenants, acknowledges the City of Toronto Financial Agreement, and if terminated by the City the child care tenant would be responsible for the payment of all rents/additional rents (operating costs). TCDSB is obligated to provide the child care tenants with 120 days prior written notice of any rent/additional rent increases.
7. Should TCDSB charge full cost recovery for operating occupancy costs, directly to those child care tenants currently included in the City Financial Agreement, and apply the \$10.50 per square foot, (the 2016 average occupancy cost recovery rate), it would result in an annual operating cost recovery of \$1,014,212.00 The Board currently receives from the City an annual total operating cost of \$736,245.96. Therefore the Board is currently subsidizing the operational costs of child care centres, in an amount of approximately \$277,966.00 annually.
8. Board staff were informed that the City of Toronto Children's Services Manager will be reporting back to City Council regarding this matter and status of the Provincial discussions in June of 2017.

## **E. ACTION PLAN**

- Prepare a communication to TCDSB child care tenants and parent community, City Councillors and the City Mayor.
- Prepare communication advising child care operators of the potential increase in rent, effective January 1, 2018, in accordance with the terms of their existing lease.
- Amend Current child care Lease Agreements when renewed to reflect full cost recovery.

## **F. STAFF RECOMMENDATION**

That child care operators be advised of the potential increase in rent, effective January 1, 2018, in accordance with the terms of the existing lease.





# Minutes

Confirmed on  
March 7, 2017

## Executive Committee

<b>Meeting No.</b>	22 (Special)	<b>Contact</b>	Jennifer Forkes, Committee Administrator
<b>Meeting Date</b>	Tuesday, February 7, 2017	<b>Phone</b>	416-392-4666
<b>Start Time</b>	9:30 AM	<b>E-mail</b>	exc@toronto.ca
<b>Location</b>	Committee Room 1, City Hall	<b>Chair</b>	Mayor John Tory

EX22.1	ACTION	Adopted		Ward:All
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### 2017 Property Tax Rates and Related Matters

#### Committee Recommendations

The Executive Committee recommends that:

1. In calculating the tax ratios, City Council elect the following:
  - a. for the purposes of establishing notional tax rates, to exclude the assessment of a property in a property class from the calculation of the total assessment of the properties in that property class if the current value of the property has increased by 100 percent or decreased by 25 percent, in accordance with subsection 2.2(4) of Ontario Regulation 121/07 ("O.Reg. 121/07"); and
  - b. subject to receiving the necessary regulation, for the purpose of determining the tax revenue that is used to establish the allowable maximum 2017 revenue limit, to adjust the total assessment for property in a property class so that the assessment does not include changes to the tax roll resulting from eligible assessment-related losses (largely from appeals) from prior years, and advise the Ministry of Finance of this election.
2. City Council adopt the 2017 tax ratios shown in Column II for each of the property classes set out below in Column I:

Column I	Column II	Column III
Property Class	2017 Recommended Tax Ratios (before Graduated Tax Rates)	2017 Ending Ratios (after Graduated Tax Rates and Budgetary Levy Increase)
Residential	1.0000000	1.0000000
Multi-Residential	2.7277000	2.6611705
New Multi-Residential	1.0000000	1.0000000
Commercial General	2.8828055	2.8476492
Residual Commercial –Band 1	2.7339614	2.4854894
Residual Commercial –Band 2	2.7339614	2.8476492



120. City Council approve the 2018 - 2026 Budget Committee Recommended Capital Plan for Toronto Zoo totalling \$54.500 million in project estimates, comprised of \$6.500 million for 2018; \$6.000 million for 2019; \$6.000 million for 2020; \$6.000 million for 2021; \$6.000 million for 2022; \$6.000 million for 2023; \$6.000 million for 2024; \$6.000 million for 2025 and \$6.000 million in 2026.

#### Yonge-Dundas Square

121. City Council approve the 2018 - 2026 Budget Committee Recommended Capital Plan for Yonge-Dundas Square totalling \$0.450 million in project estimates, comprised of \$0.050 million for each of the years from 2018 to 2026.

#### 2017 Operating Budget

#### CITIZEN CENTRED SERVICES "A"

#### Affordable Housing Office

122. City Council approve the 2017 Budget Committee Recommended Operating Budget for the Affordable Housing Office of \$3.474 million gross, \$1.170 million net for the following services:

Service	Gross (\$000s)	Net (\$000s)
New Affordable Housing Development	1,244.7	389.2
Housing Improvement Programs	1,114.6	390.8
Housing Policy and Partnerships	1,114.7	389.6
Total Program Budget	3,474.0	1,169.6

123. City Council approve the 2017 service levels for the Affordable Housing office as outlined on pages 13, 16 and 19 of the 2017 Preliminary Operating Budget Notes - Affordable Housing Office, and associated staff complement of 23.0 positions.

#### Children's Services

124. City Council increase the 2017 Budget Committee Recommended Operating Budget for Children's Services by \$1.133 million gross and net to reinstate for 2017 only, grant funding for occupancy costs in child care centres located in the 4 district school boards to enable the City to enter into discussions with the Province on the inclusion of childcare occupancy costs in the Provincial funding formula, such increase to be funded by amending the Budget Committee recommended increased tax funding towards the Toronto Transit Commission's 2017 Net Operating Budget so that the final 2017 one-time draw from the Toronto Transit Commission Stabilization Reserve be reduced from the original amount of \$14.4 million included in the Preliminary Budget to \$14.014 million.

125. City Council approve, as amended by Recommendation 124, the 2017 Budget Committee Recommended Operating Budget for Children's Services of \$482.541 million gross, \$81.848 million net for the following services:

Service	Gross (\$000s)	Net (\$000s)
Child Care Delivery	373,171.7	68,765.0
Child Care System Management	109,369.7	13,083.0
Total Program Budget	482,541.4	81,848.0

126. City Council approve the 2017 service levels for Children's Services as outlined on pages 16 and 19 of the 2017 Preliminary Operating Budget Notes - Children's Services, and associated staff complement of 982.5 positions.

127. City Council approve an increase of \$3.003 million gross and net with a corresponding increase in service levels, as reflected in the 2017 Budget Committee Recommended Budget above to enhance access to childcare by adding 300 new childcare subsidies bringing the total subsidies to 26,359 spaces.

128. City Council approve permanent property tax funding of \$2.717 million, as reflected in the 2017 Budget Committee Recommended Budget above, to replace one-time use of reserve draw from the Child Care Expansion Reserve Fund (XR1101), historically used as a bridging strategy to balance the annual operating budget short fall for the provision of child care subsidies thereby permanently replacing the need for the 5 year Child Care funding strategy previously approved by Council in 2015.

129. Given the current child care crisis in Toronto, City Council request the Provincial Government to review the funding formula that relates Subsidies to Spaces, whereas the number of fee subsidies has grown by 8.6 percent, while the number of licenced spaces has grown by 29.1 percent since the spring of 2010, and therefore, an additional 4,918 subsidies, or \$49.2 million are required to achieve the 2010 Ratio of Subsidies to Spaces.

130. City Council reaffirm and convey its decision of July 12, 2016 (EX16.21) to the Minister of Education in support of a continuum of learning and the stabilization of early years and child care programs located in school buildings by undertaking the following five actions which have been developed collaboratively by the City of Toronto and the Toronto District School Board (TDSB), the Toronto Catholic District School Board (TCDSB), Conseil scolaire Viamonde, and Conseil scolaire de district catholique Centre-Sud:

- a. improve the funding formula in order to fully fund the occupancy cost of early learning and child care space in schools directly to the school boards;
- b. ensure the funding formula takes into account the highest cost of building, operating and maintaining spaces for young children;
- c. ensure the funding formula for early learning space is not a per person rate, but a per room rate;
- d. ensure the funding formula accounts for the incrementally higher costs of operating before and after school programs in share spaces, and



- e. ensure that the school utilization formula reflects the improved funding formula and fully accounts for early learning space in schools.

131. City Council request the City Manager to start discussions with Provincial counterparts on their recent Provincial announcements to create 100,000 day care spaces in Ontario, including Toronto. The discussions should include but not be limited to:

- a. a planning process by which capital projects in Toronto are prioritized by the City, it is imperative that the Province address these issues before substantial Provincial expansion projects are implemented, and
- b. the lack of operating support systems, such as, the School Occupancy Grant funding.

132. City Council request the City Manager to report on the number of new spaces that will be created through the Children's Services Capital Reserve and the School Boards/Ministry of Education capital program, over the next 10 year capital cycle, including a close analysis on how many day care spaces will be created and the cost of adding fee subsidies at least for 25 percent of the new spaces.

133. City Council request that the City Manager to report to the Executive Committee on his findings on Recommendations 131, and 132 at the earliest possible time.

134. City Council request the City Manager to review the overlapping of services provided by the City of Toronto and the Province of Ontario as a result of the Child Care and Early Years Act and report back in the third quarter of 2017. The review should include consultation with the relevant city divisions and child care providers, including City-operated child care centres and independent and/or non-profit child care providers.

#### Court Services

135. City Council approve the 2017 Budget Committee Recommended Operating Budget for Court Services of \$51.959 million gross, \$10.090 million net for the following services:

Service	Gross (\$000s)	Net (\$000s)
Court Case Management	35,267.4	(4,399.2)
Provincial Offences/Licencing Tribunal Dispute Resolution	11,256.8	9,956.6
Default Fine Collection Management	5,434.8	4,532.7
Total Program Budget	51,959.0	10,090.1

136. City Council approve the 2017 service levels for Court Services as outlined on pages 15, 17, and 20 of the 2017 Preliminary Operating Budget Notes - Court Services, and associated staff complement of 252 positions.

137. City Council approve the 2017 new user fees for Court Services identified in Appendix 7 of the 2017 Preliminary Operating Budget Notes - Court Services, for inclusion in the Municipal Code Chapter 441 "Fees and Charges".



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### APPLICATION OF CRITERIA MATRIX FOR UNDER- SIZED GYMNASIUMS (ALL WARDS)

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

Created, Draft	First Tabling	Review
May 2, 2017	June 8, 2017	

P. de Cock, Comptroller, Business Services  
A. Della Mora, D. Yack, J. Shanahan, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell  
Superintendents of Learning, Student Achievement and Well-Being  
M. Puccetti, Superintendent of Facilities Services

### RECOMMENDATION REPORT

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Associate Director of Planning and  
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C. Jackson

Executive Superintendent of Business  
Services and Chief Financial Officer

Angela Gauthier

Director of Education

## A. EXECUTIVE SUMMARY

As noted in two previous reports regarding under-sized gymnasiums, 171 schools, representing 86% of the Board's existing school buildings, do not meet the current Ministry of Education (EDU) gymnasium area benchmark based on *On-the-Ground* (OTG) capacity. It is of benefit to the Board to develop criteria matrix to prioritize future, potential gymnasium additions in the event funding is made available.

The Board approved ten (10) evaluation criteria on the February 15, 2017 "Report regarding Evaluation for New, Larger Gymnasium", Corporate Services Strategic Planning and Properties.

This report recommends the weighting for the approved evaluations criteria, as noted in the Table below.

	Criteria	Points
	Combined stage & gymnasium s.f. area as compared to EDU Space Benchmark based on OTG	Yes/No
1	External funding opportunities to fully or partially fund gymnasium addition (minimum 50%)	30
2	Combined stage & gymnasium s.f. area/by OTG	10
3	Facility Condition Index of School (FCI)	10
4	LTAP recommends a major addition or replacement school	10
5	Space deficiency of exterior play space based on 175 s.f./pupil	5
6	Current school utilization rate	4
7	School utilization rate by 2026	4
8	Access to other play or physical activity space in building	3
9	Barrier-free access to existing gymnasium, from within the building and from the site/exterior.	3
10	Site Size	2

A further report will be submitted to the Board in June 2017 recommending the top ranked schools system-wide, and a list of the top three (3) schools per Trustee Ward, based on the approved Gymnasium Addition Criteria Matrix.

**The cumulative staff time dedicated to developing this report was 34 hours.**

## **B. PURPOSE**

1. Further to review by Corporate Services, Strategic Planning and Property Services Committee on February 17, 2017 the Committee directed that:
  1. Gymnasium size in relation to the school environment/OTG become a criteria within the Capital Priorities evaluation matrix;
  2. The criteria matrix prioritize gymnasium replacements be approved as detailed in the report;
  3. Utilization be included in the criteria matrix;
  4. Staff provide a report to the Board of Trustees on recommended weighting;
2. The purpose of the report is to develop a standard objective list of criteria to prioritize potential future gymnasium addition projects in the event that funding is made available.

## **C. BACKGROUND**

1. Two previous reports regarding this subject have been provided to the Board at two separate Corporate Services, Strategic Planning and Property Committee meetings; *System-wide Approach to Undersized Gymnasium (All Wards)*, January 21, 2016 and report *Regarding Evaluation for New Larger Gymnasiums (All Wards)*, February 15, 2017.
2. The current Ministry of Education space standard for new elementary school gymnasium and stage area combined is 0.929 m<sup>2</sup>/pupil (10 s.f./pupil) and for secondary school, 1.12 m<sup>2</sup>/pupil (12 s.f./pupil).
3. The estimated cost to build a new gymnasium addition for an elementary school is \$2.0 M to \$3.0 M and \$3.0 M to \$4.5 M for secondary school, depending on various factors such as the size and configuration of the site, size of the gymnasium addition, if it is part of another major capital initiative, such as an addition and if other renovation work to the existing building or site is required to support the gymnasium or required by municipal authorities having jurisdiction.
4. Currently, boards must apply for approval from the Ministry of Education to use School Renewal or Proceeds of Disposition (POD) funding to expand an



existing school or to add a new gymnasium. Boards may submit a business case to the EDU, requesting an exemption to O. Reg.193/10 in order to use POD funds in support of a Capital initiative. Staff will be seeking clarification from the Ministry of Education to determine support for the use of POD for this purpose.

5. The Board's recently approved Long Term Accommodation Plan (LTAP), recommends future consolidations and capital investments for new and/or replacement schools or large additions, taking into account future enrolment projections and the Facility Condition Index for each building.
6. The Board also reviews and approves capital priorities annually for new school and major additions projects. Each school board in Ontario has the opportunity to submit their top eight (8) capital priority requests to the EDU, under the Capital Priorities funding program. In late August of 2014, the EDU announced additional capital funding in support of school consolidation projects, under the School Consolidation Capital Grant.

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

1. In order to provide an equitable distribution of resources, given that 86% of existing gymnasiums in the TCDSB portfolio are below the current EDU space standards, it is beneficial to apply an evaluation criteria to prioritize the selection of potential gymnasium additions.
2. Weighting for criteria is provided in the Table below:

	<b>Criteria</b>	<b>Explanation</b>	<b>Points</b>
	Combined stage & gymnasium s.f. area as compared to EDU Space Benchmark based on OTG	Current stage/gym area is equal or above EDU space benchmark based on OTG = Yes or No. The "No" schools should be considered for the next set of criteria.	Yes/No
1	External funding opportunities to fully or partially fund a gymnasium addition (minimum 50%)	Highest score if an external funding source is identified for a new gymnasium addition for a specific school - fully or partially, minimum contribution of 50% or higher for highest score.	30

2	Combined stage & gymnasium s.f. area/by enrolment & OTG	The lowest number indicates ratio of most students to least amount of stage/gym area = 10; The highest number indicates that the s.f. area per student is closer to EDU space benchmark = 1	10
3	Facility Condition Index of School (FCI)	1) FCI $\geq$ 65% = 0 2) FCI between 30% and 64% = 5 3) FCI $\leq$ 29% = 10	10
4	LTAP recommends a major addition or replacement school	As noted in the report, there are cost-savings to the Board if a gymnasium addition is part of a larger addition. Board should not fund a gymnasium addition if the LTAP recommends a new school or consolidation.	10
5	Space deficiency of exterior play space based on 175 s.f./pupil	Schools with appropriately sized exterior play area, including a field, have alternative space for physical activity, although dependent on weather.	5
6	Current school utilization rate	0-24% = 1; 25-49% = 2; 50-74% = 3; 75% and over = 4	4
7	School utilization rate by 2026	As above, higher score where the utilization rate increases in next ten years	4
8	Access to other play or physical activity space in building	Presence of a multi-program room or other sports room (i.e. weight room/pool) provides an alternative space for some physical activity.	3



9	Site Size	Percentage Ratio of s.f. building area to the s.f. site area – subject to zoning requirements. 50% or higher bldg. area to site may not be sufficient to expand the building footprint.	2
10	Barrier-free access to existing gymnasium from within the building and from the site/exterior.	In some cases, though there is barrier-free access throughout the ground floor of the school, the gymnasium maybe at a different level and not wheelchair accessible.	2

## E. VISION

VISION	PRINCIPLES	GOALS
To maximize capital improvement opportunities by addressing long-term accommodation needs in conjunction with the Board's Capital Priorities and Long Term Accommodation Plan.	The Board's Long Term Accommodation Plan Guiding Principles, Stewardship of Resources for equitable and fair support of all students, to deliver capital investment at existing schools to foster student achievement.	To address program space deficiencies in existing schools by prioritizing highest needs; Optimize funding opportunities available from Ministry grants and external partnerships.

## F. METRICS AND ACCOUNTABILITY

1. Staff will continue to explore external funding opportunities for gymnasium additions.
2. The Capital Priorities matrix will include the gymnasium size in relation to school enrolment/OTG as a criteria.

3. Future business case submissions to the Ministry of Education for capital priority funding for any major additions, will include a request to build a new gymnasium at the same time.
4. A further report will be submitted to the Board, in June 2017, recommending the top ranked schools system-wide, and a list of the top three (3) schools per Trustee Ward, based on the approved Gymnasium Addition Criteria Matrix.

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

1. The list of the highest ranked schools system-wide, as well as the top three (3) prioritized schools per Ward will be made available on the Board's web site, under *Investing in Our Schools, Facilities Services* and the list will be updated annually, concurrent with updating of the Ministry of Education's School Facilities Inventory System (SFIS).

## **H. STAFF RECOMMENDATION**

1. That the following Criteria Matrix to prioritize new, larger gymnasium additions for existing TCDSB schools be approved:

	<b>Criteria</b>	<b>Points</b>
	Combined stage & gymnasium s.f. area as compared to EDU Space Benchmark based on OTG	Yes/No
1	External funding opportunities to fully or partially fund gymnasium addition (minimum 50%)	30
2	Combined stage & gymnasium s.f. area/by OTG	10
3	Facility Condition Index of School (FCI)	10
4	LTAP recommends a major addition or replacement school	10
5	Space deficiency of exterior play space based on 175 s.f./pupil	5
6	Current school utilization rate	4
7	School utilization rate by 2026	4
8	Access to other play or physical activity space in building	3
9	Barrier-free access to existing gymnasium, from within the building and from the site/exterior.	3
10	Site Size	2

2. That a further report be submitted to the Board in June 2017, recommending the top ranked schools system-wide, and a list of the top three (3) schools per Trustee Ward, based on the approved Gymnasium Addition Criteria Matrix.
3. That clarification be requested from the Ministry of Education regarding the availability of funding that could be used for upgrades to program space, including gyms.



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### DELEGATING OF AUTHORITY FOR APPROVAL OF SUMMER PROJECTS 2017 (ALL WARDS)

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

Created, Draft	First Tabling	Review
May 16, 2017	June 8, 2017	
D. Friesen, Senior Coordinator, Capital Development M. Iafrate, Senior Coordinator, Renewal M. Farrell, Coordinator, Materials Management P. de Cock, Comptroller, Business Services A. Della Mora, D. Yack, J. Shanahan, G. Grant, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell, Superintendents of Learning, Student Achievement and Well-Being M. Puccetti, Superintendent of Facilities Services		

### RECOMMENDATION REPORT

#### Vision:

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

#### Mission:

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

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



**R. McGuckin**

Associate Director of Academic Affairs

**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**

In 2014, the Board's Purchasing Policy FP01 was updated to include delegation of authority to the Director of Education to award contracts and expenditures with the exception of *new school construction and major school additions*, and *contracts that have exceeded the approved budget*.

During the summer period when there are no scheduled Committee or Board meetings, a number of consultant contracts and tenders will require approval in order to initiate the design and/or construction process for projects.

This report recommends that the Board delegate authority to the Director of Education or designate and the Chair of the Board or designate to award contracts for the months of June, July and August 2017.

Communication by email will be sent the local school Trustee regarding the award of the contract.

*The cumulative staff time dedicated to preparing this report was 2 hours.*

## **B. PURPOSE**

1. The Board approves tender awards for new school construction and major additions. During the summer period when the Board is not scheduled to meet, the Board typically delegates approval authority to the Director of Education or designate.
2. Timely contract approvals will facilitate the scheduling and implementation of major construction projects.

## **C. BACKGROUND**

1. The Board Purchasing Policy provides delegation to the Director of Education; "the authority to approve the award of all contracts and expenditures where the budget, project or report has been approved by the Board with the exception of:
  - *New school construction and major school additions;*
  - *Contracts that have exceeded the approved budget;*
  - *Significant strategic initiative.*
2. In past years and in order to facilitate tender awards during the summer period, the Board has approved a further delegation to the Director for major tender awards for Facilities Services.

3. Capital project budgets are approved on an individual case basis by the Ministry and then submitted to the Board for approval prior to the completion of design development and tender issue. Ministry approval is required if a capital project is over budget.
4. In February 2017, the Board approved the 2016-2018 Revised School Renewal Plan with a total budget of \$106.9 M. The program is currently being implemented and there may be construction contracts awarded during the summer months. Under the Board's Purchasing Policy, the Director has the authority to award Renewal contracts where the global budget has been approved.

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

1. The Board typically delegates approval authority to the Director of Education during the summer period from June until August. An information report is provided to the Board in the following September.
2. In May 2015, the Board amended the recommendation to delegate authority to the Director to include the Chair or Vice-chair of the Board and the appropriate local school trustee as additional approvers for a contract award:
3. In May 2016, in order to ensure that the approval can be expedited during a period when the necessary parties may not be available, the Board approved delegation of authority to the Director of Education or designate and the Chair or Vice-Chair of the Board or the Chair of the Corporate Services Committee.

#### **E. ACTION PLAN**

1. Projects will be tendered individually and a report will be provided to Director's Council that recommends the contract awards.
2. The Director of Education or designate in conjunction with the Chair or Vice-Chair of the Board or the Chair of the Corporate Services Committee, will be authorized by the Board to award the contracts during the months of June, July and August 2017.
3. The appropriate local School Trustee will be informed of an award of contract.

## **F. METRICS AND ACCOUNTABILITY**

1. Capital project budgets are monitored through the Board's financial systems and audit processes and the financial status will be reported to the Ministry of Education annually through Capital Asset Project Template (CAPT) system.

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

1. Facilities staff will communicate and coordinate the scope of work, schedules and progress of the work with the appropriate Superintendent of Learning, Student Achievement and Well-Being, Principals and the Operations, ICT and Permits Departments.
2. The local Trustee will also be informed of the contract award and provided with a copy of the report.
3. If the construction commences during the summer, while the school is not in session, the status of the project will be communicated to the Principal by email. Staff will meet with the Principal at the end of August 2017 to coordinate the safe return of the staff and students to the site.
4. As per the Board's Good Neighbour Policy, a communication letter will be sent to the surrounding neighbours, Principal and local Trustee as well as the local councillor of a school prior to the start of construction.

## **H. STAFF RECOMMENDATION**

That the Board delegate authority to the Director of Education or designate and the Chair or Vice-Chair of the Board or the Chair of the Corporate Services Committee to award contracts for the months of June, July and August 2017.



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### ST. PASCHAL BAYLON CATHOLIC SCHOOL WARD 5 CAPITAL PROJECT ADDITIONAL MINISTRY FUNDING

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

Created, Draft	First Tabling	Review
May 29, 2017	June 8, 2017	

D. Friesen, Senior Coordinator, Capital Development  
M. Farrell, Coordinator, Materials Management  
P. de Cock, Comptroller, Business Services  
P. Aguiar, Superintendent of Learning, Student Achievement and Well-Being  
M. Puccetti, Superintendent of Facilities Services

### RECOMMENDATION REPORT

**Vision:**

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education



## **A. EXECUTIVE SUMMARY**

On May 16, 2017, the Ministry of Education approved additional Capital funding for the addition to St. Paschal Baylon Catholic School for unique site costs encountered during construction, including removal of contaminated soil, replacement of sanitary and storm sewers, installation of sprinklers in the existing school to mitigate the size of the on-site fire-fighting water reservoir and associated additional consulting fees.

As a result of this additional funding, this report recommends an increase of \$854,461.00 to the project budget, for a total revised project budget of \$13,791,511.00.

*The cumulative staff time dedicated to developing this report was 11 hours.*

## **B. BACKGROUND**

1. On January 13, 2016, the Ministry of Education granted Approval to Proceed to tender for an addition to St. Paschal Baylon Catholic School for a total project cost of \$12,946,050.00 with the following funding allocation: Proceeds of Disposition, \$11,634,302.00; Capital Lands funding for unique site costs, \$857,631.00; and Capital funding for demolition/abatement and Toronto Green Standards, \$454,117.00.
2. On May 12, 2016, Corporate Services, Strategic Planning and Property Committee approved the award of a construction contract for the addition to St. Paschal Baylon Catholic School to Percon Construction Inc. in the amount of \$11,311,155.20, including net HST, and also approved the project budget of \$12,946,050.00.
3. To date, change orders totalling \$387,511.00 have been approved to the construction contract with Percon Construction Inc., including additional unanticipated unique site costs for removal of contaminated soil and installation of sprinklers in the existing school to mitigate the size of the on-site fire-fighting water reservoir required by the City of Toronto. As well, unanticipated environmental assessment and inspection costs for the contaminated soils have been paid from the cash allowance.
4. A further change order is pending for the unanticipated replacement of existing sanitary and storm sewers. Additional consulting fees in the amount

of \$82,709.00 have also been incurred for unanticipated unique site costs and for the prolonged Site Plan Approval process for this project.

5. On February 17, 2017, a request was submitted to the Ministry of Education for additional Capital funding in the amount of \$845,461.00 for the above-noted post-tender unique site costs. The Ministry approved the additional funding on May 16, 2017 (refer to Appendix A).

## **C. METRICS AND ACCOUNTABILITY**

1. The revised project budget for the addition to St. Paschal Baylon Catholic School as a result of the additional Ministry funding is \$13,791,511.00 as detailed in Table 1 below:

**Table 1**

<b>St. Paschal Baylon Addition</b>	<b>Funding Source</b>			<b>Total Cost</b>
<b>Project Budget</b>	<b>Total POD</b>	<b>Capital TGS/Demo</b>	<b>Capital Lands</b>	
<i>Cost include net HST where applicable</i>				
<b>A. Construction Costs</b>				
Original Construction Contract	\$10,032,543	\$429,463	\$849,150	\$11,311,155
Change Order Report # 1	\$15,488			\$15,488
Change Order Report # 2	\$5,733		\$157,609	\$163,342
Change Order Report # 3	\$361			\$361
Change Order Report # 4			\$208,320	\$208,320
<b>Revised Construction Contract</b>	<b>\$10,054,125</b>	<b>\$429,463</b>	<b>\$1,215,078</b>	<b>\$11,698,666</b>
Temp. Asphalt Walkway (Bevcon)	\$7,866			\$7,866
Emergency walkway adjust. (Galati)	\$1,011			\$1,011
Terrazzo repair (Coventry)	\$3,678			\$3,678
<b>Total Construction Cost</b>	<b>\$10,066,680</b>	<b>\$429,463</b>	<b>\$1,215,078</b>	<b>\$11,711,221</b>
<b>B. Consulting Fees/Expenses</b>				<b>\$722,343</b>
Total Architectural Fees at Tender	\$727,106	\$24,654	\$55,671	\$807,431
Change Order Report # 1			\$57,926	\$57,926
Change Order Report # 2			\$8,990	\$8,990
Change Order Report # 3			\$12,259	\$12,259
Change Order Report # 4	\$4,475		\$3,534	\$8,009
<b>Revised Architectural Fees</b>	<b>\$731,581</b>	<b>\$24,654</b>	<b>\$138,380</b>	<b>\$894,615</b>
Commissioning	\$9,695			\$9,695
<b>Total Consulting Cost</b>	<b>\$741,276</b>	<b>\$24,654</b>	<b>\$138,380</b>	<b>\$904,310</b>
<b>C. Other Soft Costs</b>				
Municipal Permits and Fees	<b>\$143,916</b>	<b>\$0</b>	<b>\$1,026</b>	<b>\$144,942</b>
Furniture/Equipment/Caretaking	\$40,000			\$40,000
Data Integration	\$20,000			\$20,000
Moving/Set-up/Fire Safety Plan/Other	\$20,000			\$20,000
Project Management	\$110,332			\$110,332
<b>Total Other Soft Costs</b>	<b>\$334,248</b>	<b>\$0</b>	<b>\$1,026</b>	<b>\$335,274</b>
Remaining Contingency Allowance	\$492,098	\$0	\$348,608	\$840,706
<b>TOTAL PROJECT COST</b>	<b>\$11,634,302</b>	<b>\$454,117</b>	<b>\$1,703,092</b>	<b>\$13,791,511</b>
<b>Approved Funding</b>	<b>\$11,634,302</b>	<b>\$454,117</b>	<b>\$1,703,092</b>	<b>\$13,791,511</b>
Surplus/ (Deficit)	\$0	\$0	\$0	\$0

2. The Contractor is required to identify the actual expenditures utilizing additional Ministry funding for unique site costs on the construction invoices and these are reported to the Ministry at the end of the project. This special funding can only be used for the items designated in the funding letters up to the approved funding amount. Surplus unique site cost funding cannot be used for other project costs.
3. The extraordinary site conditions encountered during the construction of the addition to St. Paschal Baylon noted above have caused delays in the construction schedule. Completion of the addition has been delayed by approximately three months to December 2017. As students must be moved from the portables into the new addition and the portable removed before site work can be started, landscaping will be completed in the summer of 2018.

#### **D. STAFF RECOMMENDATION**

1. That the revised project budget for the addition to St. Paschal Baylon Catholic School of \$13,791,511.00, as detailed in Table 1 be approved.
2. That funding for the project budget increase of \$845,461.00 be made available from additional Ministry of Education Capital funding for the project for unique site costs, approved May 16, 2017.

**Ministry of Education**

Office of the ADM  
Financial Policy and Business Division  
20<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Bureau du sous-ministre adjoint  
Division des politiques financières et des  
opérations  
20<sup>e</sup> étage, Édifice Mowat  
900, rue Bay  
Toronto ON M7A 1L2



May 16, 2017

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

Dear Ms. Gauthier,

I am writing in response to the request made by the Toronto Catholic District School Board (TCDSB) for \$845,461 in additional funding to address unique site costs to support the construction of an addition to St. Paschal Baylon Catholic School. According to the board, the unique site costs at this location include remediation of contaminated soil, replacement of sanitary and storm sewers and the installation of sprinklers to mitigate the size of the fire-fighting water reservoir tank. The ministry has been made aware that some of the work has already been completed.

In assessing the TCDSB's request, the ministry undertook a comprehensive review of the supporting information provided by the board to determine whether these additional costs may already be included in the ministry's construction cost benchmarks. Based on our review, the ministry is satisfied that most of these costs are not reflected in the construction cost benchmarks. As such, the ministry approves \$854,461 in additional funding for the TCDSB to address unique site costs at Paschal Baylon CS.

With this approval, the table below reflects the revised total funding allocations for the addition to St. Paschal Baylon CS:

<b>Proceeds of Disposition (POD)</b> <i>Previously Approved</i>	<b>Capital Funding (Unique Site Costs)</b> <i>Previously Approved</i>	<b>Capital Funding Requested</b>	<b>Total Project Funding</b>
\$ 11,634,302	\$ 1,311,748	\$ 845,461	\$ 13,791,511

The ministry acknowledges that the TCDSB has completed some of the work associated with this funding request. The ministry is concerned that the board proceeded with some of this work associated with the unique site costs without first

requesting a revised Approval to Proceed from the ministry. I would like to remind the board that it is required to request an approval from the ministry whenever actual project costs exceed the amount originally approved by the ministry.

Your board is responsible and will be held accountable for implementing appropriate measures to ensure that the cost and scope for this project is within the approved funding amount and does not exceed the ministry's benchmarks.

All public announcements regarding capital investments in the publicly funded education system are joint communications opportunities for the provincial government and the district school board.

Effective April 2016, school boards should not issue a news release or any other media-focussed public communication regarding major capital construction projects without publicly recognizing the Ministry of Education's role in funding the project. In addition, school boards can contact the Ministry of Education to receive additional content for the media-focussed public communications, such as quotes from the Minister.

The Ministry of Education may also choose to issue its own news release about various project milestones in addition to those prepared by school boards. If the ministry chooses to do so, school boards will be contacted to get quotes from the school board Chair and/or Director of Education.

The intent is to secure as much coverage for these events as possible, and in doing so, help promote the role of both the Ministry of Education and the school board in bringing exciting new capital projects to local communities.

**Important:** For all new school openings, or openings of major additions which includes child care, the Minister of Education must be invited as early as possible to the event. Invitations can be sent to [Minister.Edu@ontario.ca](mailto:Minister.Edu@ontario.ca), with a copy sent to the ministry's Regional Manager, Field Services Branch, in your area. School boards are not to proceed with their public event until they have received a response from the Minister's Office regarding the Minister's attendance. School boards will be notified at least four to six weeks in advance of their opening event as to the Minister's attendance. Please note that if the date of your event changes at any time after the Minister has received the invitation, please confirm the change at the email address above.

If the Minister of Education is unavailable, the invitation may be shared with a government representative who will contact your school board to coordinate the details (e.g., a joint announcement). School boards are not expected to delay their announcements to accommodate the Minister or a Member of Provincial Parliament (MPP); the primary goal is to make sure that the Minister is aware of the announcement opportunity.

Should the event be focussed on child care or child and family support program capital, the Ministry of Education highly recommends inviting your partner CMSMs/DSSABs, who may also wish to participate and contribute.

For all other media-focussed public communications opportunities, such as sod turnings for example, an invitation to your local event must be sent to the Minister of Education by email with at least three weeks' notice. Again, please send a copy to the ministry's Regional Manager, Field Services Branch, in your area. Please note that if the date of

your event changes at any time after the Minister has received the invitation, please confirm the change at the email address above.

School boards are not expected to delay these “other” events to accommodate the Minister. Only an invitation needs to be sent, a response is not mandatory to proceed.

This communications protocol does not replace school boards’ existing partnership with the Ministry of Education’s regional offices. Regional offices should still be regarded as school boards’ primary point of contact for events and should be given updates in accordance to existing processes.

You must acknowledge the support of the Government of Ontario in media-focussed communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications. For minor interactions on social media, or within social media such as Twitter, Vine, etc. where there is a tight restriction on content, school boards are not required to include government acknowledgement. In addition, when engaged in reactive communications (e.g., media calls) the school board does not have to acknowledge government funding; however, if possible, such an acknowledgement is appreciated.

For ongoing major capital construction projects funded by the Ministry of Education since 2013, school boards will be required to display signage at the site of construction that identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education. School boards are then responsible for posting the signage for the projects identified by the Ministry of Education in a prominent location. This should be done in a timely manner following the receipt of the signage. All signage production costs will be covered by the Ministry of Education, including the cost of distributing the signage to school boards. A separate letter will be sent in the coming weeks to all school boards who will be receiving signage for projects funded since 2013. This letter will detail which projects are to receive signs.

Should you have any communications-related questions, including those about the new signage program, please contact Dylan Franks at (416) 325-2947 or via email at [dylan.franks@ontario.ca](mailto:dylan.franks@ontario.ca).

We would like to take this opportunity to thank you and your staff for your assistance and support throughout this process, and look forward to continuing to work with your board.

Should you have any questions regarding this issue, please contact your capital analyst, Lisa Bland at (416) 326-9921 or via email at [lisa.bland@ontario.ca](mailto:lisa.bland@ontario.ca).

Sincerely,

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister (A)  
Financial Policy and Business Division

cc: Colleen Hogan, Director, Capital Policy and Programs Branch  
Med Ahmadoun, Director, Financial Analysis and Accountability Branch  
Angelo Sangiorgio, Associate Director of Planning & Facilities, TCDSB

Appendix A





REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### CONSULTATION RESULTS: PROPOSED DRAFT CHANGES TO SECONDARY SCHOOL ADMISSIONS POLICY

Psalm 24:1

*The earth is the LORD'S, and all it contains, The world, and those who dwell in it.*

Created, Draft	First Tabling		Review
May 30, 2017	June 8, 2017		Click here to enter a date.
John Yan John Volek	Senior Coordinator, Communications Senior Coordinator, Planning Services		
<b>INFORMATION REPORT</b>			

#### 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

1. The Board of Trustees, at the April 6, 2017 meeting of the Student Achievement and Well Being, Catholic Education and Resources Committee, approved the Secondary School Admissions Policy in principle, and specified proposed policy changes for public consultation at the level of “consult”.
2. A comprehensive three-week consultation process to engage school communities began on May 1, 2017 and concluded on Tuesday, May 23, 2017. Consultations included both an online survey, face to face meetings and presentations to major stakeholder groups – CPIC, OAPCE-Toronto, and Catholic School Parent School Councils (CSPCs). Parents and stakeholders were invited and given the opportunity to submit individual comments on the proposed draft secondary school admissions policy changes.
3. Further localized consultation sessions attended by Trustees and staff were held up until June 1, 2017 to gather input from Catholic School Parent Councils and parents in elementary and secondary school communities.
4. Trustees and staff received numerous e-mail messages and letters from stakeholders presenting local perspectives and offering suggestions about the proposed changes to the Secondary Admissions and Placement policy.
5. Detailed results of the online survey (**Appendix A**) and sampling of the comments received (**Appendix B**) are provided in the Report. Over 3,000 comments were received from 2,931 online survey respondents.

*Not inclusive of the time spent by TCDSB staff in facilitating face-to-face consultation sessions, this Report required 40 person-hours to consolidate and review the data provided during the consultation process.*

## B. PURPOSE

1. This Report outlines the results of the community consultation. The feedback and comments received from TCDSB stakeholders will help inform Trustees as the Board considers next steps or final deliberations regarding the proposed draft secondary school admission policy changes.

## **C. BACKGROUND**

1. Following the Board of Trustees decision at the April 6, 2017 meeting of the Student Achievement and Well Being, Catholic Education and Resources Committee, regarding the proposed draft changes to the Secondary School Admissions Policy, a comprehensive three-week community consultation process was conducted from May 1, 2017 to Tuesday, May 23, 2017.
2. Consultations comprised of online and face to face opportunities for community feedback and input from all TCDSB stakeholders including CPIC, OAPCE-Toronto. An online survey and dedicated mini-web site was launched on May 1, 2017. A special “Consultation in the Round” facilitated by Board Staff served as unique face-to-face engagement session at the Catholic Education Centre on the evening of May 8, 2017.
3. Presentations and information sessions were also conducted at a number of CSPC meetings attended by Board staff and local Trustees beyond May 23, 2017.
4. Trustees and staff received numerous e-mail messages and letters from stakeholders presenting local perspectives and offering suggestions about the proposed changes to the Secondary Admissions and Placement policy.
5. There was significant participation and response throughout the consultation process, featuring close to three-thousand survey responses (2,931) and thousands of online comments, summaries from the face-to-face consultation, discussions at CSPC meetings, delegations at Board meetings, emails and written submissions.

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

### **ONLINE SURVEY**

1. The online survey outlining the major proposed draft changes to the secondary school admissions policy was launched online on May 1, 2017 and available for feedback and input until May 23, 2017.
2. A total of 2,931 survey responses were submitted (**Appendix A**). Based on the high response rate, survey results are considered accurate 95 percent of the time with a margin of error of plus or minus 1.8 percent.

3. Stakeholders were also invited to submit comments regarding the proposed draft policy changes. A representative sample of comments received is provided (unedited) in **Appendix B**. The complete 228-page compilation of raw comments was also sent to Trustees in PDF. Comments recorded during the May 8, 2017, special face-to-face consultation session held at the Board office is listed in **Appendix C**.

### **FACE TO FACE CONSULTATION IN THE ROUND**

4. Over 80 parents attended the Consultation in the Round session at the Catholic Education Centre on May 8. After a plenary overview of the proposed policy changes, parents rotated through six groups representing the 6 major proposed changes to regulations within the policy.
5. Comments were recorded by staff at each of the six discussion tables, and participants were provided the opportunity to submit their own written comments to the group facilitator. Staff assessed the comments as part of the comprehensive consultation.

### **LOCAL PRESENTATIONS TO GROUPS OF CSPCs AND PARENTS**

6. Three separate sessions were held by Trustees and staff to Catholic School Parent Councils and parents in a variety of schools. In most cases, parents from 2-3 elementary schools affected by the proposed changes to regulations assembled to present questions and offer suggestions about the proposed policy changes.
7. Staff recorded the suggestions and incorporated it into the comprehensive consultation.

### **MARY WARD COMMUNITY LETTER TO THE DIRECTOR**

8. Mary Ward CSS offers a unique, self-directed learning program in grades 9 to 12, and is one of a handful of schools across Canada to offer this unique method or program delivery. Self-directed learning is offered across all program pathways, and has operated as a community school that offers the program to students at local elementary schools and to students beyond the regular catchment area who desire the self-directed approach to earning an Ontario Secondary School diploma.
9. Given the unique nature of its program, the Mary Ward community has recommended status quo so to avoid mandating self-directed learning for all

local grade 8 students, allowing for the opportunity to attend a secondary school for a regular program.

### **E-MAIL MESSAGES AND LETTERS TO TRUSTEES AND STAFF**

10. Students, parents and stakeholders sent numerous messages to local Trustees and staff expressing a variety of perspectives on the proposed changes.

### **CONSULTATION THEMES**

11. Throughout all forms of consultation, five (5) salient themes emerged.
  - i. **Theme One** expressed support for the proposed changes, primarily to ensure that the local secondary school (co-educational or single gender) would be able to provide an education for students who reside in the immediate neighbourhoods around the school.
  - ii. **Theme Two** discussed the need to preserve choice for grade students so as to ensure they have the opportunity to receive the educational program, be it regular program, single gender program, or specialty program, in the school they want and not be directed to secondary schools that has had minimal historical connection to the elementary school.
  - iii. **Theme Three** reported concern over the number of International students studying in oversubscribed schools. Data suggest that the impact of International students on grade 9 enrolment in 4 oversubscribed schools is negligible.
  - iv. **Theme Four** expressed the need for the TCDSB to apply its current policy and specialty program offerings more stringently. The TCDSB should implement innovative programs across the city to allow for easier access for local school communities. It was opined that should this course of action be followed it has potential to balance enrolment across all secondary schools.
  - v. **Theme Five** expressed that while there is a general appreciation that secondary school boundaries need to be considered to balance enrolments at all TCDSB secondary schools, more time was required to comprehensively analyze the data and engage parents more deeply in the process.

## **E. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

# **Secondary Admissions Consultation Survey Results**

**Survey Questions and Response Rate: 2,931 total responses (YES = Agree, NO = Disagree)**

1. (a) Each grade 8 student shall be directed to one (1) secondary school based on the boundary of the elementary school to the secondary school. Each grade 8 student shall have the option of selecting two (2) other secondary schools, and may be considered for placement based on the proximity of the secondary school of choice to the home address of the student, program and space availability.

Responses	YES	%	NO	%	NR	%
2,931	865	29.51 %	2,036	69.46%	30	1.02%

2. As an alternative to consultation question #1, applicants for single gender secondary schools, priority for admission will be given to applicants attending the closest elementary schools, pending program and space availability.

Responses	YES	%	NO	%	NR	%
2,931	970	33.09 %	1,898	64.76%	63	2.15%

3. Each grade 8 student shall be provided a list of Regional program options (as listed below) based on the boundary of the elementary school to the secondary schools which offer these Regional programs.

- French Immersion
- Extended French
- Congregated Advanced Placement
- Regional Arts Program
- STEAM, STEM, MST, MSE
- International Baccalaureate Program

Responses	YES	%	NO	%	NR	%
2,931	1,296	44.22 %	1,591	54.28%	44	1.50%

## APPENDIX A

4. Students who register for Regional programs and reside outside their identified secondary school boundary, and who withdraw from a Regional program, may be redirected to their designated secondary school for regular program.

Responses	YES	%	NO	%	NR	%
2,931	1,085	37.02 %	<b>1,795</b>	<b>61.24%</b>	51	1.74%

5. Siblings currently enrolled in an elementary school with an older sibling at a secondary school will be grandfathered from this policy until the last sibling graduates.

Responses	YES	%	NO	%	NR	%
2,931	<b>1,862</b>	<b>63.53 %</b>	682	23.27%	387	13.20%

6. Grade 8 students who have a sibling currently attending and returning to secondary school, where the sibling is in a Regional Program, will not be granted automatic admission under the sibling rule. The grade 8 student will be required to apply through the specified process for admission to be considered for placement to the same school.

Responses	YES	%	NO	%	NR	%
2,931	891	30.40 %	<b>2,007</b>	<b>68.47%</b>	33	1.13%



## Secondary Admissions Consultation Sample of Comments submitted

1. (a) Each grade 8 student shall be directed to one (1) secondary school based on the boundary of the elementary school to the secondary school. Each grade 8 student shall have the option of selecting two (2) other secondary schools, and may be considered for placement based on the proximity of the secondary school of choice to the home address of the student, program and space availability.

**YES/AGREE = 29.51 %**

I agree you should attend your closest high school, however when different programs are offered at different schools, then grade 8 students should be given the option of attending those schools if those programs fit their educational choice.

This is fine as long as the school in the child's area is a "regular" high school, I would feel sorry for children who are forced to attend a high school like Mary Ward where the kids learn at their own pace without the same level of instruction that regular high schools offer. Only excellent learners can excel in a school like that.

Agree with have option based on home address

**NO/DISAGREE = 69.46%**

Taking away the choice from parents is arrogant. Forcing students to schools will only push them to the public board or private schools. Shame on us for this type of arrogance!

This process is very restrictive and eliminates choice for the student to select a school that is best suited for their individual needs and interests. The proposed changes do not offer best fit for each individual student. It is the responsibility of the TDCSB to ensure that students are placed in a learning environment where they can flourish to their

greatest potential. The proposed changes eliminates any such opportunity. I will consider removing my children from the TCDSB.

This type of arrogant thinking will encourage parents to send their children to either public schools or private schools. Disappointing to see the TCDSB considering this narrow-minded thinking!

I'd like my children to have more than one option when it comes their secondary education.

there should be freedom of choice

gr 8 students applying for regional specialty programs should be able to choose the school with the specialty program as their first choice, regardless of geographic boundaries. What's the point of having specialty programs if the only kids that can attend are the kids in the geographical boundary of that specialty program? Kids that have an interest, are competent and skilled, they should be in specialty programs. Perhaps the Board should invest in putting specialty programs in more schools

Each grade 8 student shall have an option of selecting secondary school of his choice and may be considered for placement based on his academic achievements and space availability.

If a school has a special program that a student is exceptional at, they should have access. Further, in the spirit of Catholic Education & inclusivity, there are a host of reasons why we should open our doors to all. Geographic regional concerns usually work themselves out organically.

The admissions requirements/boundaries should NOT be changed. I have two children attending St. Pius and I want them to attend Bishop Allen. We moved to this area for these schools.

#### **OTHER COMMENTS/CONSIDERATIONS:**

Mary Ward is Self-Directed Learning. Mary Ward is \*unique\* in the TCDSB, the GTA, and the Province of Ontario. Mary Ward does not have a Self-Directed Learning \*program\* the way other high schools have an Advanced Placement program or an International Baccalaureate program or a Regional Arts program where \*some\* students participate in the program and other students attend "regular" secondary school. Given that 100% of the student body at Mary Ward is immersed in Self-Directed Learning, it is inconceivable that a student who does not want to participate in Self-

Directed Learning would be forced to attend Mary Ward. The first principle for success at Mary Ward is that the student has to freely choose to attend and be immersed in SDL. To do otherwise will guarantee failure. No student from any elementary school identified as a feeder school for Mary Ward CSS should be forced to attend Mary Ward. While a student from an elementary school traditionally identified as a feeder school should have priority status and a reserved space, any student from across the TCDSB who \*wants\* to attend Mary Ward, given available space, should be admitted. A paragraph reflecting Mary Ward's unique status as a Self-Directed Learning school, not strictly a geographically-based secondary school, neither a "specialty" program with specified admission criteria, needs to be added to the Regulations to reflect this reality.

Need to explain how the factors are weighed: are they all weighted the same? Is the effect of the policy that if there is space and the school has a special program then students closest to the school will have preference to get into the special program? If so, this does not seem to be fair or effective at reaching the best students - especially given that specialty programs which should be looking for talent rather than proximity to the school.

**2. As an alternative to consultation question #1, applicants for single gender secondary schools, priority for admission will be given to applicants attending the closest elementary schools, pending program and space availability.**

**YES/AGREE = 33.09 %**

I am opposed to single gender schools in a publicly funded system. However, if they continue to exist then I believe priority should be given to applicants from local elementary schools.

I believe elementary schools need to be the feeder schools for secondary. The closest elementary school should get first priority to the high school closest to them. This provides a consistent process for the students and their families.

Not sure why the rules would be different for single gender secondary schools?

Single gender schools should be populated by local students first because this is beneficial for extra-curriculars, programming, events, etc... Seeing that students who live in the area will more likely contribute to the activities that occur outside of class time because they live nearby.

**NO/DISAGREE = 64.76%**

This is unfair to St Joseph's College School which is located in downtown Toronto. Currently SJCS students come from 48 elementary schools. Only 25% from feeder schools.

This policy will disproportionately affect St. Joseph's College School, which has a long history of girls' education. It draws on a population from across socio-economic backgrounds and from across Toronto.

I disagree this this. I feel that if a student wishes to attend a single gender school, priority should not be given to feeder schools. It is unfair to a student given the new very strict boundaries in the elementary panel. A student should not be denied entry to specialized school because of what elementary school they attended or did not attend.

Single gender schools should be considered as Specialty Schools and applicants should be considered regardless of home or Gr 8 school location.

Students should be able to go to the school that will provide them with the best chance to succeed after secondary school is complete. That is not always the school that is closest to the elementary school they went to.

**OTHER COMMENTS/CONSIDERATIONS:**

How are you going to fill the single gender schools only from the surrounding areas? You are making a questionable assumption that this will fill your single gender schools.

If a child is choosing to go to a single gender school, they should have more than one. For girls there are a number of schools again looking at the rating I would not want my child attending the school that you force my child to attend. Also for boys there are only 3 school, maybe the board needs to review the all boy's school need, and maybe add a new all boy's school. I am sure that the board will see an increase of registration for elementary schools that feed into certain single gender high schools.

Ask yourselves...is this "rule" put in place to benefit the student learning? or to benefit those in administration? At the end of the day, if this does not benefit student learning then it should not even be considered

**3. Each grade 8 student shall be provided a list of Regional program options (as listed below) based on the boundary of the elementary school to the secondary schools which offer these Regional programs.**

- French Immersion
- Extended French
- Congregated Advanced Placement
- Regional Arts Program
- STEAM, STEM, MST, MSE
- International Baccalaureate Program

**YES/AGREE = 44.22 %**

Yes, but these should not be used to choke out (historically... Regina Pacis, Brother Edmund Rice, Marian Academy and more recently Don Bosco). Some schools are getting smaller and smaller while schools in 'nice' neighbourhoods are overflowing.

While I agree with offering students choices in all streams available I am concerned that the benefits of maintaining a community and "life-long" friendships nurtured in elementary school will be lost.

I agree as long as there is a high school in each area offering each of these programs. Again I feel it is unjust to deny entry to specialized school because of what elementary school they attended or did not attend.

**NO/DISAGREE = 54.28%**

By limiting choices, the TCDSB will lose hundreds of students to the TDSB and private schools. Parents want to be able to send their children to the school that best suits their child's potential.

This change does not allow for programs to use best and brightest students at their disposal. Will likely see a drop in excellence in such programs if proximity is given such a high weighting to acceptance.

Admission should never be based on perimeter. It's shortsighted and discriminatory.

If a specialized program is deemed a child's "best fit" and parents can find a way to ensure they can get to the school, these opportunities should not be dictated by the TCDSB. TCDSB should not deny admittance geographically - there are enough checks and balances for these specialized programs. IF the TCDSB offers the program it MUST employ qualified professionals and have the physical space to house these programs.

I strongly disagree with all boundaries placed on Regional program options, especially CAP and RAP. Applying to more than two secondary schools with Regional program options must be permitted, particularly in RAP. Acceptance into Regional programs should be based on merit NOT geographical location. Directing students to only one school within a boundary greatly reduces the potential and viability of the Regional program. Implementing boundaries greatly reduces the number of qualified students to sustain an exceptional program. Students must be allowed to apply to more than two Regional program option. When applying to a school with multiple Regional programs, such as RAP and CAP, qualifying students must be permitted to enroll in joint programs. Limiting the full reach and potential of exceptional and motivated students is a disgraceful oversight of the TCDSB staff and trustees.

#### **OTHER COMMENTS/CONSIDERATIONS:**

Schools have started offering "specialty programs" just to boost numbers. Each school should provide the basics for all students. SHSMs should NOT be considered. Just like Fast Forward it will be replaced in a few years. Schools jumped on these as a way to get funding and the SHSM does not help for post-secondary education

What about the schools that offer these programs informally and non-congregated. Also, is the programming available 9-12? This should be a consideration.

I would prefer to have an exhaustive list of available programs; again this privileges certain areas with greater access to programs to learn more about those programs while keeping other families out of the loop. I hazard to guess that areas with limited programming will receive a shorter list of available programming and be unaware that they can access programming elsewhere. Either make all programming available in each jurisdiction or allow parents to know all programming that is available- this survey is demonstrating that education is not equitable for certain areas of Toronto and by placing these restrictions, certain families will be more privileged or less privileged simply because of their area code.

4. Students who register for Regional programs and reside outside their identified secondary school boundary, and who withdraw from a Regional program, may be redirected to their designated secondary school for regular program.

**YES/AGREE = 37.02 %**

For the most part, this idea works. I understand you are trying to 'weed out' those applicants that apply only to gain access to a school they otherwise would not be able to attend. In the case of students who have honestly given their best effort in programming of choice, and it seems to have not been the right decision, these need to be evaluated on a case by case basis. If there is room in the school for them to stay (undersubscribed), or if removing the student from a 'comfort' zone, and sending them to a location to start over without a network of friends, could be detrimental to the success of that student.

Yes if you say you are going for program and you go for program or you leave. Yes this is what I'm talking about. It's called follow the rules. Oh you don't live in the area you just moved wink-wink OK no problem in September you go to school x in your designated boundary.

Without this rule in place children may apply to a regional program only to get into the school. The place that student held can be given to someone else who will be in a regional program throughout high school.

**NO/DISAGREE = 61.24%**

Just because a student attempts a special program and decides it's not for them doesn't mean they should be penalized and have to move schools. What are we teaching these kids...if you try and fail you will be punished....shame on you!!!!

Once a child has established roots in a particular secondary school, "punishing" them by moving them to another school if they are struggling in the program is not appropriate.

I believe that sometimes the program in which the student is enrolled in does not always end up being a good fit for the student. Things change, and I believe that we should support the students and not punish them. The school is their home away from home, their safe place and they should not be forced to leave.

This has social as well as emotional impacts on children - removing them from the school, teachers and friends that they know for purposes of accommodating a policy seems to forget that people are involved here - these children are not numbers to be shifted around like chess pieces as the Board or MOE feel appropriate. So you would kick a student out of a school they are already attending? Maybe the program was not what they thought it was, maybe something in their

personal life has changed their situation and the program is too intensive. But you would take them away from the personal connections and friendships they have built because they do not live in the area?

#### **OTHER COMMENTS/CONSIDERATIONS:**

Perhaps that they remain in the program for a minimum number of years and consultation should occur with the student to ensure that the student is dropping out of a program because it was not suited for them. Sometimes students come into a program and it is not what they expected or something that compliments their strengths as a learner

There should be a time limit on how a forced transfer can occur based on years enrolled. For example, if a student has been in a school for 2 years or more while in the program and withdraws from it, forcing a move so far into their career would be detrimental to their social and academic development. Allowing students to stay if they drop from the program after 2 years would prevent the obvious loophole of enrolling in a program just to get into the school they want and then dropping once accepted.

I do not totally agree nor disagree. I believe it is appropriate to utilize may as there are many reasons why students may decide to withdraw. While some may feel that students apply so they can just get into that school, i do not believe that this is a majority of students. I really do not believe a student who have truly made an effort in a specific program who now is in grade 11 and decides they do but wish to proceed given marks, after investing 2 years at the school to start over at a new school does not really make sense here. There are further issues that can arise. Generally there are more spaces in grades 11 and 12 so I believe they should be able to stay. What are the number of students who drop, what grades and why? I believe this information should be reviewed before you consider this. How much of a problem is this? Is it localized to some areas? Are there other ways to handle this?

I believe every parent wishes for their child to remain in the program for which they were accepted. Entry to these programs comes because children work hard to achieve their grades and artistic abilities. Why should they be penalized if for example there are injured and can no longer dance, or a circumstance arises where they are no longer able to fulfill the requirements of AP (despite all efforts). In addition, to uproot a child in the middle of their high school years, and force them to make new friends and have new teachers would bring on even greater issues for that child.



**5. Siblings currently enrolled in an elementary school with an older sibling at a secondary school will be grandfathered from this policy until the last sibling graduates.**

**YES/AGREE = 63.53 %**

We need to grandfather these students because it will be possibly disruptive to the families in whole. Because the boundaries are not truly defined in secondary. Families living outside the boundary that are sending one child to the school will most likely need to send a second or third. We should accommodate b/c we set a precedent to leave the first one attend.

Reduces stress from the parent(s) having to get 2 or more children to different schools each day. No conflict when it comes to plays, sporting events, award ceremonies; report card review nights, concerts, etc. Also provides financial relief (same gender; reuse the uniform).

Family considerations are important. Also avoids significant immediate impact on schools when the policy is implemented. A phasing in, in a sense.

Keeping a family together is a great aid for parents and for the unit. A common schedule and knowledge of one system is a great benefit especially when parents are working to support initiatives, sports teams and other activities within a school community.

The sibling rule provides an opportunity for students who would otherwise be unable to attend their top choice school to do so. IT should remain.

This has always been the case and is a good option for parents and commuters. Also helps with the transition from elementary school if an older sibling is present to guide younger sibling.

As parents we strongly feel that when a sibling attends a high school, a younger sibling should be able to apply to the same school - PERIOD! There is a very good reason that the first child has been placed at a particular secondary school and we would want our younger child to have same opportunity. Also, WE DO NOT WANT TO HAVE TO DEAL WITH 2 DIFFERENT HIGH SCHOOLS BECAUSE OF A POLICY. THIS WOULD NOT BE FAIR OR EQUITABLE. IF my children COULD NOT attend the same high school, then We WOULD SERIOUSLY CONSIDER REMOVING our children from the TCDSB/Catholic Education and place them in another board or PRIVATE SCHOOL. After living in our community for over 50 years, this would be very upsetting but necessary. We strongly feel that a sibling should have the opportunity to attend same school - clause or no clause. Siblings SHOULD NOT be SEPARATED and made to attend different schools.

This is completely fair as it would cause undue hardship to the parents.

We do not want to separate families and make issues more difficult. Separating siblings will increase stress on students and families should they be forced to attend different schools.

**NO/DISAGREE = 23.27%**

This is not fair for those single child family!!!!

We need a new school in our area!!! I do not agree with this new change!

This is not a fair policy to other children who do not have a sibling in that high school but want to attend

I disagree with this policy! This is secondary school. Parents don't need to drop off and pick up as they do in elementary school. I don't think it's fair to grandfather this because some students who live in the area may not get in because other siblings from far away are taking the spots. If the family doesn't like it, they can move all of their children in secondary school to their local school to keep them together.

Why is it a "right" to have access to a school were a sibling attends to the exclusion of others. This discriminates against single child families.

**OTHER COMMENTS/CONSIDERATIONS:**

INCLUDING MEDD students. TCDSB treats its Spec Ed department like it doesn't exist - more change needs to be done. It is not fair that these special people are being mistreated and not included like everyone else.

I think this needs to be clarified. The LAST SIBLING is the youngest of my children (hence the last sibling) BUT they are 4 grades apart - in our case Grade 8 and Grade 4. Hence my oldest daughter will be in Grade 12 when my youngest daughter is applying for a high school. Can she get into my daughter's school or not based on the rule as written?

I do not believe in this policy change so I don't think there needs to be a grandfather policy. If this policy is imposed then there should be a grandfathering of this policy and considerations should be done as to the implications to those students that are grandfathered. For example if a student is part of an AP program, the AP program and courses offered need to remain status quo as they current stand until the last student graduates.

This policy must be extended to AP, RAP and other regional specialty programs as well. Otherwise, the board is unnecessarily treating students differently (why should one kid be grandfathered while another whose sibling is I. A specialty program is not). That is an equity issue which the board needs to address!!!!

- 6. Grade 8 students who have a sibling currently attending and returning to secondary school, where the sibling is in a Regional Program, will not be granted automatic admission under the sibling rule. The grade 8 student will be required to apply through the specified process for admission to be considered for placement to the same school.**

**YES/AGREE = 30.40 %**

I agree but requires a GRANDFATHERING caveat. This caveat applies to ALL secondary students and their siblings regardless of program. A sibling, currently in an elementary school, of a student in a secondary school will be automatically admitted to the same secondary school, provided the older sibling is returning to that school and regardless of what program the secondary sibling is currently registered. This grandfathering statement provides time for parents to understand and plan for their families given the implementation of a new policy that will impact their children.

Agree that the sibling should also apply through normal procedures, but the application should allow the student to identify themselves as a sibling, as a factor to be considered

Specialized programs have criteria....audition, grades, etc.... Being a blood relation is not a valid criteria and compromises the integrity of the specialized program

**NO/DISAGREE = 68.47%**

It is very clear that the province and the board is not thinking of preserving Catholic Education. You should be encouraging students to come to your schools. The moment you start making things more difficult and stressful for parents, they will take the easy way out. That will mean choosing to walk down the street to the nearest public high school.

This contradicts the TCDSB's core values of family. Siblings should be able to attend school together. There is much demand on parents to be involved in school communities, and 'spreading' their children out amongst a number of schools makes that difficult if not impossible. The actual number of younger siblings attending schools for regular

programming in which an older sibling attends a Regional program, couldn't be so high as to skew numbers one way or another. I am sure this number is negligible. I would like to be provided with that statistic.

This will likely frustrate the already busy and complicated lives that most families lead. Again, school choice should be based on the needs of the students and not a maze of rules unrelated to student needs. The above potential rule may separate siblings for no reason other than geographical rules.

This is a VERY unhealthy policy for families, and must not be put into place! As a Catholic School Board that is supposed to be forming students according to the Catholic faith, I am shocked that the board would not respect the needs of families to keep siblings together for ease of commute and for emotional support. Children in a family benefit from being together where they can support one another. One of the Catholic graduate expectations is to be a "caring family member". How can this school board justify teaching this to students, while failing to respect vital family networks itself?!?!?

Siblings are siblings, regardless of the program, and should not now be separated by this proposed new boundary system which has changed some catchments quite dramatically.

This divides families as well as parish communities. What are you thinking?? This will be the end of fabulous programs such as at Father John Redmond. My child might as well go to Public School.

You want to bring communities ('family of schools') together, yet split families apart. Is that the Catholic way?

#### **OTHER COMMENTS/CONSIDERATIONS:**

Can it not be a tiered approach with those who qualify via admission process and have a sibling enrolled given priority over those who just qualify via the admission process?

This seems like it is going to destroy the future of most children. What happens when the school district is in a poor demographic? Do these children have to attend a school in their area as opposed to a school in a different economical demographic. Seems like a very American thing. What you are proposing works well for some but not all. What this did do was prompt me to look into the TDSB as those schools are actually better in respect to performance than Catholic schools - (in my area and the schools area) which also means I will change funding options on my property taxes to TDSB

**Secondary School Admission & Placement Policy Consultation  
May 8, 2017 – CEC**

<b>Topic #1 Designated School – Regular Program</b>	
<b>PRO = 5</b>	<b>CON = 10</b>
<ul style="list-style-type: none"> <li>• Move to fixed boundaries</li> <li>• Boundaries need to be enforced</li> <li>• Grade 8 teachers need to be informed of the policies and need to be less biased.</li> </ul>	<ul style="list-style-type: none"> <li>• Use network analysis to look at bus routing as opposed to straight distance</li> <li>• This plan puts numbers ahead of kids' development</li> </ul>

<b>Topic #2 Designated School – Single Gender</b>	
<b>PRO = 3</b>	<b>CON = 8</b>
<ul style="list-style-type: none"> <li>• The change would work well and alleviate pressure on girls' schools</li> <li>• Will help the enrollment of neighbouring single gender schools</li> </ul>	<ul style="list-style-type: none"> <li>• Must be also able to apply to a single-gender + specialty program if in same school</li> <li>• Let kids and schools compete for the best kids-do not limited the kids' access to desired schools</li> </ul>

<b>Topic #3 Designated School – Specialty Program</b>	
<b>PRO = 2</b>	<b>CON = 5</b>
<ul style="list-style-type: none"> <li>• I want to make sure the policy is being followed-what is the guarantee the student would be redirected?</li> <li>• Start the specialty programs in grades 6 or 7</li> </ul>	<ul style="list-style-type: none"> <li>• Students should have choice of where to take their specialty program</li> <li>• Students may pull out of the board of forced to take a specialty program in a designated school</li> </ul>

<b>Topic #4 Withdraw from Specialty Program – Return to Designated School</b>	
<b>PRO = 6</b>	<b>CON = 1</b>
<ul style="list-style-type: none"> <li>• Who polices the return to the designated school?</li> <li>• Allows principal some leeway to decide on individual circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Some discretion is required</li> <li>• This will cause disruption to child's life/network</li> </ul>

<b>Topic #5 Sibling Rule - Grandfathering</b>	
<b>PRO = 10</b>	<b>CON = 3</b>
<ul style="list-style-type: none"> <li>• This is the only positive thing in all of this craziness</li> <li>• This is a reasonable, fair policy</li> </ul>	<ul style="list-style-type: none"> <li>• Phase it out to see what the numbers actually are</li> <li>• You are not granting equal access if placing borders around schools</li> </ul>

<b>Topic #6 NO Sibling Rule application for Specialty Program</b>	
<b>PRO = 8</b>	<b>CON = 3</b>
<ul style="list-style-type: none"> <li>• Fair policy. Entry should be based on merit so as not to displace a student from a regional program</li> <li>• Use of the word "will" instead of may in regards sending students back to designated secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Exception should be made for an undersubscribed school</li> <li>• Need provisions for twins, triplets, etc.</li> <li>• This will hurt parent involvement if siblings at different secondary schools</li> <li>• Push pout VISA students into undersubscribed school</li> </ul>



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.



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### 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;



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d. Moved that:

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

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

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

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

**Definitions:**

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

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

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



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

v) Exchange of real property.

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

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

**Evaluation and Metrics:**

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

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



**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

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

**POLICY NO: R. 09**

<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.



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## Regulations

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

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

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

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

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





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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.



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- 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.**

**CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY  
PENDING LIST TO JUNE 8, 2017**

	<b>Date Requested &amp; Committee / Board</b>	<b>Report Due Date</b>	<b>Destination of Report Committee/Board</b>	<b>Subject</b>	<b>Delegated To</b>
1	Dec-14 Corporate Services	Deferred until such time that deficit is under control	Corporate Services	Report regarding System-Wide Approach to Digital School Signage	Associate Director of Planning and Facilities
2	Jan -16 Corporate Services	<del>Apr-17</del> <del>June-17</del> Sep-17	Corporate Services	Request to the TTC to reduce transit rates for our students.	Associate Director Planning and Facilities
3	June-16 Corporate Services	Nov-16	Corporate Services	Comparison of new leasing rate model vs the old model	CFO and Executive Superintendent, Business Services
4	Nov-16 Corporate Services	<del>Apr-17</del> <del>June-17</del> Oct-17	Corporate Services	Short report regarding Toronto and York Region Labour Council	Associate Director Planning and Facilities
5	Nov-16 Regular Board	<del>Apr-17</del> June-17	Regular Board	Report regarding Status of Wait Lists for Over-Subscribed Elementary Schools (All Wards)	Associate Director Planning and Facilities