

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

AGENDA OCTOBER 12, 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

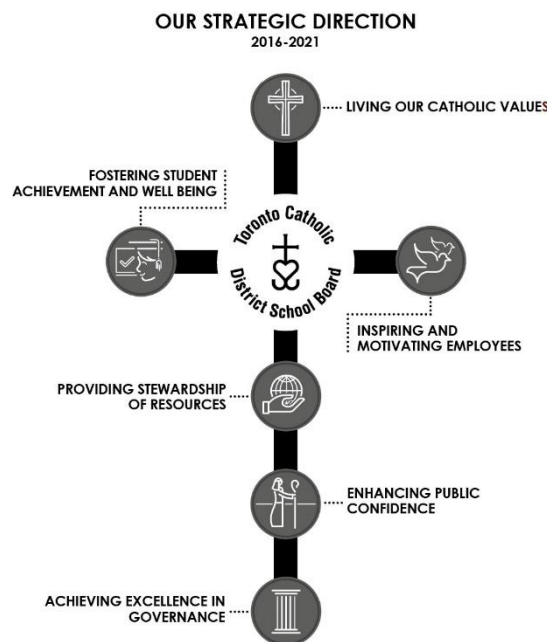
Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Garry Tanuan
Trustee Ward 8

Joel Ndongmi
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

Rory McGuckin
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

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

PUBLIC SESSION

Jo-Ann Davis, Chair

Maria Rizzo, Vice-Chair

Thursday, October 12, 2017

7:00 P.M.

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 September 14, 2017 for Public Session 1 - 14
9. Delegations
10. Presentation
11. Notices of Motion
12. Consent and Review
13. Unfinished Business

14. Matters referred or deferred	
15. Staff Reports	
15.a Application of Gym Matrix Criteria (Recommendation)	15 - 24
15.b St. Antoine Daniel Capital Project - Consultant Appointment and Project Budget Approval (Recommendation)	25 - 33
15.c Impact of Permit Rate Fee Change on Childcare Operations (Recommendation) - To Be Distributed	
<u>Referred from October 5, 2017 Student Achievement and Wellbeing Catholic Education and Human Resources Committee Meeting</u>	
15.d Education Quality and Accountability (EQAO) Primary Division, Junior Division, Grade 9 and Ontario Secondary School Literacy Test (OSSLT) Assessment Results (Information)	34 - 43
15.e Annual Report: International Language Programs in Toronto Catholic District School Board Elementary Schools (Information)	44 - 49
15.f Update Report on the Pilot Project for Jump Mathematics 2016-2017 (Information)	50 - 57
15.g Enrolment Status Report	58 - 62
16. Listing of Communications	
17. Inquiries and Miscellaneous	
17.a From Trustee Andrachuk regarding the Rescheduling of the Caucus Meeting	
17.b From Trustee Kennedy regarding the End of September Reorganisation of Classrooms	
18. Updating of the Pending List	63 - 64
19. Resolve into FULL BOARD to Rise and Report	
20. Closing Prayer	
21. Adjournment	

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

HELD SEPTEMBER 14, 2017

PUBLIC SESSION

PRESENT:

Trustees:

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

Staff:

R. McGuckin
A. Sangiorgio
D. Koenig
P. Matthews
P. Aguiar
P. De Cock
M. Puccetti
J. Volek
J. Yan

A. Robertson, Parliamentarian
S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

4. **Roll Call and Apologies**

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

5. **Approval of the Agenda**

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the Agenda, as amended, to include Inquiries from Trustee Andrachuk, Martino and Piccininni, be approved.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

8. Approval & Signing of the Minutes

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the Minutes of the Regular Meeting held June 8, 2017 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

12. Consent and Review

The Chair reviewed the Order Paper Items and all the items were questioned as follows:

Item 15a) Trustee Rizzo

Item 15b) Trustee Andrachuk
 Item 15c) Trustee Martino

MOVED by Trustee Rizzo, seconded by Trustee Poplawski, that Item 15a) be adopted as follows:

15a) Initiation – Elementary Boundary Review – St. Edward, St. Gabriel and St. Antoine Daniel Catholic Schools received and that a boundary review for the St. Edward, St. Gabriel and St. Antoine Daniel school communities be approved for initiation and implementation in accordance with the *Elementary School Attendance Boundary Review Policy (S.A.03)*.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Poplawski, that St. Paschal Baylon Catholic School be included in the boundary review.

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

In favour

Opposed

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

The Amendment was declared

CARRIED

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

In favour**Opposed**

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

The Motion, as amended, was declared

CARRIED

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

- 15b) St. Gregory Boundary Review: Follow-up to Delegation from Bernice Cahute** received and that staff provide local Trustee with information on students who had to be redirected to other schools.

Results of the Vote taken, as follows:

In favour**Opposed**

Trustees Andrachuk
Crawford
D'Amico

Davis
 Del Grande
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

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

15c) Financial Update June 2017 received.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

17. Inquiries and Miscellaneous

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

- 17a) From Trustee Andrachuk regarding O Canada** received and referred to staff to make arrangements to have the student rendition of O Canada played at every meeting.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

Both Trustees Piccininni and Martino withdrew their Inquiries.

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that the meeting resolve into FULL BOARD.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that the meeting Rise and Report to approve all matters dealt with in PRIVATE and PUBLIC Sessions.

Results of the Vote taken, as follows:

In favour**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that the meeting resolve back into Corporate Services, Strategic Planning and Property Committee Meeting.

Results of the Vote taken, as follows:

In favour**Opposed**

Trustees Andrachuk
 Crawford
 D'Amico
 Davis
 Del Grande
 Martino
 Piccininni

Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that the meeting resolve into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

The PUBLIC Session reconvened with Trustee Davis in the Chair.

PRESENT:

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

Staff: R. McGuckin

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that the meeting resolve into FULL BOARD with Trustee Crawford as Acting Chair.

Results of the Vote taken, as follows:

In favour**Opposed**

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

CARRIED

MOVED by Trustee Davis, seconded by Trustee Poplawski, that the meeting Rise and Report to approve all matters dealt with in DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Piccininni, seconded by Trustee Del Grande, that the meeting resolve back into Corporate Services, Strategic Planning and Property Committee Meeting.

Results of the Vote taken, as follows:

In favour**Opposed**

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

The Motion was declared

CARRIED

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

Results of the Vote taken, as follows:

In favour**Opposed**

Trustees Andrachuk
 Crawford
 D'Amico
 Davis
 Del Grande
 Martino
 Piccininni

Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

APPLICATION OF GYM MATRIX CRITERIA (ALL WARDS)

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

Created, Draft	First Tabling	Review
October 3, 2017	October 12, 2017	

F. Cifelli, 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
J. Volek, (Acting) Comptroller of Planning

RECOMMENDATION REPORT

Vision:

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

On June 8, 2017, the Board approved a criteria matrix to prioritize schools system-wide for possible gymnasium additions. In total, ten criteria were to be considered. As noted in previous reports, the majority of Toronto Catholic District School Board gymnasiums are below the Ministry of Education space standard.

Appendix A-1 provides system-wide ranking of the top elementary schools with the smallest gymnasiums of 2,500 square feet (sq. ft.) or less in area, and the high utilization rates. Though other criteria as such as outdoor play area, facility condition index and future utilization rate were also considered, gymnasiums area, school enrolment plus utilization rate were the determining factors.

This report further recommends ranking secondary schools separately from elementary schools. Secondary schools, where the combined area of gymnasium and weight room (and/or alternate exercise room) is below 8,000 sq. ft. were also considered as highest priority.

At this time, none of the schools received points for external funding towards a gymnasium expansion. Other filters that were applied include whether the school is in a leased facility, schools that have received or will receive major additions with new gymnasiums, and new schools with gymnasiums over 4000 sq. ft. (elementary panel).

A list of the top elementary schools with the highest amount of points, is included in Appendix A-1. The highest ranking secondary schools based on gymnasiums under 8000 sq. ft., and utilization rate over 100%, are listed in Appendix A-2. The top three elementary schools and top secondary school per Trustee Ward is included in Appendix B.

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

B. PURPOSE

Following approval of the Criteria Matrix and the evaluation points per criteria, the Board directed staff to provide a follow up report ranking the top schools system-

wide and the top three schools per Trustee Ward. In addition, Staff were directed to seek clarification from the Ministry of Education, regarding availability of funding for program upgrades, including gymnasium expansions/additions.

C. BACKGROUND

1. On June 8, 2017, the Board approved a criteria matrix to prioritize schools system-wide for possible gymnasium additions. The approved evaluation matrix is as follows:

	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

2. Previous reports have provided information to the Board that 171 schools, approximately 86% of the Board's existing schools, do not meet current Ministry of Education (EDU) space standards for gymnasiums based on OTG.
3. The development of a criteria matrix is necessary to evaluate and prioritize schools for possible future gymnasium expansions.

4. Current Ministry of Education space standard for new elementary school gymnasium and stage area combined is 0.929 m²/pupil (10 s.f./pupil). The current EDU space standard for a gymnasium and exercise room is 1.12 m²/pupil (12 s.f./pupil).
5. 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 site size and site conditions.
6. Currently, boards must request approval from the Ministry of Education for any capital projects, and for the use of Proceeds of Disposition (POD) funds 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.
7. Since 2010, the Board's Capital Program has resulted in six (6) new elementary schools with gymnasiums in the range of 4000 square ft., including the stage area. Currently there are eight (8) new elementary and three (3) new secondary schools either in construction or in design development. These new schools will have larger gymnasiums as permitted under the current EDU space plan template. In addition, there are two (2) elementary school additions completed and two (2) others that are in construction, which include new, larger gymnasiums. By 2020, upon completion of the current Capital program, notwithstanding any additional capital projects approved in 2018, there will be a total of twenty-one (21) new schools with larger gymnasiums.

D. EVIDENCE/RESEARCH/ANALYSIS

1. **This report recommends refining the criteria matrix to focus on smallest gymnasiums, (combined area of gymnasiums and stage if applicable) under 2,500 sq. ft. in the elementary panel and under 8,000 sq. ft. in the secondary panel (combined area of gymnasium and exercise room).**
2. As the physical educational program needs differ for elementary school verses secondary schools, it is beneficial to separately rank each panel. **Appendix A-1** lists the smallest gymnasiums in elementary schools, with utilization rates over 100%.

3. Elementary schools with gymnasiums 3,500 to 4,000 sq. ft. or greater, in area can be divided into two and used by two classes at the same time.
4. **Appendix A-2** lists the top secondary schools that are ranked the highest – with gymnasiums (combined area of gymnasiums and exercise room) under 8000 sq. ft., and utilization rates over 100%.
5. In addition to ranking the top elementary and secondary schools, **Appendix B** provides the highest ranked schools per Trustee Ward.
6. None of the schools have received points for external funding of a new gymnasium. In the event of a school receiving external funding, this would give the school the highest score/ranking.
7. A letter has been sent to the Minister of Education, requesting clarification for future available funding to undertake gymnasium expansions, and other program-related facility improvements at schools.

E. METRICS AND ACCOUNTABILITY

1. The Ministry of Education reviews and approves the number and area of spaces/rooms for every new capital project, (new school and major addition), including the gymnasium, to ensure the size/area meets the minimal requirements as set out in the Space Plan Template.
2. The gymnasium square foot area for a new school or addition may be increased by approximately 10% to 15% subject to Ministry of Education approval, provided that the overall building area remains within the EDU approved area benchmark. This information is provided to the local design committee, during the design development stage of the new building/addition.
3. The estimated project budgets for all new capital projects are submitted to the Board for approval. In addition, as per the Purchasing Policy, the Board also approves the award of the contracts associated with any capital projects.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Requests for capital priorities funding will continue to highlight the challenges of program-related space deficiencies with older, smaller schools, in particular, the need for larger gymnasiums for any new school or major addition project.

2. Staff will provide the Board with the Ministry of Education response, and further information as well as recommendations for implementation options.
3. An information letter will be provided to the principals in the schools that have been identified as having under-sized gymnasium/OTG, to share with their school communities, regarding the actions undertaken to date to seek funding clarification for a phased gymnasium expansion program. The letter will include a link to the various gymnasium reports presented to Board since 2016 as well as a Board staff contact email address in the event there are any questions regarding the letter. The local Trustee and Area Superintendent will be copied in any email responses.
4. A subsequent report to Board will be provided regarding the Ministry of Education's response regarding funding for future gymnasium and other program-related upgrades. At that time, subject to funding, the Board would be in a position to proceed with a capital program to build gymnasium additions at the top ranked schools.

G. STAFF RECOMMENDATION

1. That the top-ranked schools as detailed in Appendix A-1 and A-2, be approved and prioritized for future phased gymnasium expansion program, subject to available funding.
2. That the Chair of the Board send a letter to the Minister of Education seeking funding approval for a multi-year phased program of gymnasium additions, and other program-related facilities improvements.

APPENDIX A-1
ELEMENTARY SCHOOLS

TOP Scores	Schools with Gymnasiums under 2,500 sq. ft. and high utilization rates	Ward	Gym or GP room size	Current Enrolment (Sept 26, 2017) Trillium	Current Utilization Rate
1	St Bonaventure CS	Rizzo	2000	603	252.30%
2	St Cecilia CS	Poplawski	2000	665	151.83%
3	Father Serra CS	Martino	2000	512	159.01%
4	St Matthew CS	Piccininni	2000	566	139.75%
5	St Albert CS	Del Grande	2000	428	203.81%
6	St Raphael CS	Bottoni	2000	508	141.11%
7	Our Lady of the Assumption CS	Rizzo	2000	386	219.32%
8	Blessed Sacrament CS	Rizzo	1950	566	126.91%
9	St Bernard CS	Piccininni	2000	667	105.37%
10	Our Lady of Perpetual Help CS	Davis	2000	354	177.89%
11	Transfiguration CS	Martino	1900	406	137.63%
12	St Jerome CS	Bottoni	2000	502	117.84%
13	Our Lady of Peace CS	Andrachuk	2400	667	131.04%
15	St Lawrence CS	Del Grande	2000	451	120.27%
16	St Agatha CS	Crawford	2400	461	204.89%
17	Holy Spirit CS	Del Grande	2000	438	119.67%
18	St Rose of Lima CS	Crawford	2000	469	114.67%
19	St Francis Xavier CS	Piccininni	2000	526	103.75%
20	St Joachim CS	Crawford	2000	307	173.45%
21	St Victor CS	Crawford	2000	317	148.83%
22	St Norbert CS	Bottoni	2000	347	121.75%
23	St Cyril CS	Rizzo	2000	336	126.79%
24	St Anselm CS	Kennedy	2000	373	114.77%
25	St Boniface CS	Crawford	2000	346	120.14%
26	St Isaac Jogues CS	Kennedy	2000	351	116.23%
28	St Pius X CS	Poplawski	2400	501	120.72%
31	Annunciation CS	Kennedy	2000	341	114.81%
33	St Monica Sept S	Rizzo	2000	305	116.41%
34	Our Lady of Wisdom C S	Del Grande	2400	369	130.85%
35	St Martin De Porres CS	Crawford	2000	319	110.76%
36	St Matthias CS	Kennedy	2000	266	124.88%
37	Holy Rosary CS	Davis	2000	295	101.37%
38	St Malachy S	Tanuan	2500	282	147.64%
39	St Roch CS	Piccininni	2500	360	104.96%

**APPENDIX A-2
SECONDARY SCHOOLS**

Ward	Secondary Schools with Combined Gymnasiums + Exercise Room Area under 8000 sq. ft.	Total Area sq. ft. (Gym + Exercise Room)	Current Enrolment (Oct 5, 2017) Trillium	OTG Capacity
Andrachuk	Bishop Allen Academy (Lease from TDSB - Bill30)	5,327	1635	717
Rizzo	Loretto Abbey CSS	3,439	963	480
Kennedy	Notre Dame CHS	4,654	669	441
Rizzo	Cardinal Carter Academy for the Arts (Sec)	3,946	660	456
Tanuan	Francis Libermann Catholic HS	6,896	922	648
Crawford	Neil McNeil CHS	5,387	823	648
Andrachuk	Michael Power/St Joseph CSS (Lea frTDSB - Bill30)	7,342	1944	1644
Martino	Father Henry Carr	7,253	903	834
Bottoni	Madonna Catholic SS	6,459	738	690
Del Grande	Jean Vanier Catholic CSS (Lease from TDSB - Bill30)	6,150	930	909

APPENDIX B**TOP THREE ELEMENTARY SCHOOLS & TOP SECONDARY SCHOOL PER TRUSTEE WARD**

Ward 1 Trustee Martino: Father Serra CS Transfiguration CS St John Vianney Secondary School: Father Henry Carr Secondary School	Ward 2 Trustee Andrachuk: Our Lady of Peace CS Holy Angels CS Nativity of Our Lord CS Secondary School: Bishop Allen Academy
Ward 3 Trustee Piccininni: St Matthew CS St Bernard CS St Francis Xavier CS Secondary School: Chaminade College	Ward 4 Trustee Bottoni: St Raphael CS St Jerome CS St Norbert CS Secondary School: Madonna
Ward 5 Trustee Rizzo: St Bonaventure CS Our Lady of the Assumption CS Blessed Sacrament CS Secondary School: Loretto Abbey Secondary School	Ward 6 Trustee D'Amico: St Clare CS Our Lady of Victory CS St John Bosco CS Secondary School: Blessed Archbishop Romero Secondary School
Ward 7 Trustee Del Grande: St Albert CS St Lawrence CS Holy Spirit CS Secondary School: Jean Vanier Secondary School	Ward 8 Trustee Tanaun: St Malachy S St Brendan CS Our Lady of Grace CS Secondary School: Francis Libermann Secondary School

APPENDIX B**TOP THREE ELEMENTARY SCHOOLS & TOP SECONDARY SCHOOL PER TRUSTEE WARD**

Ward 9 Trustee Davis: Our Lady of Perpetual Help CS Holy Rosary CS Our Lady of Lourdes CS Secondary School: St Michael Choir (Secondary)	Ward 10 Trustee Poplawski: St Cecilia CS St Pius X CS James Culnan CS Secondary School: St Mary Catholic Academy
Ward 11 Trustee Kennedy: St Anselm CS St Isaac Jogues CS Blessed John XXIII C S Secondary School: Notre Dame Secondary School	Ward 12 Trustee Crawford: St Agatha CS St Rose of Lima CS St Joachim CS Secondary School: Neil McNeil Secondary School



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

ST. ANTOINE DANIEL CATHOLIC SCHOOL CAPITAL PROJECT BUDGET AND CONSULTANT APPROVAL (WARD 5)

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

Created, Draft	First Tabling	Review
October 2, 2017	October 12, 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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T.B.D.
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Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends the approval of the Capital project budget for the replacement of St. Antoine Daniel Catholic School of \$15,070,104, subject to Ministry of Education approval of additional funding for unique site costs and Toronto Green Standards. The replacement school will have an OTG capacity of 511 pupil places and a childcare centre for 88 children.

This report also recommends approval of the appointment of LGA Architectural Partners to provide consulting services for the new elementary school at the site of St. Antoine Daniel Catholic School for a cost of \$904,095.57 including net HST. The consulting services include tendering and contract administration for demolition of the existing St. Antoine Daniel Catholic School.

Funding is available from the Ministry of Education from the 2016 Capital Priorities Grant, the Full Day Kindergarten Grant and the Child Care Capital Grant. In addition, following completion of a preliminary design and cost consultant's estimate, a request will be submitted to the Ministry of Education for Capital Land funding for demolition of the existing St. Antoine Daniel school, unique site costs and Toronto Green Standard requirements.

The cumulative staff time dedicated to developing this report was 8 hours.

B. PURPOSE

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

C. BACKGROUND

1. On November 21, 2016, the Board received approval from the Ministry of Education (EDU) for Capital Priorities Grant (CPG) and Full Day

Kindergarten (FDK) funding of \$10,648,837 for the construction of a 510 pupil place new elementary school to replace the oversubscribed existing 198 pupil place St. Antoine Daniel Catholic School at 160 Finch Avenue West, and to accommodate future growth in North York, plus \$2,571,267 for a child care centre for 88 children. The Board has also applied for and is expected to receive a funding allocation of \$514,254 for one Ontario Early Years Child and Family Centre (OEYCFC) room.

2. On March 2, 2017, EDU approved the Space Plan Template for a new 510 pupil place elementary school and 88 space child care at the St. Antoine Daniel site.

D. VISION

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

E. ACTION PLAN

1. A “Stage 1” *Request for Qualifications* was issued on January 26, 2017, to all interested architects in Ontario, through the “Biddingo” bidding service, in order to prequalify architects for upcoming Capital projects in four categories as follows:
 - (i) Secondary replacement schools and major additions to \$40M;
 - (ii) Elementary replacement schools and major additions to \$16M;
 - (iii) Child care additions to \$5M;
 - (iv) School and child care retrofits to \$2M.
2. Submissions were received from 24 architectural firms for Category 2: *Elementary replacement schools and major additions to \$16M*. Following evaluation by a committee of Board Capital staff, 11 firms were prequalified

for this category of projects, based on the following criteria stipulated in the RFQ:

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

3. “Stage 2” RFP P-085-17 was issued to the 11 firms prequalified for elementary replacement schools for full consulting services for the design and construction of a 510 pupil place replacement school for St. Antoine Daniel Catholic School. The scope of work also includes demolition of the existing school and exploration of site options to possibly allow students to remain in the existing school during construction of the new school.
4. On March 23, 2017, nine (9) proposals were received from prequalified architectural firms in response to RFP P-085-17. A list of the respondents and their sub-consultant teams is included as Appendix A. The proposals were evaluated by a committee of Board Capital staff according to the following criteria stipulated in the RFP:

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

5. The first part of the evaluation consisted of criteria A-E to determine a short list of the highest scoring firms to be further evaluated in an interview. The following four (4) firms were selected to be interviewed:

LGA Architectural Partners
MC Architects
Montgomery Sisam Architects
Susan Friedrich Architect

6. Interviews were conducted on September 25, 2017 by a panel of five (5) Board staff, including the Superintendent of Facilities Services and the Superintendent of Learning, Student Achievement and Well-being for Area 4. The highest scoring firm at the conclusion of the interviews is recommended to be appointed to provide full consulting services for the project.

F. METRICS AND ACCOUNTABILITY

1. The preliminary Capital project budget for the replacement of St. Antoine Daniel Catholic School is detailed in Table 1 below:

Table 1 - St. Antoine Daniel Replacement School - Project Budget					(All costs include net HS)		28-Sep-17
OTG	511	Potential Funding Breakdown					Total Estimated Costs
Benchmark Area per pupil (sq.m.)	10.24	In Benchmark			Not in Benchmark		
Approved GFA of School(sq.m.)	4,979	Capital Priorities + FDK	Child Care (B11)	OEYCFC	Site Prep/ Demolition	TGS	
GFA of Child Care (sq. m.)	792						
Total GFA including Childcare	5,771						
A. Consulting Fees and Expenses	\$/m2						
Total Architectural Services Contract		\$687,426.95	\$101,481.69		\$115,186.93	\$0	\$904,096
Property/Topo Survey					\$3,371		\$3,371
A. Total Consulting Fees and Expenses	\$157	\$687,427	\$101,482	\$0	\$118,558	\$0	\$907,467
B. Other Soft Costs							
Total Estimated Municipal Permits and Fees		\$212,275	\$23,760		\$6,934	\$4,520	\$247,490
Total TCDSB Allowances		\$274,246	\$60,682		\$15,773	\$0	\$350,701
B. Total Other Soft Costs	\$104	\$486,521	\$84,442	\$0	\$22,707	\$4,520	\$598,191
C. Construction Costs	\$						
Subtotal Site Preparation	\$155	\$0	\$0	\$0	\$893,000		\$893,000
Basic Expert Panel Building	\$2,206	\$8,234,889	\$2,255,343	\$492,254			\$10,982,486
Estimated Toronto Green Standard Premium:						\$235,000	\$235,000
Subtotal Building	\$1,858	\$8,234,889	\$2,255,343		\$0	\$235,000	\$10,725,232
Subtotal Site Development	\$139	\$790,000	\$0		\$0	\$10,000	\$800,000
C. Total Construction Budget	\$2,237	\$9,024,889	\$2,255,343	\$492,254	\$893,000	\$245,000	\$12,910,486
Contingency Allowance - 5% of construction		\$450,000	\$130,000	\$22,000	\$39,960	\$12,000	\$653,960
TOTAL PROJECT COST	\$2,611	\$10,648,837	\$2,571,267	\$514,254	\$1,074,226	\$261,520	\$15,070,104
APPROVED FUNDING	\$2,291	\$10,648,837	\$2,571,267	TBD	TBD	TBD	\$13,220,104
Estimated Funding Deficit (Request for Unique Site Cost and OEYCFC Funding)				\$514,254	\$1,074,226	\$261,520	\$15,070,104

2. The Ministry of Education will provide additional funding for the demolition of the existing school following submission of a detailed estimate of the cost. The Ministry is also expected to provide additional funding for extraordinary site costs such as Toronto Green Standard requirements, City of Toronto storm water management requirements, required municipal services and infrastructure upgrades and excessive grade changes, upon submission of a detailed cost estimate for the project. Based on recent previous projects, additional funded costs are expected to be approximately \$350,000 for demolition and \$800,000 to \$1,000,000 for unique site costs. Some of these costs, for site preparation may also be eligible to be paid from the Education Development Charges (EDC) reserve, however this needs to be confirmed by the Board's EDC consultant, since the site is not being expanded.
3. Following tendering, the project budget will be revised to reflect the actual tender price and a report submitted for Board approval of the tender award and, if required, a revised project budget.
4. The project budget will be monitored through the Board's financial systems and audit processes and financial status will be reported to the Ministry of Education annually through the Capital Asset Project Template (CAPT) system.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

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

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

H. STAFF RECOMMENDATION

1. That the appointment of LGA Architectural Partners to provide consulting services for the new St. Antoine Daniel Catholic School be approved in the amount of \$884,980.00, plus net HST of \$19,115.57 for a total cost of \$904,095.57 funded as follows:

	Current EDUApproved Funding	Potential Funding Breakdown Subject to EDU Approval
CPG and FDK Grants	\$802,613.88	\$687,426.95
Child Care Capital Grant	\$101,481.69	\$101,481.69
Capital Land/Demo Funding		\$115,186.93
Total Consulting Contract	\$904,095.57	\$904,095.57

2. That a preliminary project budget of \$15,070,104, including net HST, be approved for new elementary school at the site of St. Antoine Daniel Catholic School, as outlined in Table 1 in this report, including demolition of the existing St. Antoine Daniel school.

APPENDIX A - St. Antoine Daniel Full Architect Services

P-085-17 For Full Architectural Services	Proposed Sub-consultant Team			
Architectural Firms	Mechanical / Electrical Engineer	Structural Engineer	Civil Engineer	Landscape Architect
CS&P Architects Inc.	WSP	WSP	WSP	WSP
Hossack & Associates Architects	Ellard Wilson	Stephenson	MGM	Fleisher Ridout
LGA Architects	Lam & Associates	Engineering Link	Urban Watershed	Aboud & Associates
MC Architects Inc.	Ellard Wilson	Ravens	Counterpoint	NAK
MG Architects Inc.	Ellard Wilson	Ravens	MGM	Baker Turner
Moffet & Duncan Architects Inc.	Ellard Wilson	Ravens	Candevcon	Fleisher Ridout
Montgomery Sisam Architects Inc.	WSP	Blackwell	WSP/MMM	PMA
Snyder Architects	Ellard Wilson	Stephenson	Flora	MSLA
Susan Friedrich Architect Inc.	Ellard Wilson	Lea	Masongsong	Serdika



REPORT TO

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

EDUCATION QUALITY AND ACCOUNTABILITY (EQAO) PRIMARY DIVISION, JUNIOR DIVISION, GRADE 9 AND OSSLT ASSESSMENT RESULTS

“An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.” Proverbs 18-15

Created, Draft	First Tabling	Review
September 25, 2017	October 5, 2017	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research
L. DiMarco, Superintendent of Curriculum, Leadership and Innovation
G. Iuliano Marrello, Superintendent of Student Success

INFORMATION REPORT

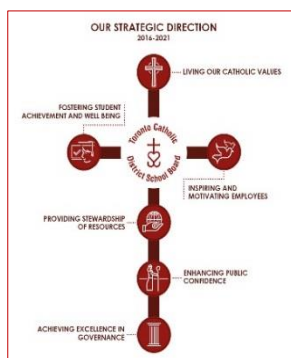
Vision:

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report summarizes the results of Toronto Catholic District School Board (TCDSB) student achievement on the 2016-2017 EQAO Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). Literacy results are high, with improvements evident over the past five years, in both Grade 3 and Grade 6. In Primary and Junior, mathematics results remain low both in the Board and Province. At the secondary level, Grade 9 applied mathematics scores have shown improvement but continue to be low. In both Grade 9 academic mathematics and OSSLT, the Board mirrors the Province and maintains strong results. The EQAO results continue to point to mathematics and the applied level as an area of focus.

Cumulative staff time spent on this report was 20 hours.

B. PURPOSE

1. This report presents Provincial and TCDSB results on the Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 Assessments and the OSSLT. School and Board results from all assessments are released on September 20, 2017.

C. BACKGROUND

1. The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to all Ontario students at the end of the primary division (Grade 3) and at the end of the junior division (Grade 6). The Grade 9 Assessment of Mathematics is administered to all Ontario students who are working toward their Grade 9 academic or applied mathematics credit. Students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June. The OSSLT is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April. Successful completion of the OSSLT is a requirement for the OSSD.
2. All assessments measure cumulative knowledge and skills and are based on the Ontario Curriculum. Achievement is reported according to the province's four

achievement levels for the Primary and Junior assessments, as well as, the Grade 9 assessments. The provincial standard is Level 3, which corresponds to a 70 to 79 per cent. On the OSSLT achievement is reported as “successful” or “unsuccessful”.

3. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.

D. EVIDENCE/RESEARCH/ANALYSIS

1. PRIMARY DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario

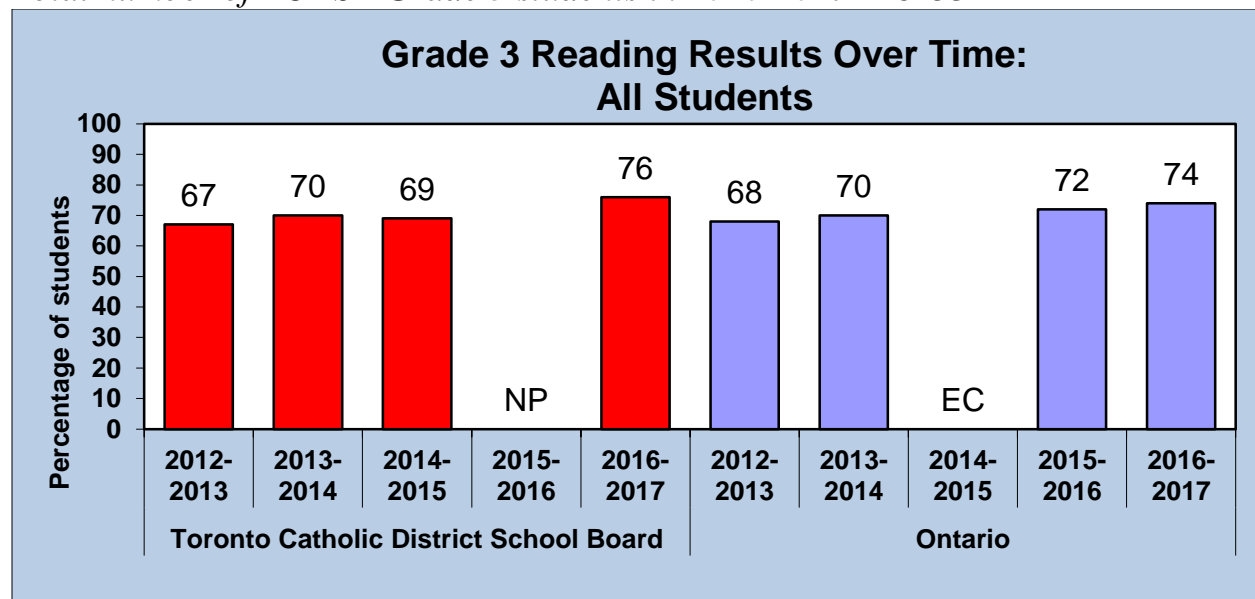
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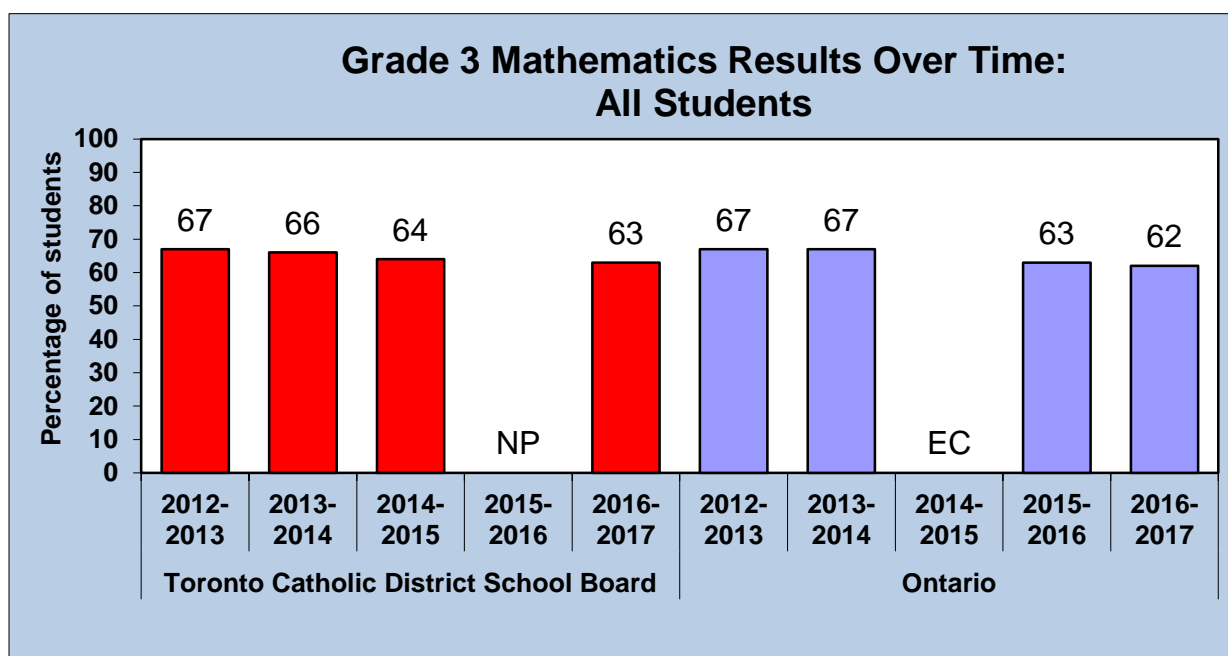
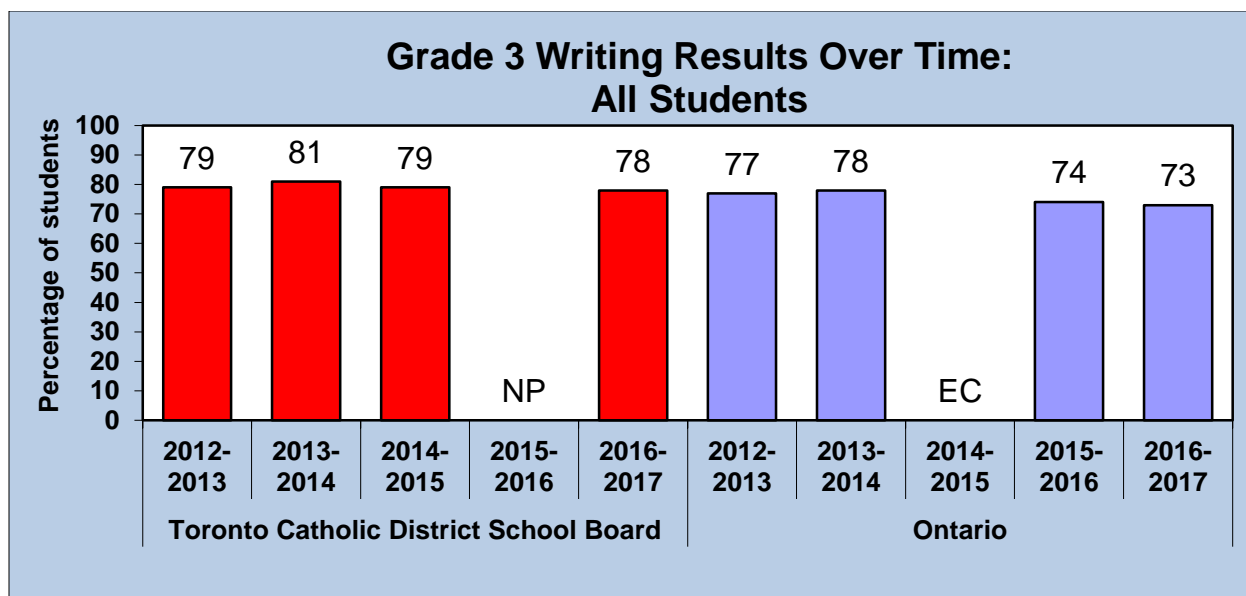
EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

NP = Elementary schools in the TCDSB did not participate in the 2016 assessments, due to ongoing labour issues.

Percentage at or above the provincial standard – Levels 3 and 4

Total number of TCDSB Grade 3 students in 2016-2017 = 6153





Over the past five years, the percentage of Grade 3 students who performed at or above the provincial standard:

- increased from 67% to 76% in reading in the TCDSB, increased from 68% to 74% in Ontario;
- remained relatively stable in writing in the TCDSB (this year at 78%) and, decreased from 77% to 73% in Ontario; and,
- decreased from 67% to 62% in math in both the TCDSB and Ontario.

There has been a steady improvement in the Board and Province primary reading results. TCDSB results for primary writing have been relatively stable over the past 5 years, while primary writing results for Ontario have decreased. Currently, the Board results for primary reading and writing are above Provincial results. Primary mathematics results decreased in both the TCDSB and Ontario, and Board mathematics results are consistent with the Province.

2. JUNIOR DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario

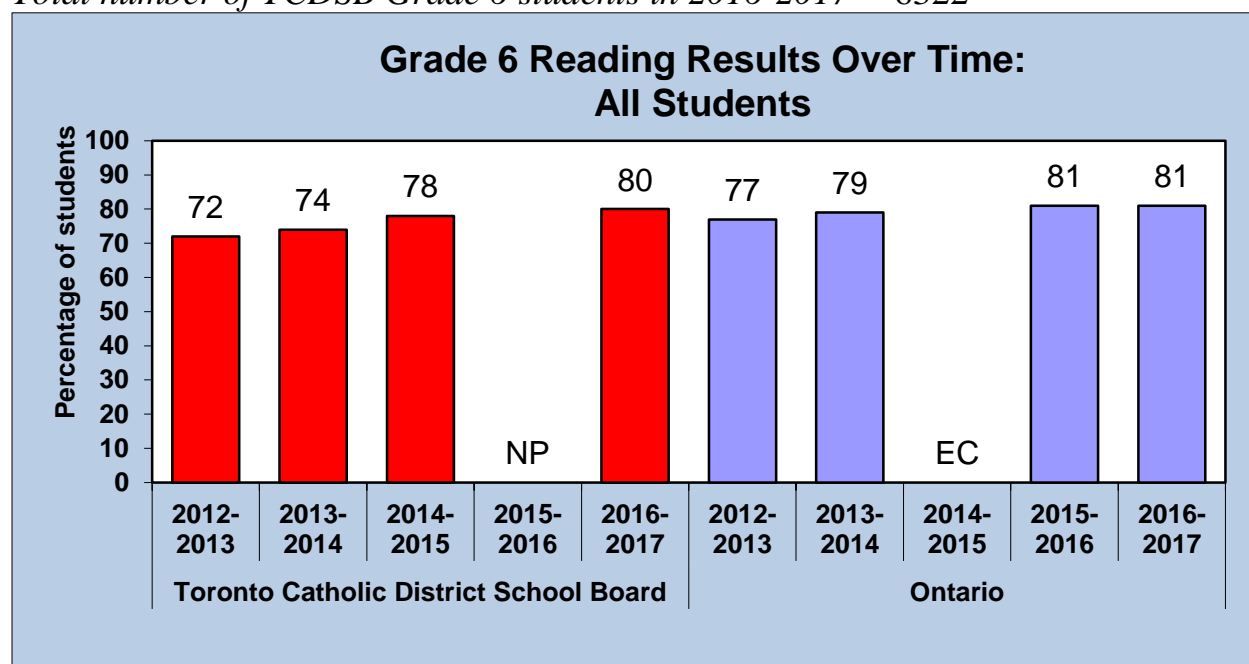
NOTE:

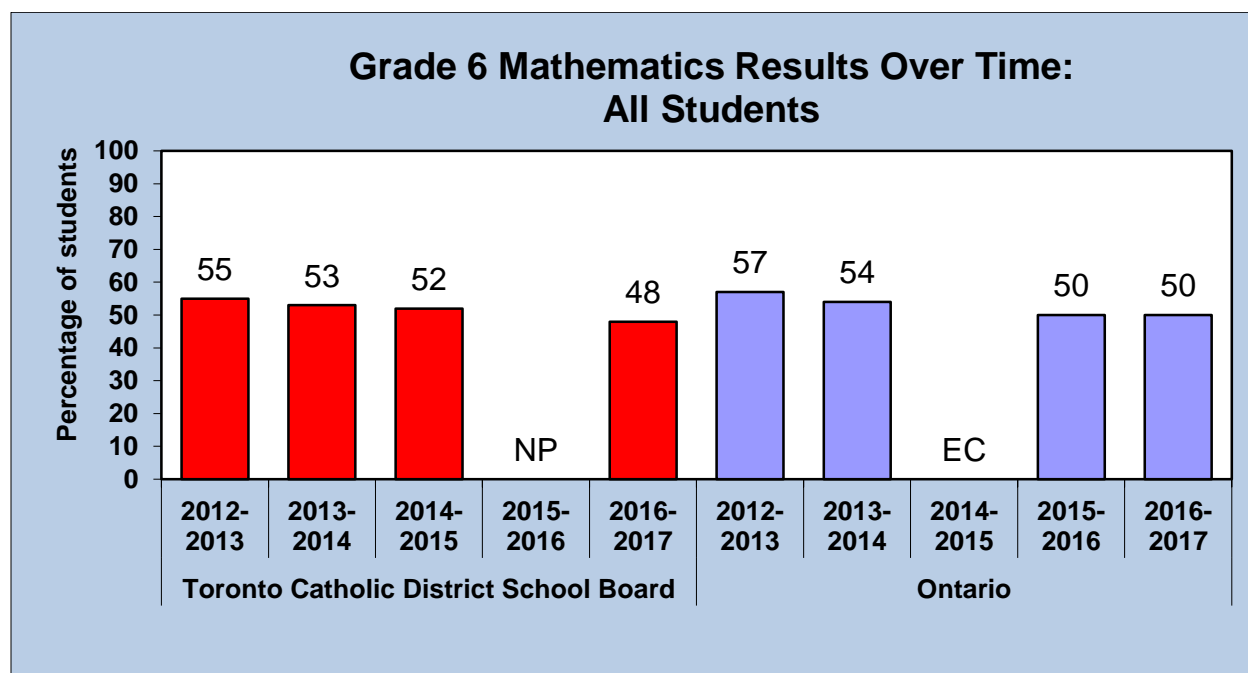
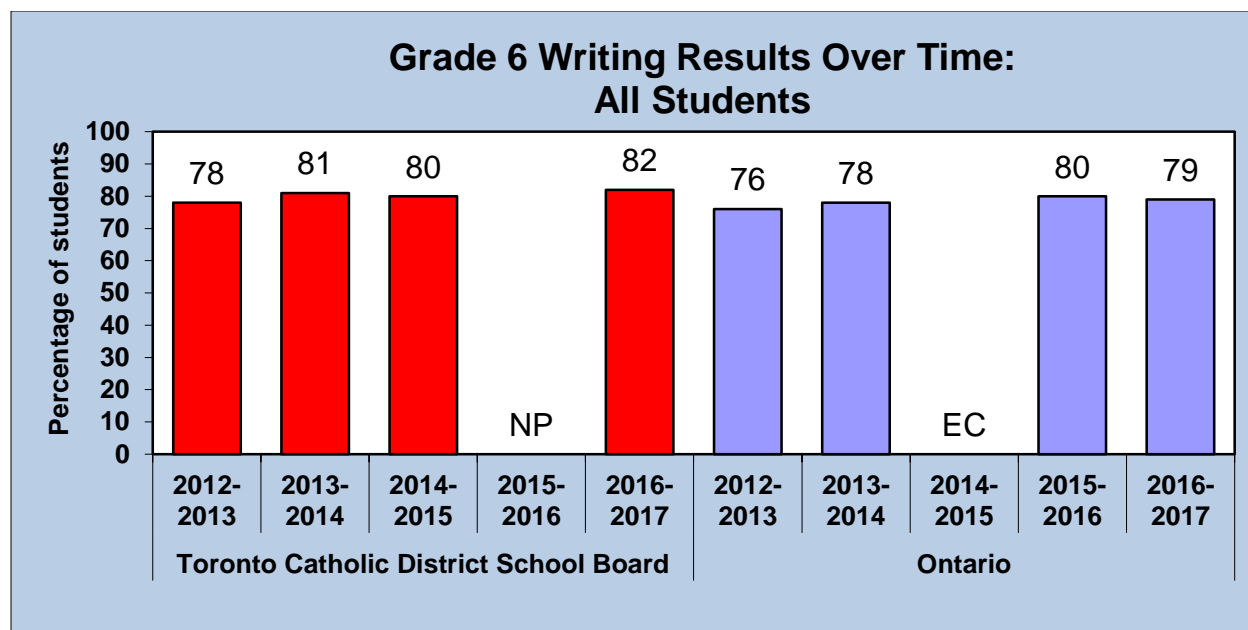
EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

NP = Elementary schools in the TCDSB did not participate in the 2016 assessments, due to ongoing labour issues.

Percentage at or above the provincial standard – Levels 3 and 4

Total number of TCDSB Grade 6 students in 2016-2017 = 6322





Over the past five years, the percentage of Grade 6 students who performed at or above the provincial standard

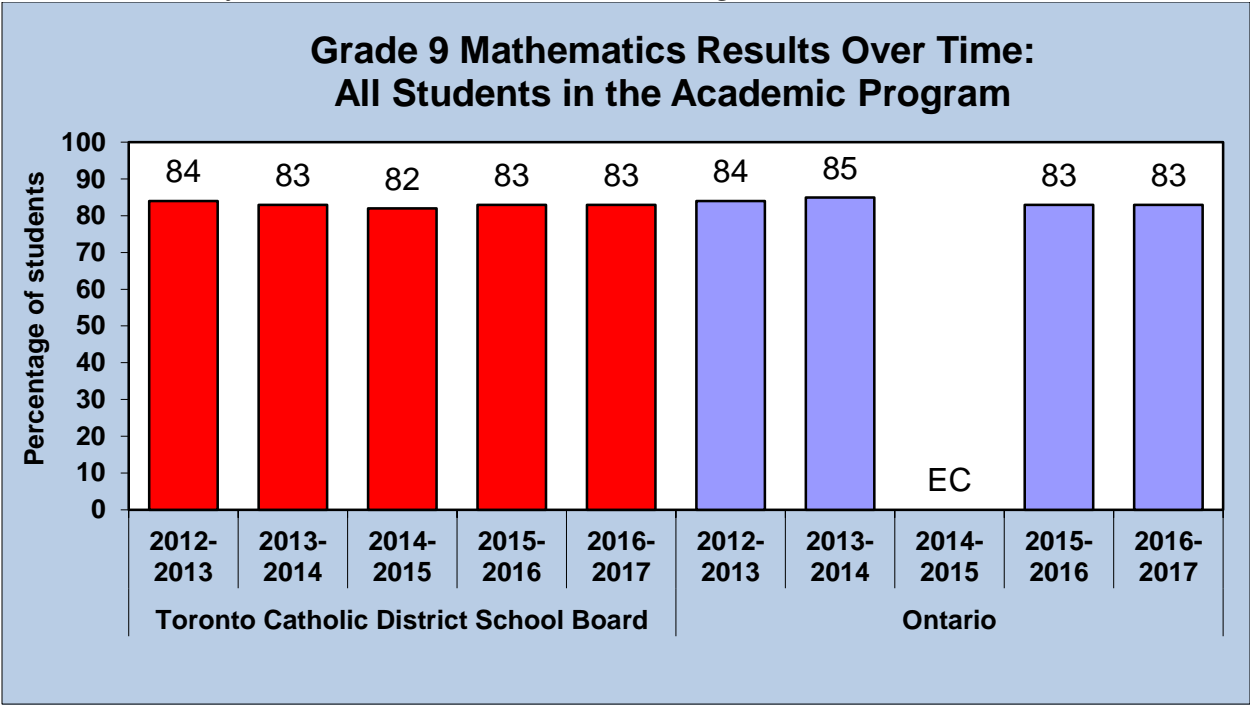
- increased from 72% to 80% in reading in the TCDSB; increased from 77% to 81% in Ontario
- increased from 78% to 82% in writing in the TCDSB; increased from 76% to 79% in Ontario, and,
- decreased from 55% to 48% in math in the TCDSB; decreased from 57% to 50% in Ontario.

TCDSB and Ontario results in junior reading and writing are high and have improved over the past five years. In reading, results for TCDSB students are consistent with results for all students in Ontario. In writing, results for TCDSB students remain higher than Ontario results. Junior mathematics results have decreased in both the Board and the Province.

3. GRADE 9 MATHEMATICS RESULTS OVER TIME for TCDSB and Ontario

NOTE:
 EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

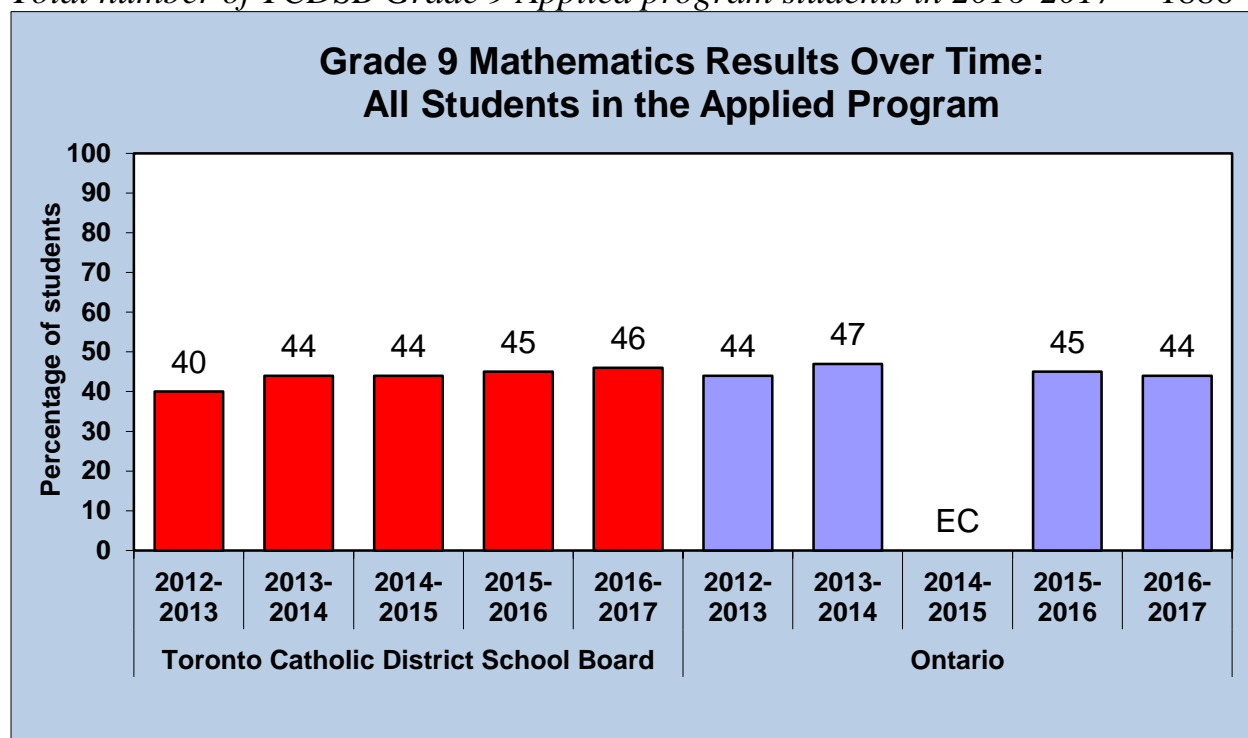
ACADEMIC PROGRAM
 Percentage at or above the provincial standard – Levels 3 and 4
Total number of TCDSB Grade 9 Academic Program students in 2016-2017 = 4571



APPLIED PROGRAM

Percentage at or above the provincial standard – Levels 3 and 4

Total number of TCDSB Grade 9 Applied program students in 2016-2017 = 1886



Over the past five years, in Grade 9 math, the percentage of students at or above the provincial standard:

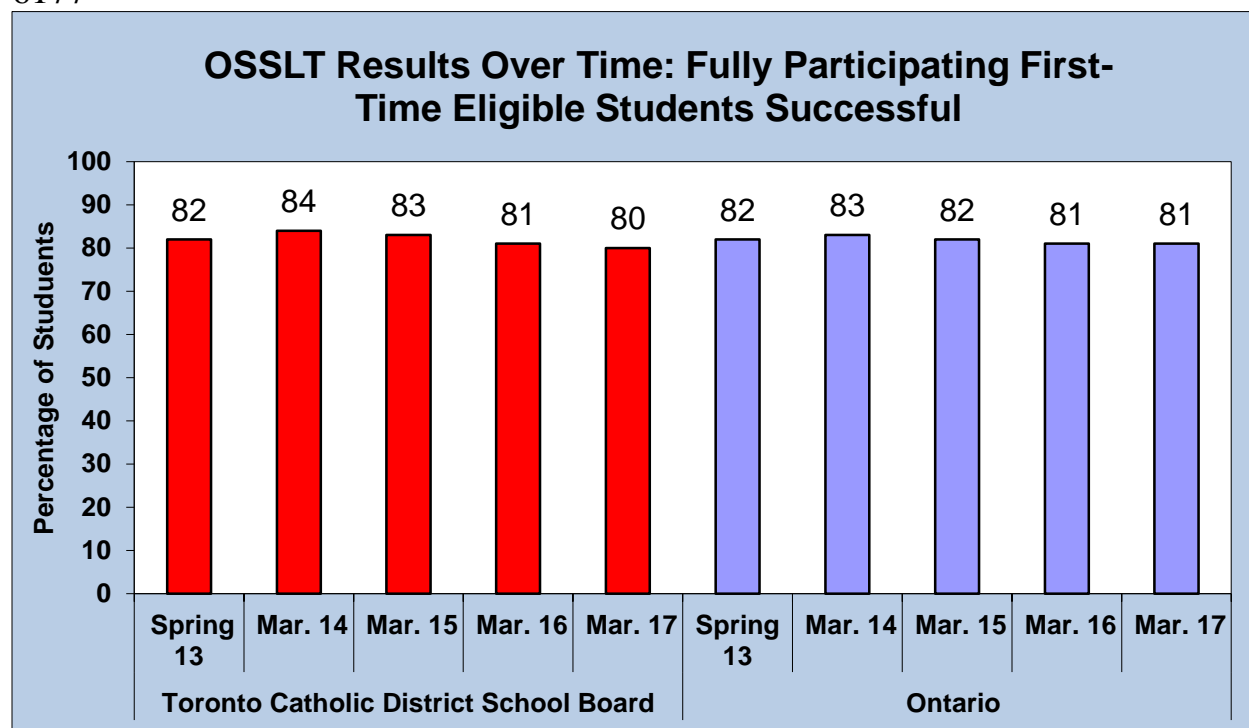
- remained relatively stable for TCDSB and Ontario students in academic courses, this year both at 83%, and
- increased from 40% to 46% for TCDSB students in applied courses, and has been variable in Ontario, this year at 44%.

In Grade 9 applied mathematics, there have been steady improvement for results in the Board over the past 5 years, while results for the Province have decreased over the past 4 years. TCDSB applied mathematics results are above the applied mathematics results in Ontario. In Grade 9 academic mathematics, results have been relatively stable and high in both the Board and Province; Board results are at par with the Province.

4. THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS OVER TIME for TCDSB and Ontario

Percentage of First-time Eligible students successful

Total number of First time eligible TCDSB students writing the test in 2016-2017 = 6177



OSSLT results in the Board and Province are high and have slightly decreased over the past 4 years. 80% of TCDSB students were successful on the March 2017 OSSLT and are consistent with Provincial results at 81%.

E. METRICS AND ACCOUNTABILITY

1. Overview of Results

Literacy results are high, with improvements evident over the past five years, in both Grade 3 and Grade 6. In Primary and Junior, mathematic results remain low both in the Board and Province. At the secondary level, Grade 9 applied mathematics scores have shown improvement but continue to be low. In both Grade 9 academic mathematics and OSSLT, the Board mirrors the Province and maintains strong results. The EQAO results continue to point to mathematics and the applied level as an area of focus.

2. Learning and Improvement Planning

Deeper analysis of the 2016-2017 EQAO results at both the system and school level is underway and will inform the revision of learning and plans for our school communities and for the board. These assessment results will be used in conjunction with other data to coordinate plans for improving student achievement and well-being consistent with the TCDSB Multi-Year Strategic Plan and Ministry of Education initiatives, to inform our Board Learning and Improvement Plan. Further details will be presented in upcoming reports to Board.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

INTERNATIONAL LANGUAGE PROGRAMS IN TCDSB ELEMENTARY SCHOOLS

“All of them were filled with the Holy Spirit and began to speak in other languages,
As the Spirit gave them ability.” Acts 2:4

Created, Draft	First Tabling	Review
September 25, 2017	October 5, 2017	Click here to enter a date.

C. Marchetti, Senior Coordinator International Languages/Parent and Community Engagement
P. De Cock, Comptroller for Business Services & Finance Department
L. Di Marco, Superintendent of Learning, Student Achievement and Well Being

INFORMATION REPORT

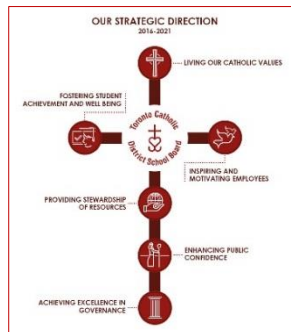
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A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board offers International Languages instruction in both an Extended Day and After Hours model. The International Languages program enriches a child's education through International Language instruction, cultural awareness and a celebration of traditions. It provides an overview of the International Languages current models including a statistical and financial overview.

B. PURPOSE

This report complies with the Action After request made on October 6, 2017 that an Annual Information Report on the International Languages Program be added to the rolling calendar.

Staff was to report on the general statistics on enrolment and cost considerations.

C. BACKGROUND

1. The TCDSB has been offering the Extended Day and After Hours International Languages Program since 1977. It responds to the unique needs of students in Toronto who speak or wish to learn languages other than English or French. The International Languages program enriches a child's education through International Language instruction, cultural awareness and a celebration of traditions.
2. The Extended Day and After Hours Program is governed by the International Language Program (Elementary) S.P.05 policy.
3. The International Languages Extended Day program is an integrated model whereby students receive instruction during the regular school day. This program extends the day by 30 minutes and the languages offered are Italian, Portuguese, Spanish, Ukrainian, Pilipino and Mandarin. Students from JK to Grade 8 received 30 minutes of instruction per day.

4. Statistical Information 2016/2017:

Language	Number of Schools	Total Number of Students
Italian	23	9775
Portuguese	7	2056
Spanish	1	428
Ukrainian	3	1029
Italian/Spanish	6	3598
Italian/Portuguese	3	1238
Pilipino/Mandarin	1	144
	44	18268

There are a total of 44 schools with an enrolment of approximately 18268 students. In the Extended Day Program there were 88.2 full time equivalent (FTE) instructors.

After Hours Program

The International Languages After Hours Program is offered outside of the regular school day with the majority of classes offered on Saturdays in either the morning or afternoon. Classes are also offered on Sundays and at one site on Tuesday evenings. Classes are 2 ½ hours in length and commence the third week-end in September and finish the second week-end in June.

In 2016/2017 there was a total of 33 programs with 27 offered at school sites and 6 at parishes with an approximate total enrolment of 5,162. Instruction was offered in 21 languages provided by 252 instructors.

The highest enrolment languages were Chinese/Mandarin (1,195), Polish (588), Vietnamese (604), and Chinese/Cantonese (524).

D. EVIDENCE/RESEARCH/ANALYSIS

There are many documented benefits to learning a third language. The International Languages program reflects the diversity of the TCDSB community and it has always had strong support from these multi-cultural communities. Instruction ties in directly with Board initiatives on

Comprehensive Literacy and each language has produced a variety of learning resources.

There is a high level of parent engagement, especially in the After Hours program. Due to the common heritage of children in these programs there is often a strong tie to both the parish and to the cultural social group.

PROGRAM RESOURCES

Instructors were provided with various opportunities for professional development delivered by the International Language Resource Instructor and the Literacy Resource Teachers. The goal is to align International Language instruction strategies with the literacy strategies used in the literacy and French language program and, most recently with the Common European Framework. Instructors were provided with a variety of resource materials such as language workbooks/textbooks, dual language books, lesson templates and a share point site where best practices are posted. In addition to this, to allow for the implementation of 21st Century Learning strategies all schools received one laptop and projector for the dedicated use of the International Languages instructors. Resource material and supports are received through community partnerships such as Centro Scuola, Instituto Camoes, Chinese Culture and Education Society of Canada and the Croatian Consulate sponsored by the Croatian Ministry of External Affairs. Centro Scuola and the Portuguese Ministry of Education are the only two partnerships that provides a direct financial contribution to the International Languages program and the amount fluctuates from year to year.

PROGRAM PROMOTION

The International Languages program is promoted by:

- a) Extended Day Schools provide information on their school portal site.
- b) Extended Day and After Hours School locations, program descriptions, and registration information is posted on the International Languages portal site.
- c) International Languages After Hours locations and registration information pamphlets are provided for all Welcome to Kindergarten resource bags.
- d) On-line registration located on the International Languages website.

- e) With the assistance of the Communications Department posters and After Hours registration information is promoted through TCDSB news release, E News, Tweets and on the website.
- f) After Hours posters and information/registration pamphlets are sent to all elementary schools, parishes and community partnership sites in May and September.
- g) On request the Coordinator of International Languages provides presentations at CSPC, trustee and other community meetings.
- h) After Hours instructors are linked to their communities and avail themselves of promoting the program through community radio programs and newspapers.
- i) Board International Languages representation took place at community events linked to the International Languages program held during the Black History and Heritage Month celebrations, European Language Day, school concerts, parish anniversaries, and Grade 8 graduation.
- j) International Languages students in the Extended Day program participated in the day school curriculum activities, choirs and school concerts. All After Hours school sites hosted a Christmas and Spring or Year-end Recital.

E. METRICS AND ACCOUNTABILITY

Appendix A shows a detailed budget analysis of the Revenues and Expenditures in delivering the International Languages program in the Extended Day and After Hours delivery models. The budget analysis contained within Appendix A illustrates clearly the Extended Day Program delivery model forecasts a material loss of \$959,547 for fiscal 2017-18. Consequently, this creates an ongoing cost pressure for TCDSB of approximately \$943,886 in 2017-18 for the Extended Day program and \$15,661 for the After Hours Program.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

**International Languages
2017-18 Budget**

APPENDIX A

International Languages Program			2016-2017 REVISED BUDGET			2017-2018 BUDGET		
Cost Centre (CC)	Cost Element (CE)	Description	Budget 2016/17	Extended Day	After Hours (Weekends)	Budget 2017/18	Extended Day	After Hours (Weekends)
GRANT & OTHER REVENUES								
		Enrolment (Pupil Count over 2 Semesters)	22,815	18,442	4,373	23,500	18,992	4,508
		# of Classes (over 2 Semesters)	1,007	814	193	987	798	189
		Projected Hours of Instruction	88,729	71,722	17,007	88,662	71,655	17,007
		Grant per Pupil	55	55	55	56	56	56
		Total Calculated Grant	4,872,109	3,938,255	933,854	4,946,453	3,997,632	948,821
		Clawback for Small Class Sizes (Less than 23)	-	-	-	-	-	-
Subtotal - Grant & Other Revenues			4,872,109	3,938,255	933,854	4,946,453	3,997,632	948,821
EXPENDITURES								
785202	11000	Caretaking Salary - Weekends	200,000		200,000	200,000		200,000
785202	11200	Secretaries & Tech Salary	50,000	10,000	40,000	50,000	10,000	40,000
785202	15100	Principals Salary - After Hours Supervision	40,000		40,000	40,000	-	40,000
Loc202	19200	International Lang- Extended Day	3,600,000	3,600,000	-	3,750,000	3,750,000	-
785202	19200	International Lang- Hrly rated Instructors (After Hours)	450,000	-	450,000	470,000	-	470,000
785202	19201	International Lang - Supply Instructors	175,000	141,457	33,543	175,000	141,432	33,568
Subtotal - Salaries			4,515,000	3,751,457	763,543	4,685,000	3,901,432	783,568
	21000	Benefits - Caretaking - Weekends	60,000		60,000	65,000	-	65,000
	21200	Benefits - Secretaries & Tech	11,000	2,200	8,800	9,000	1,800	7,200
	25100	Principals Benefit - After Hours Supervision	2,000	-	2,000	2,000	-	2,000
	29200	Benefits - Int'l Lang. - Extended Day	970,000	970,000	-	1,000,000	1,000,000	-
	29200	Benefits - Int'l Lang. - Hrly rated Instructors (After Hours)	100,000	-	100,000	100,000	-	100,000
Subtotal - Benefits			1,143,000	972,200	170,800	1,176,000	1,001,800	174,200
Subtotal - Salaries & Benefits			5,658,000	4,723,657	934,343	5,861,000	4,903,232	957,768
785202	33000	Stationary & Supplies	15,000	12,125	2,875	15,000	12,123	2,877
785202	33500	Printing & Photocopying - Instructional	10,000	8,083	1,917	10,000	8,082	1,918
785202	36100	Car Expenses - Mileage	10,000	8,083	1,917	10,000	8,082	1,918
785202	36300	Other Travel Expense - Taxi	20,000	20,000		10,000	10,000	
				-	-		-	-
Subtotal - Other Expenses			55,000	48,291	6,709	45,000	38,286	6,714
Total Expenditures			5,713,000	4,771,949	941,051	5,906,000	4,941,518	964,482
Surplus/(Deficit)			(840,891)	(833,694)	(7,197)	(959,547)	(943,886)	(15,661)



REPORT TO

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

UPDATE REPORT ON THE PILOT PROJECT FOR JUMP MATHEMATICS 2016-2017

*I can do everything through Him who gives me strength.
Philippians 4:13*

Created, Draft	First Tabling	Review
September 25, 2017	October 5, 2017	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation

INFORMATION REPORT

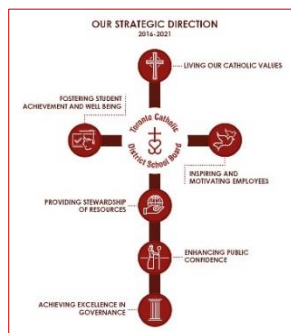
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T.B.D.

Executive Superintendent
of Business Services and
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A. EXECUTIVE SUMMARY

In January 2015, the JUMP Math Pilot was initiated within the TCDSB. Schools (14) were provided with JUMP teacher and student resources, as well as professional development to support implementation. This report summarizes the results of surveys of teachers, parents and students and EQAO data for participating schools, and outlines plans for the 2017-2018 school year.

B. PURPOSE

An annual report on the JUMP Math Pilot initiative made available to schools through the Curriculum Leadership and Innovation Department to inform planning within the Toronto Catholic District School Board.

C. BACKGROUND

The Toronto Catholic District School Board initiated a pilot of JUMP Math in January 2015 as described in the October report to Board of 2016.

Schools were provided with JUMP Math teaching and student resources. The schools were: Christ the King, D'Arcy McGee, St. Angela, St. Bede, St. Bernard, St. Brigid, St. Charles Garnier, St. Clare, St. James, St. John XXIII, St. Kevin, St. Leo, St. Paul, and St. Theresa Shrine.

Since the very beginning, ongoing professional development has been offered by the Math Team from the JUMP Math Office to support program implementation.

D. EVIDENCE/RESEARCH/ANALYSIS

The focus of this report is on the assessment data for the 2016-2017 school year. Sources of evidence for this report highlight the following elements: (1) Achievement Data (2) Perceptual Data (3) Professional Development.

1. ACHIEVEMENT DATA: EQAO Mathematics

Legend:

\ = Scores decreased

/ = Scores increased

_ = Scores decreased then stable

V = Scores decreased then increased

Λ = Scores increased then decreased

EQAO Math across years: 2014 – 2017

Percent of student at Level 3 or 4	Grade 3 Math			Grade 6 Math			Trend	
	2014	2015	2017	2014	2015	2017	Gr 3	Gr 6
Province	67	EC	62	54	EC	50	\	\
TCDSB	66	64	63	53	52	48	\	\
St. Bernard	40	53	67	33	21	18	/	\
St. Angela	60	46	50	24	31	48	V	/
St. Charles Garnier	31	40	38	24	16	16	Λ	_
St. Leo	70	64	42	43	30	64	\	V
Christ the King	91	76	69	55	70	74	\	/
D'Arcy McGee	28	51	24	34	49	31	Λ	Λ
St. Kevin	32	67	21	52	27	33	Λ	V
St. Clare	70	62	97	66	68	38	V	Λ
St. Paul	50	65	70	30	47	29	/	Λ
St. John XXIII	67	45	58	55	66	91	V	/
St. Bede	48	63	78	53	70	39	/	Λ
St. Theresa Shrine	58	54	45	32	61	55	\	Λ
St. James	38	58	41	27	14	32	Λ	V
St. Brigid	82	82	68	60	52	51	\	\

Summary of EQAO results

- The EQAO results in math for the JUMP pilot schools are inconsistent. Analysis of cohort data were found to be similarly inconsistent.

Within the JUMP Pilot schools, there were schools that received support through the Renewed Math Strategy.

Any changes in achievement scores need to be interpreted in the context of each school. The results summarized above point to the need for continued tracking and monitoring to learn about effective practices and strategies.

2. PERCEPTUAL DATA

In the Spring of 2017, all 14 schools in the JUMP Pilot were invited to provide feedback through three surveys: Teacher Survey, Student Survey, and Parent Survey.

Teachers (n = 100)

- Responses were received from 100 teachers in 13 schools, and teachers represented all divisions.

Survey Question Topic	Percentage of positive responses from teachers		
	> 80%	50-79%	< 50%
Supporting the curriculum		Ontario Curriculum Expectations 76%	
Meeting Ontario Curriculum Achievement Chart	Knowledge 82%	Application 62%; Thinking 57%	Communication 43%
Benefitting students		Confidence 72%; Participation 70% Achievement 66%; Perseverance 55%	
Student enjoyment		Program 76%	
Helpfulness of materials	Student assessment and practice book 81%	Teacher resources 69%	Professional development 45%
Frequency of use	Student assessment and practice book 93%	Lesson plans and teacher resources 65%	JUMP Math SMART Board lessons 29%
Quality of teacher resources		Content 70%; Organization 52%	Ease of use 41%
Quality of student assessment and practice books		Content 75%; Organization 71%; Ease of use 71%	
Quality of JUMP Math SMART			Content 37%; Organization 35%; Ease of use 29%

board lesson materials			
Helpfulness for students		Students at Level 2 in math 71%; Students at Level 1 in math 57%	Students at Level 3 or 4 in math 44%
Use of program	Program requires supplementation (e.g., Nelson Math, EQAO-type questions, practice problem solving sheets, online applications) 88%		Program does not require supplementation 12%
Continued use of JUMP math		With supplementation 71%	Exclusively 17%; Choose not to continue 11%

Students (n = 431)

- There was representation from 8 of the schools; 212 students were in Grade 3 and 219 in Grade 6.

Survey question topic	Percentage of positive responses from students		
	> 80%	50-79%	< 50%
Attitudes regarding math		Reading math problems 60%; Liking math 56%; Good at math 50%;	Thinking about steps to use to solve problems 46%; Talking to parents about math 39%; Answering difficult questions 31%
Perceptions of success		Feel more successful this year 69%	No difference from other years 20%; Feel less successful this year 11%

Parents (n = 48)

- All 14 schools in the JUMP Pilot were invited to provide feedback.

- There was representation from parents in 5 schools; 25 were parents of students in Grade 3 and 23 were parents of students in Grade 6.
- The majority of parents (73%) reported that their child likes math; 66% of parents indicated that their child is experiencing greater success this year; 30% reported “no change”.
- When asked to offer comments, in general, parents expressed satisfaction with the program and indicated that it helped to nurture enjoyment of mathematics, confidence, and independence. Parents also voiced the need for supplementing the program and offering greater challenge for those students who found the program easy.

Principals (n=14)

- In September 2017, principals in the JUMP Pilot schools were asked to provide feedback regarding the JUMP program in their schools.
- The majority indicated that implementation levels were generally high (7 or above on a scale of 1 to 10) and would like to continue with implementation.
- While strengths were reported, especially at the Primary level, schools also identified the need for supplementing the program and improvements in the materials.
- Schools identified the need for ongoing dialogue and professional learning as key factors to deepening understanding, both of which will be a focus for 2017-2018.

3. PROFESSIONAL DEVELOPMENT

During the 2016-2017 school year, the professional learning offered to schools built on the foundational professional development that was offered in 2015-2016 (as described in the Report to Board in October, 2016).

In a joint venture between JUMP Math and the pilot schools, principals’ study groups took place for the second year. Principals gathered three times in the JUMP Math Office for professional development (in October, January and April) for a consistent learning and training experience. Topics of focus and discussion included mental math, number sense, assessment, classroom management, JUMP Math lesson preparation and pacing, EQAO test preparation, and mathematics education in general.

Through the JUMP Math Office, a presentation by Dr. Tracy Solomon, Hospital for Sick Children, was also offered in October, 2016, on the topic of mathematics education.

Many teachers from the JUMP Math pilot schools received professional development support on behalf of JUMP Math. In 2016-2017, at least one professional development session took place in each of the pilot schools and these sessions were for the entire teaching staff.

E. METRICS AND ACCOUNTABILITY AND NEXT STEPS

Metrics	Next Steps 2017-18
Math achievement <ul style="list-style-type: none"> • Inconsistent Results • Overall no improvement 	<ul style="list-style-type: none"> • Continue to monitor achievement outcomes • Continue implementation efforts with JUMP math by meeting with them to plan next steps for Professional Development
Teacher survey <ul style="list-style-type: none"> • Points to limitations to program and perceived strengths 	<ul style="list-style-type: none"> • Continue to provide all teachers with professional development focused on implementation of the JUMP program, stressing the importance of utilizing the resources as a package (not in isolation) : lesson plans; teacher resources and JUMP Math SMART board lessons • Provide in-depth professional learning to teachers new to JUMP math • Provide professional learning for Grade 3 and 6 teachers on the use of JUMP materials in relation to EQAO; • Offer in-school support for divisional meetings and grade-level planning needs • Share survey results with the JUMP Math Office to inform further improvement
Parent survey <ul style="list-style-type: none"> • Low response rate 	<ul style="list-style-type: none"> • Continue to survey parents • Increase communication regarding survey from schools to increase response rate
Principal survey <ul style="list-style-type: none"> • Continue implementation with supplementation of the JUMP math and professional learning 	<ul style="list-style-type: none"> • Deepen implementation of JUMP Math in the 14 schools across all divisions through PD session with the JUMP Team • Invite John Mighton to offer Grade 3 and 6 demonstration lessons and debrief sessions Continue with principal study groups in collaboration with the JUMP Math Office on topics such as mental math, number sense,

	assessment, classroom management, JUMP Math lesson preparation, EQAO test preparation
Program <ul style="list-style-type: none"> Supplementation of JUMP math is required 	<ul style="list-style-type: none"> TCDSB long range planning documents were renewed this last year to include specific reference to JUMP Math resources that align with each curriculum expectation Resource teachers and math facilitators to work with JUMP Math schools with regard to expectations and areas where there is a need with supplementation

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

ENROLMENT STATUS REPORT

"So, whether you eat or drink, or whatever you do, do all to the glory of God." 1 Corinthians 10:31

Created, Draft	First Tabling	Review
September 28, 2017	October 5, 2017	Click here to enter a date.

John Volek, Acting Comptroller, Planning & Development Services
Joe Genova, Coordinator, Human Resources & ICT Support

INFORMATION REPORT

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A. EXECUTIVE SUMMARY

This report provides a side-by-side comparison of the preliminary Full-Time Equivalent (FTE) enrolment figures for October 5, 2017 with the Board approved projected enrolment for October 31, 2017. Based on the evidence presented within this report, staff have been able to annually project enrolment for the following school year to a very high degree of accuracy (+/- 0.5%).

The cumulative staff time dedicated to developing this report was 30 hours.

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with preliminary enrolment figures for the elementary and secondary panels based on actual Trillium enrolment data. Please refer to enrolment tables below:

C. EVIDENCE/RESEARCH/ANALYSIS

1. Elementary Panel Enrolment (FTE)

	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Total
Actual FTE	5,717	5,970	5,965	6,157	6,243	6,193	6,299	6,281	6,371	6,261	61,457
Proj. FTE	5,826	5,981	5,916	6,121	6,228	6,225	6,302	6,271	6,451	6,299	61,620
Diff.	-109	-11	49	36	15	32	-3	10	-80	-38	-163 (-0.26%)

2. Secondary Panel Enrolment (FTE)

	Gr 9	Gr 10	Gr 11	Gr 12	Total
Actual FTE	6,595	6,816	7,305	8,976	29,691
Projected FTE	6,742	6,739	7,268	8,935	29,684
Difference	-147	77	37	41	7 (0.02%)

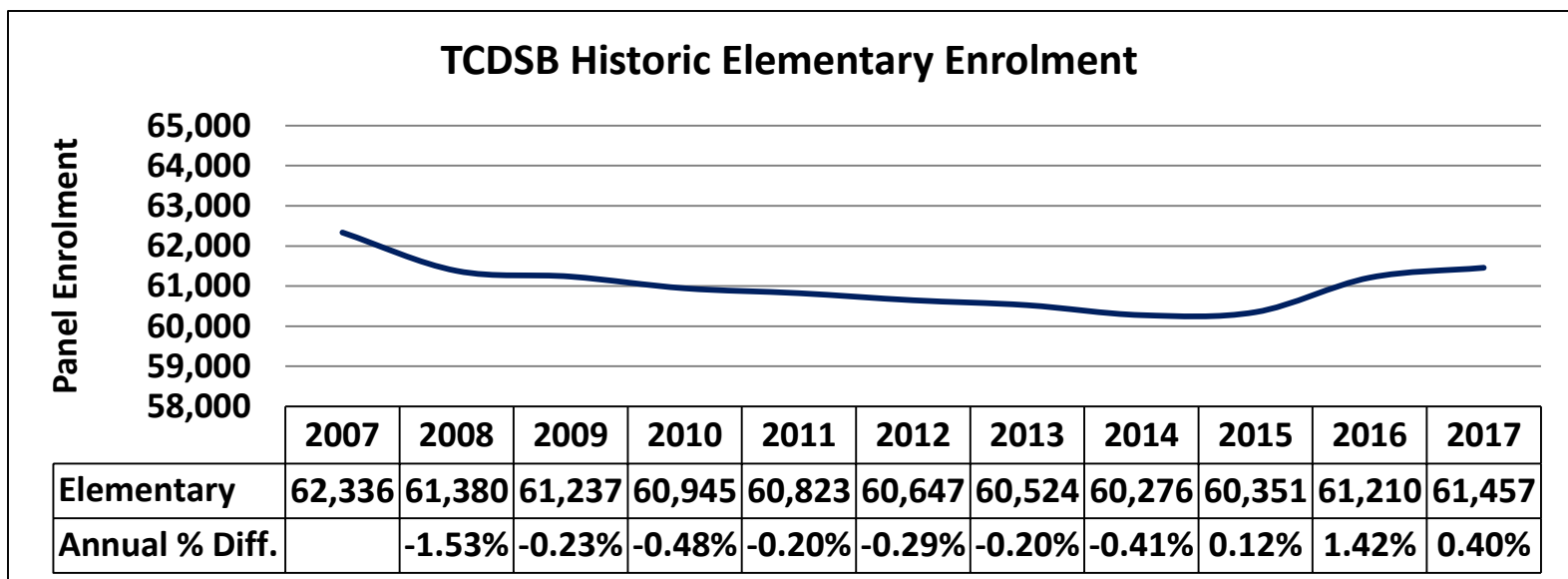
3. Total Enrolment (FTE)

	Total	% Diff.
Actual FTE	91,148	-0.17%
Projected FTE	91,304	
Difference	-156	

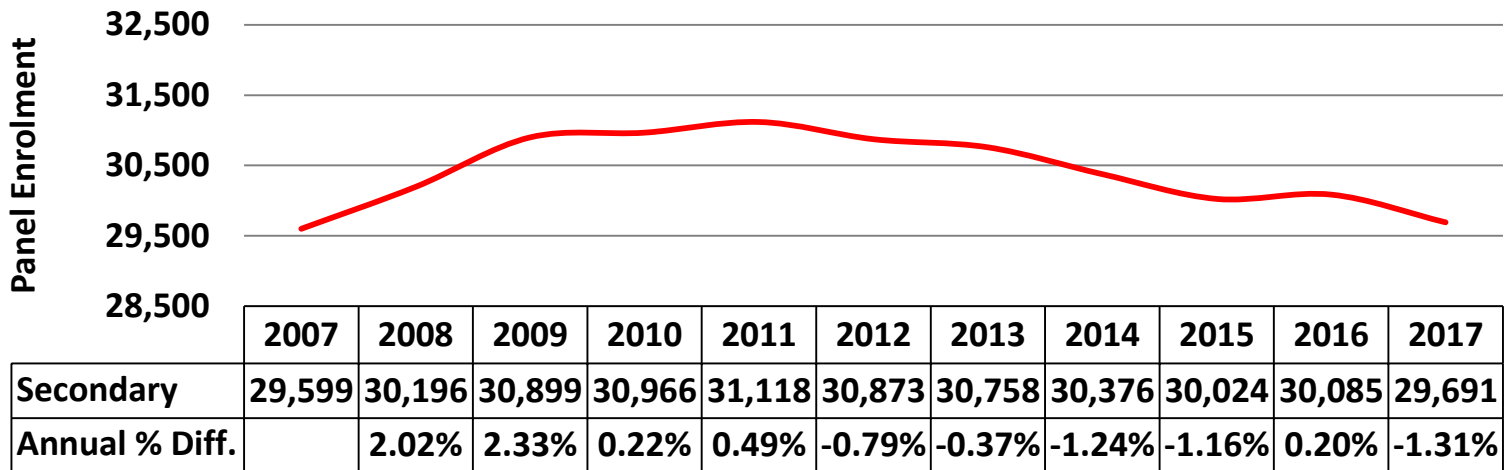
4. Historic TCDSB Enrolment

Elementary enrolment has been in general decline since 2006. A significant 1.42% increase in enrolment was observed in 2016, which can be partly attributed to the beginnings of millennial families. It is anticipated, however, that elementary enrolment will modestly grow over the coming years—largely supported by strong residential condominium development in the City.

As with elementary enrolment, secondary enrolment has been in general decline since 2011, with a small 0.20% increase in 2016. Secondary enrolment is projected to decline slightly over the next three (3) years before rebounding back towards a trend of modest but sustainable growth.



TCDSB Historic Secondary Enrolment



5. Historical Projection Accuracy

Over the past 4 years planning staff have achieved a target projection margin of error of between +/- 0.5%.

Year	2014	2015	2016	2017 (Current)
Projected Elem. FTE Enrolment	60,487	60,021	60,955	61,620
Actual Elem. FTE Enrolment	60,276	60,351	61,210	61,457
Elementary Difference	-211	330	255	-163
Elementary % Difference	-0.35%	0.55%	0.42%	-0.26%
Projected Sec. FTE Enrolment	30,490	29,955	30,238	29,684
Actual Sec. FTE Enrolment	30,376	30,024	30,085	29,691
Secondary Difference	-114	70	-153	7
Secondary % Difference	-0.38%	0.23%	-0.50%	0.02%
Projected Total FTE Enrolment	90,978	89,975	91,193	91,304
Actual Total FTE Enrolment	90,652	90,375	91,295	91,148
Total Difference	-326	400	102	-156
Total % Difference	-0.36%	0.44%	0.11%	-0.17%

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.

**CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY
PENDING LIST TO OCTOBER 12, 2017**

	Date Requested & Committee / Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Dec-14 Corporate Services	Deferred until such time that deficit is under control	Corporate Services	Report regarding System-Wide Approach to Digital School Signage	Associate Director of Planning and Facilities
2	June-16 Corporate Services	Nov-16	Corporate Services	Comparison of new leasing rate model vs the old model (Leasing Unit Rates)	CFO and Executive Superintendent, Business Services
3	June-17 Corporate Services	Aug-17	Regular Board	Report regarding Childcare at TCDSB (Delegation from Jane Mercer, representative of TO Coalition for Better Childcare)	Associate Director Planning and Facilities
4	June-17 Corporate Services	Sep -17 Oct-17	Corporate Services	Report regarding TCDSB/Villa Charities Project (Delegation from Joseph Baglieri regarding the TCDSB/Villa Charities Project)	Associate Director Planning and Facilities
5	June-17 Corporate Services	Oct-17	Corporate Services	Report regarding Delegations' comments to include the following: -A comprehensive review of all programming as it exists and long-term programming options; - Review of international student admission school; - The plan around broader consultations from those communities we have not heard from;	Associate Director Planning and Facilities

6	Date Requested & Committee / Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<ul style="list-style-type: none"> - Comprehensive report on secondary schools that the Audit Committee requested; and - Review of the 905 area code submissions (Consultation Results: Proposed Draft Changes to the Secondary School Admissions Policy)	
	June-17 Corporate Services	ASAP	Corporate Services	Report regarding possibility of finding money in the Capital Improvement Fund this year or in the near future (Delegation from Maria Del Rizzo, representative of CSPC regarding field at MPSJ)	Associate Director Planning and Facilities