



REPORT TO

REGULAR BOARD

2019-2020 BUDGET CONSULTATION SURVEY RESULTS

Let the wise listen and add to their learning, and let the discerning get guidance.

Proverbs 1:5

Created, Draft	First Tabling	Review
May 6, 2019	May 16, 2019	Click here to enter a date.
Shazia Vlahos, Chief of Communications and Government Relations		
INFORMATION REPORT		

Vision:

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

Mission:

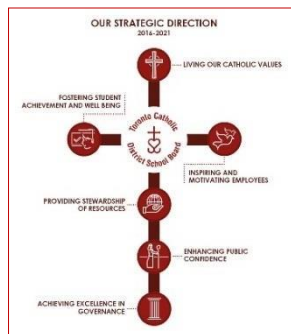
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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

Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

Lloyd Noronha
Associate Director
of Facilities, Business and
Community Development, and
Chief Financial Officer



A. EXECUTIVE SUMMARY

The 2019-2020 budget consultation launched on April 3, 2019, and included an enhanced webpage with supporting documents and tools for local school communities to initiate consultations in a number of ways. Consultation tools included website, online and paper surveys with feature for Catholic School Parent Council (CSPC) identification, budget video, Frequently Asked Questions (FAQs), social media posts, and letters to schools, parents, parishes and other stakeholders.

A public consultation and virtual town hall was held on May 1, 2019, and staff held several meetings with stakeholders including unions, associations, Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education (OAPCE), Special Education Advisory Committee (SEAC) and Catholic Student Leadership Impact Team (CSLIT).

This broad, multi-faceted plan reflected the compassion and care dictated by applying the Catholic lens when considering how best to support our students. Emphasizing the importance of parent and community voice in these consultations underscores the Board's commitment to maintaining public confidence as per the Board's Multi Year Strategic Plan to ensure feedback is considered while complying with the Ministry of Education's directive to submit a balanced budget for the 2019-2020 fiscal year.

The cumulative staff time required to prepare this report was 60 hours

B. PURPOSE

This report will share the public feedback received from the budget surveys, public consultation and virtual town hall to inform 2019-2020 Budget considerations.

C. BACKGROUND

- 1. April 3 - May 10, 2019** – the TCDSB Budget Consultation Survey was made available to all stakeholders.
- 2. April 3, 2019** – At the Political Action Ad Hoc Committee meeting, there was one delegation on the International Languages program in favor of maintaining the program outside of the instructional day.
- 3. April 24, 2019** – At the Regular Board meeting there were four delegations. Three delegations supported maintaining the Fifth Block program, and one delegation from the Toronto Elementary Catholic Teacher bargaining unit (TECT) related to budget cuts.

4. **April 29, 2019** – Finance staff met with TECT representatives.
5. **May 2, 2019** – At the Student Achievement and Well Being Committee, the Board received five delegations, four of which presented support for the Fifth Block program, and one delegate from TECT.
6. **May 3, 2019** – Staff reviewed interim survey results to inform considerations in the Preliminary Budget Report for 2019-20.
7. **May 7, 2019** – Finance staff met with representatives from the Designated Early Childhood Educators, represented by the Elementary Teachers Federation of Ontario (ETFO).
8. **May 9, 2019** – Finance staff met with CSLIT. At the Corporate Services meeting, there were six delegations, one related to support for teacher-librarians, four related to support for Fifth Block and one related to support for international languages. Staff presented the Preliminary Budget Report.

D. EVIDENCE/RESEARCH/ANALYSIS

BUDGET SURVEY SUMMARY

The 2019-2020 budget consultation survey results in the tables below, reflect the *modified survey* that was administered to stakeholders between April 5 and May 10, 2019, based on approval by the Board of Trustees at the April 4 Student Achievement Committee meeting.

The original survey was administered between April 3 and April 5. For a summary of results prior to the survey modification please refer to **Appendix A**. For summary of results between April 3 and May 3 please refer to **Appendix B**.

To date, 1,942 surveys have been submitted, 73 of which were submitted by different CSPCs listed in **Appendix C**. The majority of respondents identified as either parents (1,353) or staff (694). Key questions in the survey were developed under the following themes:

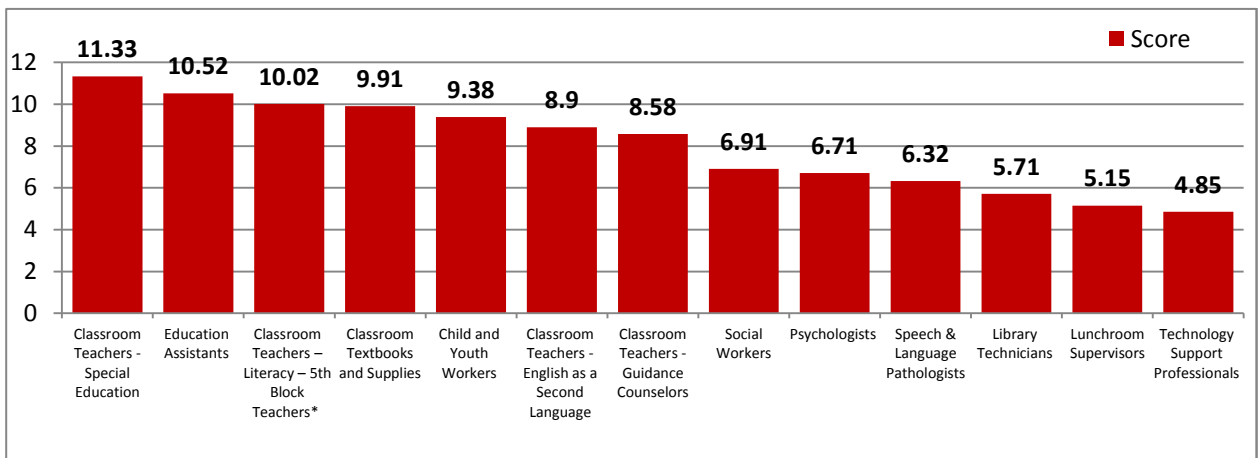
- Elementary Schools, Programs, Services, Materials and Resources
- Secondary Schools, Programs, Services, Materials and Resources
- Special Education
- Facilities
- Transportation
- Catholic Education

Respondents were also given the opportunity to provide comments regarding areas to consider making strategic investments, and ideas to be fiscally efficient. Given there was a significant number of comments for these two questions, this information will be distributed to Trustees for their perusal. There was also a question related to the preferred method of communications.

DETAILED BUDGET SURVEY RESULTS BY QUESTION

Theme 1 - Elementary Schools

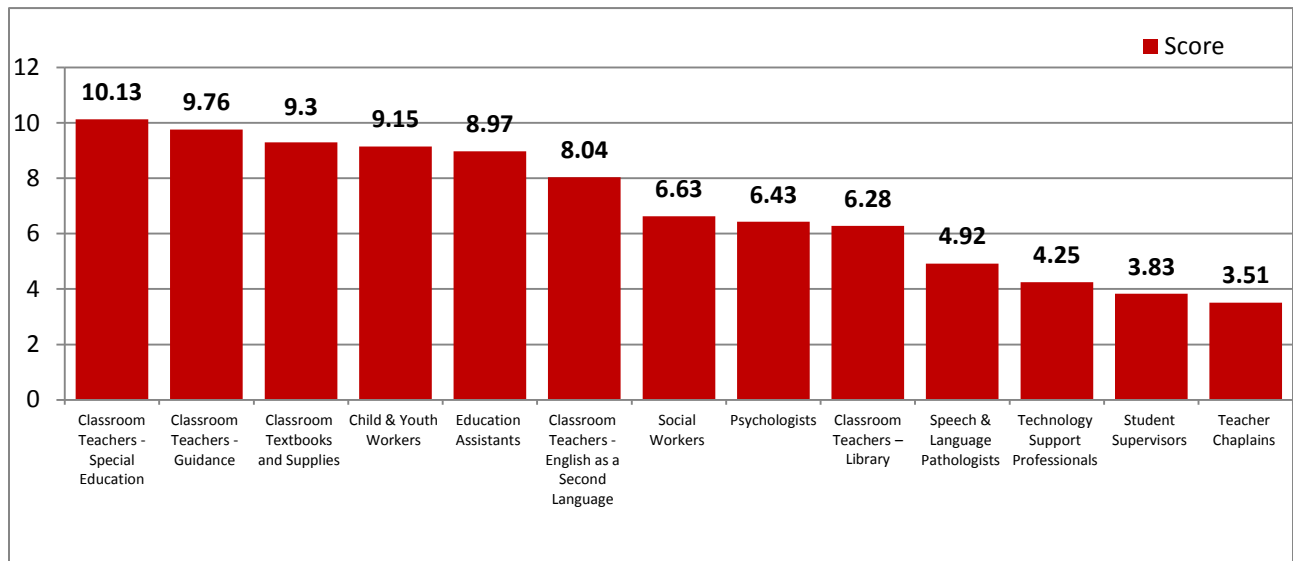
1. Of the cost areas of elementary schools listed below, rank each option from 1 to 13. One being most important and should not be considered for reduction and thirteen being least important and should be considered for reduction. **Results summary:** Support for special education staff was ranked the highest including Educational Assistants and support for the Fifth Block program.



2. Other cost areas related to elementary schools, not mentioned above, that are important and should not be considered for reduction include school repairs and specialized programming; music, arts, STEM (Science Technology Engineering Mathematics).

Theme 2 - Secondary Schools

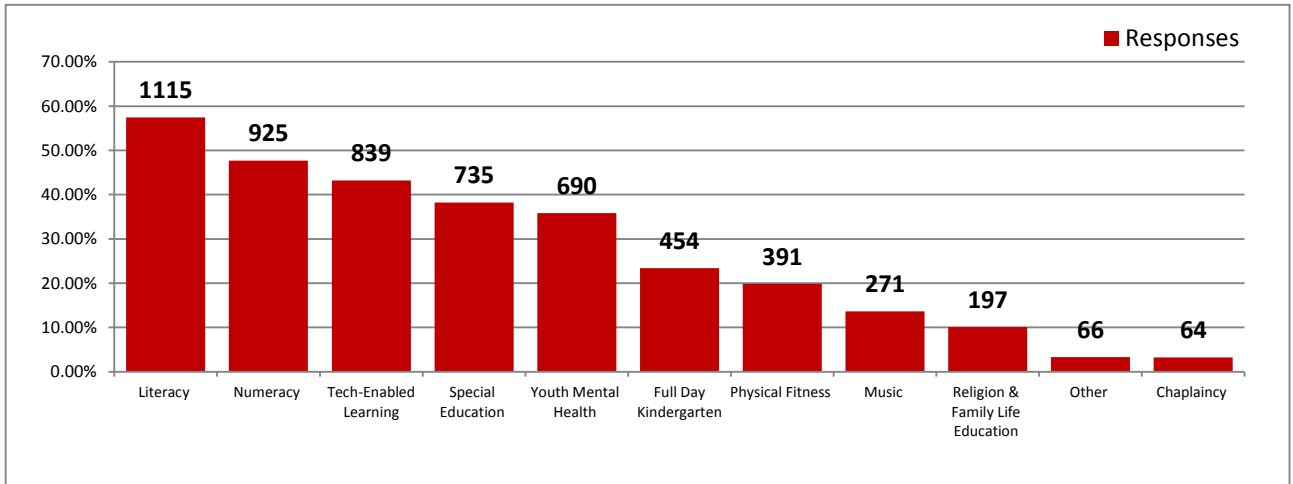
1. Of the cost areas of secondary schools listed below, rank each option from 1 to 13. One being most important and not considered for reduction and thirteen being least important and should be considered for reduction. **Results summary:** Special education was ranked highest, followed by guidance counselors.



2. Other cost areas related to secondary schools, not mentioned above, that are important and should not be considered for reduction include school repairs, school materials (sports equipment, instruments, tech), specialized programming (music, arts, STEM), smaller class room sizes.

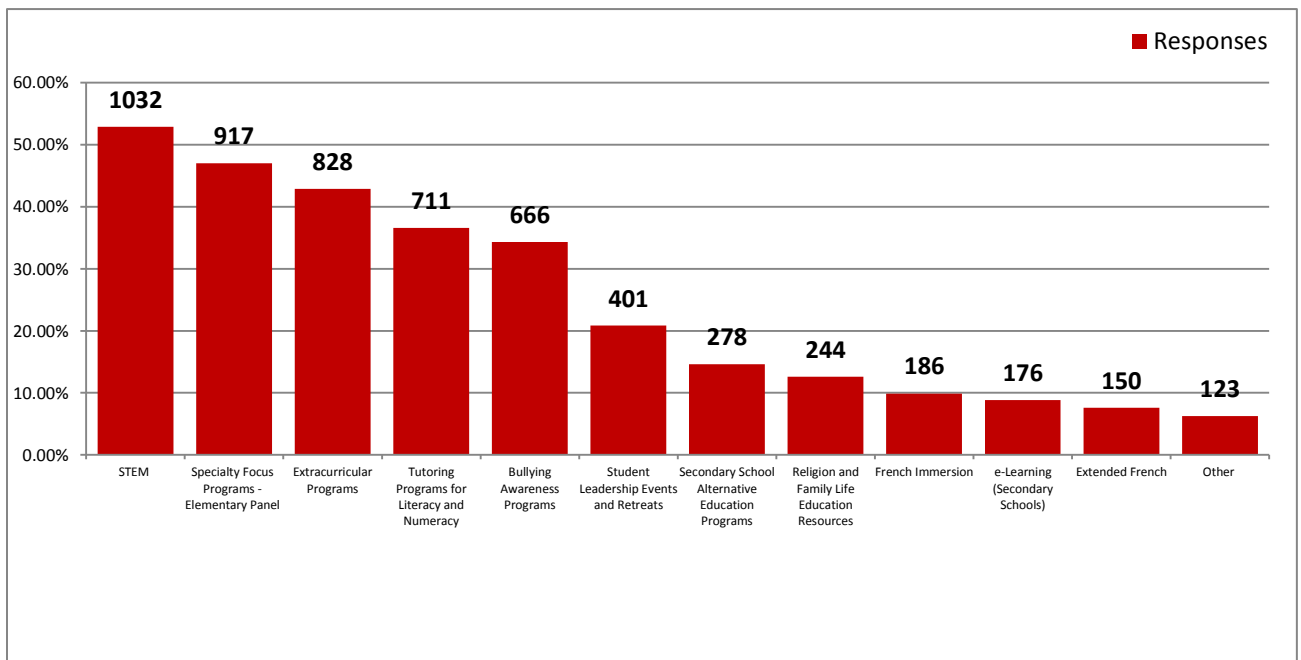
Theme 3 - Resources

1. What resources (ie. learning materials, textbooks, equipment) do you value most in supporting student achievement and well-being? Select three most important. **Results summary:** Top three resources include literacy, numeracy and technology. Examples of “other” include arts and library resources.



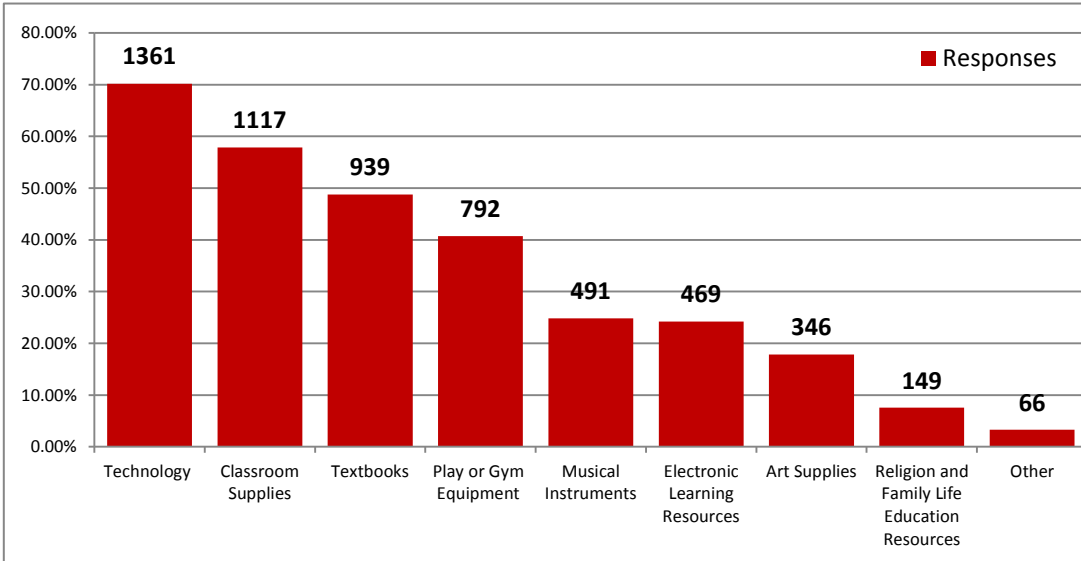
Theme 4 – Programs and Services

1. What programs and services do you think are the most helpful to supporting student achievement and well-being? Select three most important. **Results summary:** Top three programs and services include STEM, specialty and extracurricular programs (arts/music/sports/tutoring). Examples of “other” include Fifth Block, special education and international language.



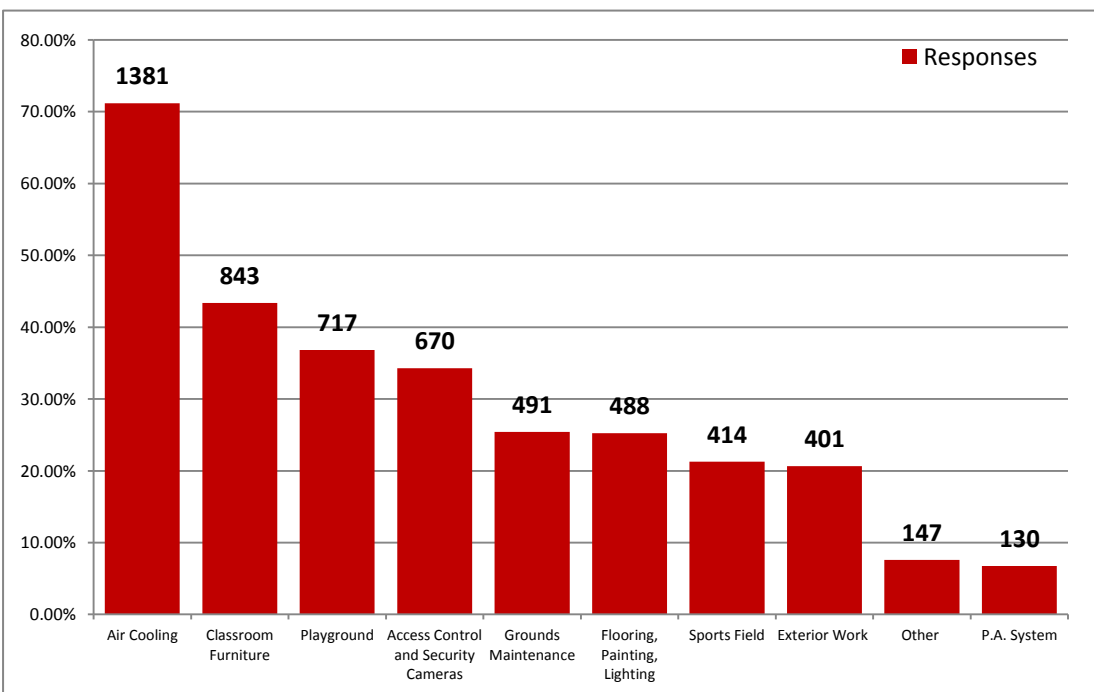
Theme 5 – Materials

1. If one time funding became available, how would you rank each of the following material resources? Select three most important. **Results summary:** Top three highest ranked material resources include technology, supplies and textbooks. Examples of “other” include library and literacy resources.



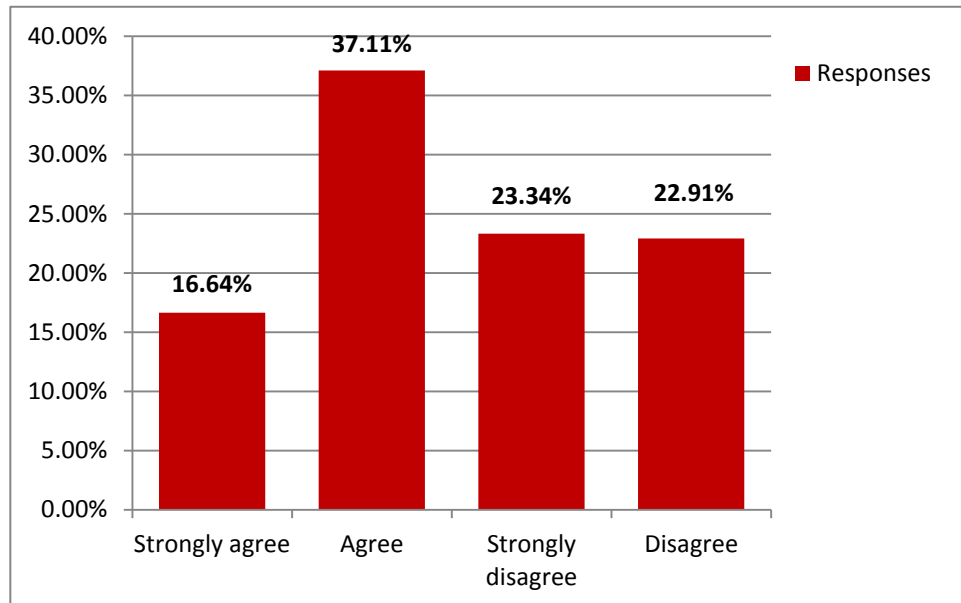
Theme 6 – Facilities

1. Which school building components do think require more service, maintenance or replacement? Select top three. **Results summary:** Top three important school building components include air cooling, furniture and playground. Examples of “other” include washrooms and gymnasiums.



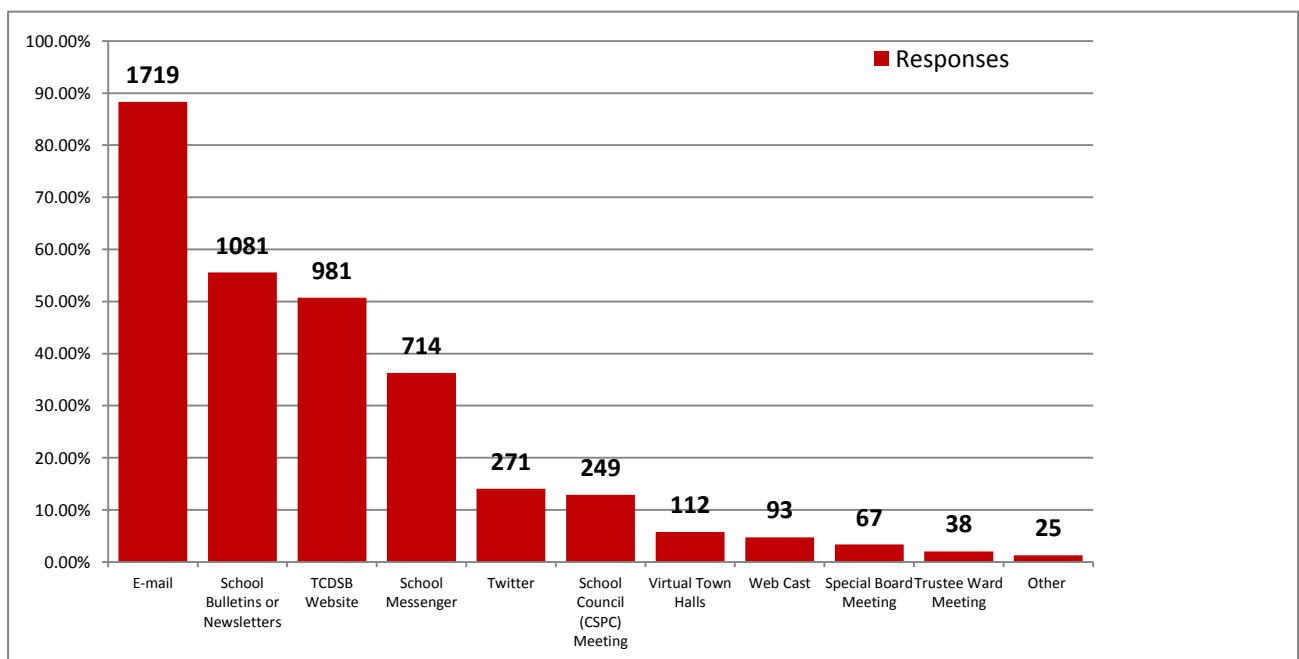
Theme 7 – Transportation

1. The TCDSB should continue providing transportation services to non-qualifying and exceptional circumstance students. **Results summary:** Approximately 54% of the respondents indicated support for this service and 45% disagreed.



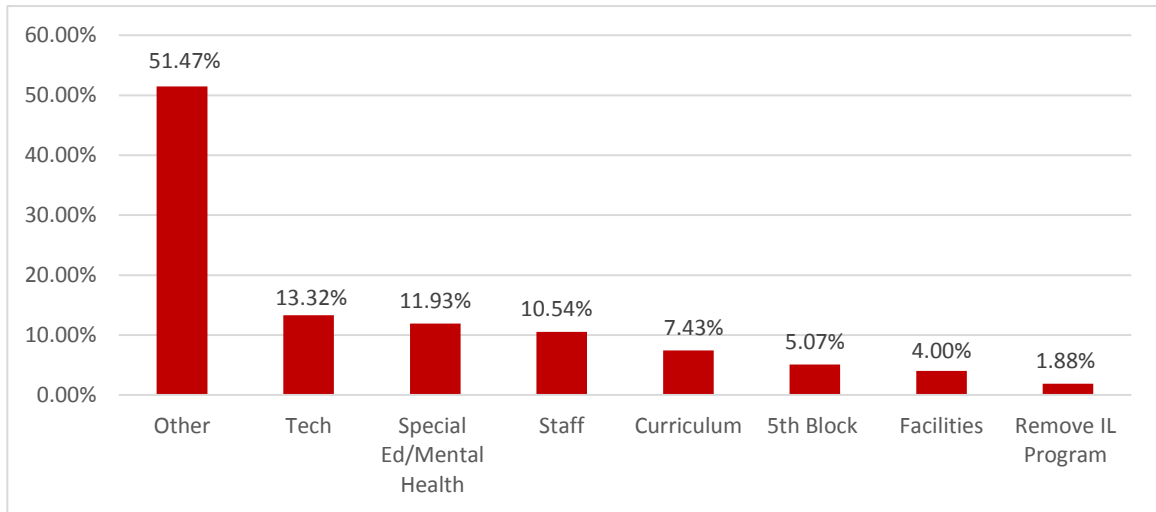
Communications

1. Preference for communication from TCDSB about the budget? **Results summary:** Email was the preferred form of communication. Examples of “other” include social media, text or letters home with students.



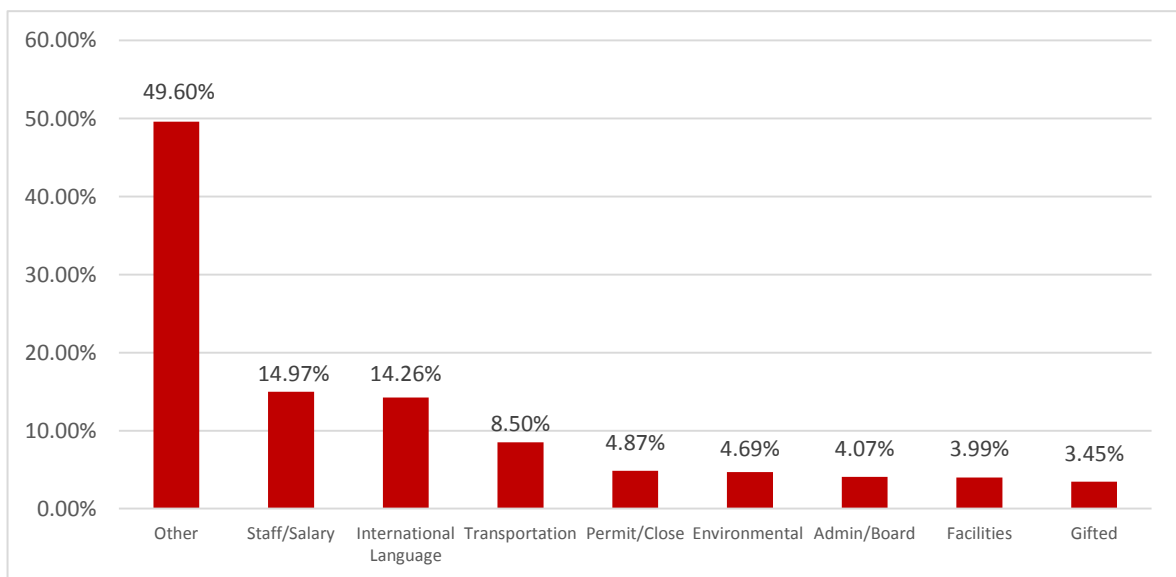
Strategic Investments

1. What additional strategic investments should TCDSB consider making in the classroom to help students succeed? **Results summary:** Overall, comments reflect consideration for technology in the classroom, special education and mental health supports, increasing staff and professional development, and STEM and literacy. “Other” refers to comments that did not fit into the major themes and included getting rid of distractions (electronics), eliminating EQAO and smaller class sizes.



Efficiencies

1. The Board is always looking for ways to be more fiscally efficient. Share suggestions. **Results summary:** Most commonly referenced themes include staff positions and salary, international languages and transportation. “Other” refers to comments that did not fit into the major themes and included eliminating EQAO, smaller class sizes, corporate/parent donations.



CEC PUBLIC CONSULTATION

The 2019-2020 CEC Public Consultation was held on May 1 from 6:30 p.m. – 9:00 p.m. with thirteen (13) members from the public in attendance.

The majority of responses to questions related to *elementary and secondary schools* and included comments about importance of the Fifth Block program, special education supports and staff, teacher librarians and guidance teachers/counselors.

Comments around cost areas related to *facilities* that are most important, and should not be considered for reduction, included: air-cooling, flooring, lighting, painting, and access control and security. Some participants suggested grounds maintenance as an area that could be considered for reduction.

Participants were in favor of tightening up the *transportation* guidelines for non-qualifying and exceptional circumstance students. Feedback also suggested the need to increase the promotion of physical activity among their school communities.

All participants said that *Catholic education* expenditures such as Teacher Chaplains, Chaplaincy Resources and Religion & Family Life Education should not be considered for reduction.

When asked about areas for *strategic investments*, participants suggested technology in the classroom and supports for English Language Learners. When asked about *efficiencies*, participants suggested promoting community use of schools and increasing permit fees.

VIRTUAL TOWN HALL

On May 1, 2019, a Virtual Town Hall was held and a total of approximately 60 participants asked senior staff over 60 questions to inform budget considerations. The questions were posed about the following areas:

- Special Education
- Fifth Block
- School facilities
- Transportation
- Administrative costs
- International languages program
- E-learning
- Retirement gratuities
- Staff reductions

STAKEHOLDER MEETINGS

In addition to the stakeholder meetings identified in the background, finance staff will also be meeting with the following:

1. **May 13, 2019** – CUPE bargaining units and CPIC.
2. **May 14, 2019**– Association for Professional Student Services Personnel (APSSP) and the Management, Administrative and Professionals Association (MAPA).
3. **May 15, 2019** –Special Education Advisory Committee (SEAC) members.
4. Meeting date with OAPCE and TSU to be determined.

E. METRICS AND ACCOUNTABILITY

Perspectives offered through the consultation feedback are reconciled in the Preliminary Budget Estimate Reports dealing with Instructional and Non-Instructional budget considerations.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

