REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

2021-2022 BUDGET CONSULTATION SURVEY RESULTS

Good planning and hard work lead to prosperity, but hasty shortcuts lead to poverty. – Proverbs 21:5

Created, Draft	First Tabling	Review
May 20, 2021	June 8, 2021	Click here to enter a date.

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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.

Dr. Brendan Browne
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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Associate Director of Facilities,
Business and Community
Development

A. EXECUTIVE SUMMARY

The 2021-2022 budget consultation launched on March 30, 2021 and included an enhanced webpage with supporting documents and tools to share information and engage the public in the budget consultation process.

Three themed virtual town halls were held for stakeholders:

- Theme 1: Students on Tuesday, March 30, 2021
- Theme 2: Staffing on Wednesday, March 31, 2021
- Theme 3: Facilities on Tuesday, April 20, 2021

The budget consultation plan reflects the compassion and care dictated by applying the Catholic lens when considering how best to support students. Emphasizing the importance of parent/guardian 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 2021-2022 fiscal year.

The cumulative staff time required to prepare this report was 16 hours.

B. PURPOSE

This report provides the Board of Trustees with feedback received from the budget survey and virtual town hall to inform 2021-2022 budget considerations.

C. BACKGROUND

1. **March 30:** The TCDSB budget consultation process launched. A Virtual Town Hall on the theme of students was held. Communications to families included information about the budget process, consultation and town halls.

2. **March 31:** Virtual Town Hall on the theme of staff held.

3. **April 1 to April 30, 2021**: The budget survey was released publicly to all stakeholders.

4. **April 1 to May 20, 2021**: Senior staff met with the following groups to present budget considerations and gather input:
   - Special Education Advisory Committee (SEAC)
   - Catholic Parent Involvement Committee (CPIC)
   - Ontario Association of Parent in Catholic Education (OAPCE)
   - Toronto Elementary Catholic Teachers (TECT)
   - Toronto Secondary Unit (TSU) Teachers
   - Elementary Teachers Federation of Ontario (ETFO)
   - Canadian Union of Public Employees (CUPE)
   - Association for Professional Student Services Personnel (APSSP)

5. **April 7**: Catholic School Parent Councils (CSPC) were provided with a budget consultation moderator guide, including a virtual presentation from Finance staff regarding budget considerations and were asked to complete a survey for each CSPC.

6. **April 16:** Families received a reminder communication with information about the final Virtual Town Hall and survey deadline.

7. **April 20:** Virtual Town Hall on the theme of facilities was held.

8. **April 28:** CSPC chairs received a reminder communication about the survey deadline.

D.   EVIDENCE/RESEARCH/ANALYSIS

BUDGET SURVEY SUMMARY

The 2021-2022 budget survey was administered to stakeholders between April 1 and April 30, 2021.

Total number of survey responses is 7,415, including 44 that were submitted by Catholic School Parent Councils (CSPC). Most respondents identified as either parents (5,444 or 73%) or staff (1,360 or 18%). Student responses were 311 (4%).

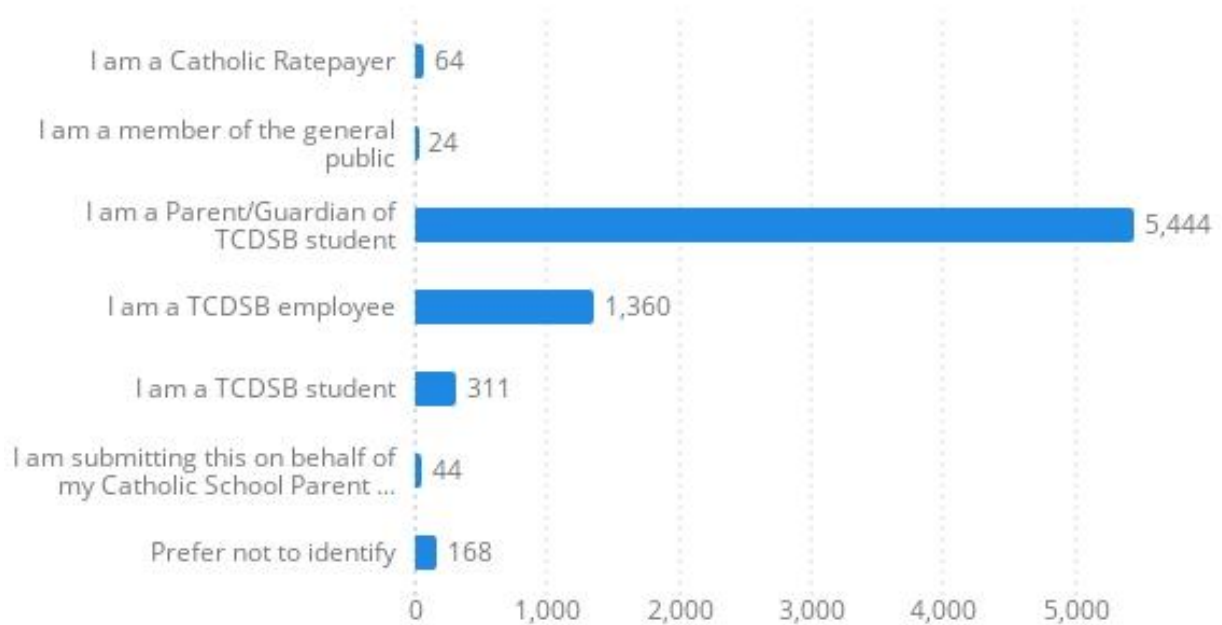The following table shows the breakdown of all categories:

Figure 1 - Survey Respondents by Type

DETAILED BUDGET SURVEY RESULTS BY QUESTION

1. The survey was divided into sections with questions representing the following areas:

   - Elementary Staffing, Programs and Services including bussing
   - Secondary Staffing, Programs and Services
   - School buildings and associated amenities
   - Technology use and distribution

   Respondents were only asked question there were relevant to them based on how they identified themselves. For example, parents/guardians were only asked elementary questions if they identified as having elementary students in the system.

2. Respondents also had an opportunity to provide comments regarding considerations in making strategic investments in the classroom to support students, and ideas to be fiscally efficient. Given there was a significant number of comments for these two questions, this raw data has been shared with Trustees.

Elementary School Programs and Services

3. Respondents were asked to select and rank the <u>top 5 elementary roles</u> they believe are the most important to student achievement and well-being in elementary schools (in addition to classroom teachers). *A lower number indicates a higher average rank.*

> *Overall Results Summary:* Support for Principals and Vice Principals was ranked the highest followed by Special Education teachers.
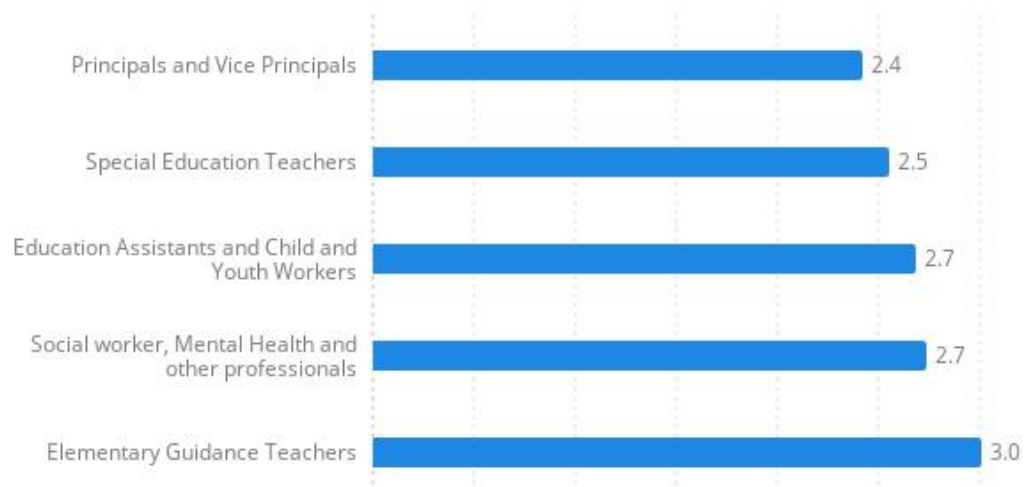

Figure 2 – Overall Top Elementary Roles (n=4,434)

> *Parent/Guardian Results Summary:* Support for Principals and Vice Principals was ranked the highest followed by Special Education teachers.
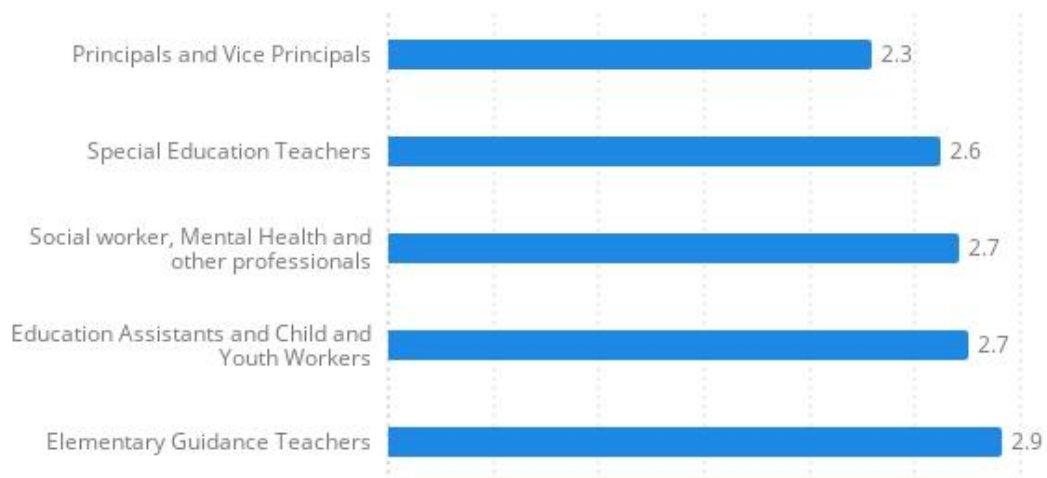

Figure 3 – Parent/Guardian Top Elementary Roles (n=3,632)

Employee Results Summary: Support for Special Education teachers was ranked the highest followed by Education Assistants and Child and Youth Workers.
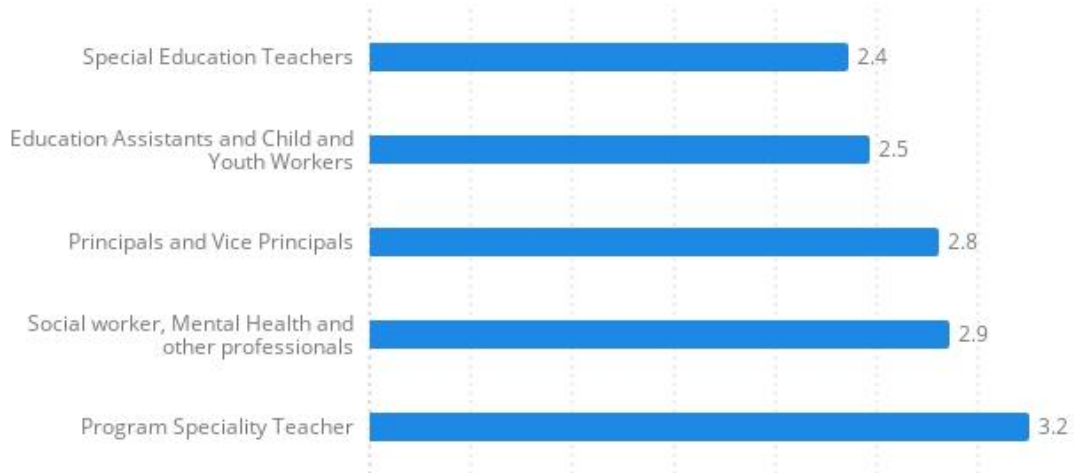

Figure 4 – Employee Top Elementary Roles (n=850)

Student Results Summary: Support for Special Education teachers was ranked the highest followed by Social Worker, Mental Health and other professionals.
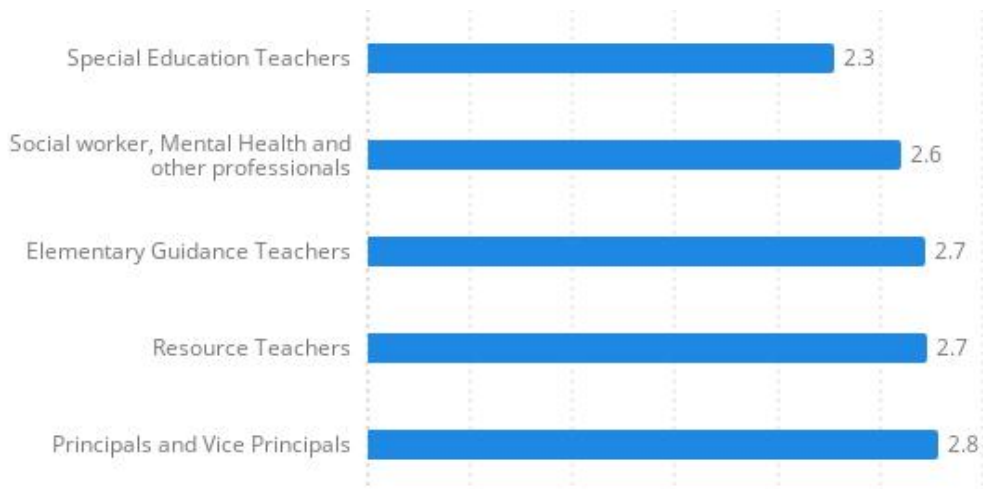

Figure 5 – Students Top Elementary Roles (N=44)

4. Respondents were asked to rank which <u>programs and support areas</u> they believe are the most important to support student achievement and well-being in elementary schools.

Overall Results Summary: Curriculum and Student Success were ranked the highest followed by Early Intervention Programs.
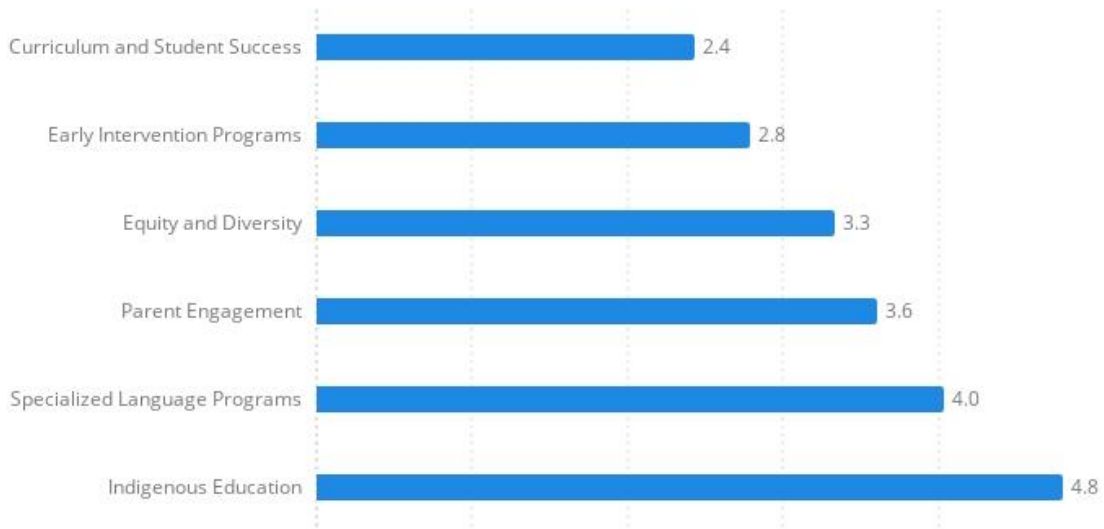

Figure 6 – Overall Top Elementary Program/Supports (N=4,852)

Parent/Guardian Results Summary: Curriculum and Student Success were ranked the highest followed by Early Intervention Programs.
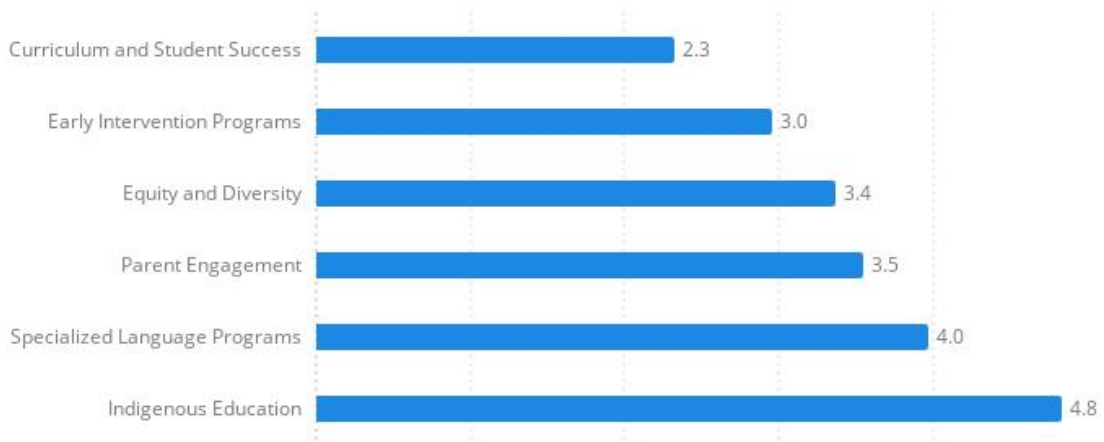

Figure 7 – Parents/Guardian Top Elementary Program/Supports (N=3,716)

Employee Results Summary: Support for Early Intervention Programs was ranked the highest followed by Curriculum and Student Success.
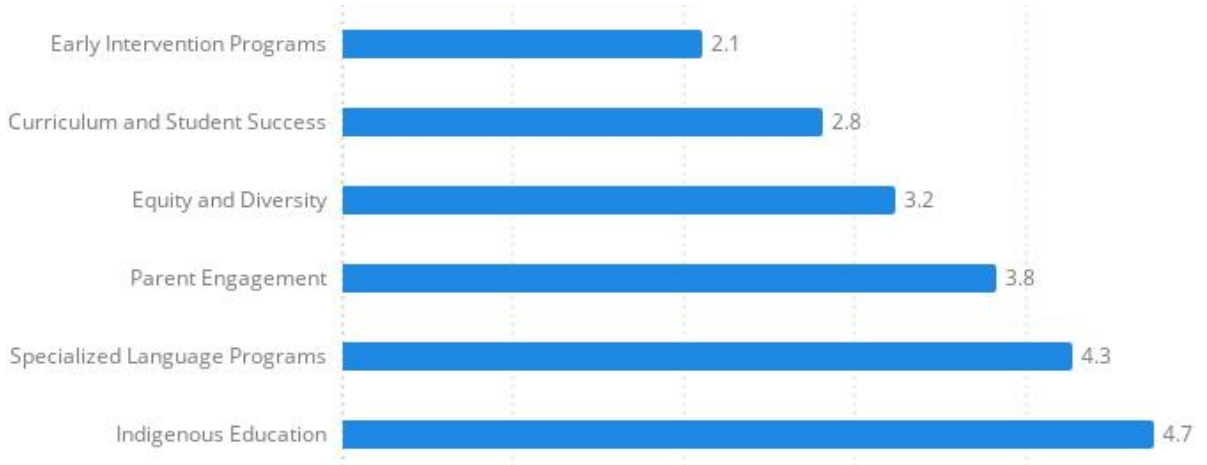
Figure 8 – Employee Top Elementary Program/Supports (N=895)

Student Results Summary: Support for Equity and Diversity was ranked the highest followed by Curriculum and Student Success.

Figure 9 – Overall Top Elementary Program/Supports (N=48)

Bussing

5. Respondents (parents/guardians only) were asked how important bussing is to their school community.

   Results Summary: 93% of respondents reported bussing as very or extremely important.
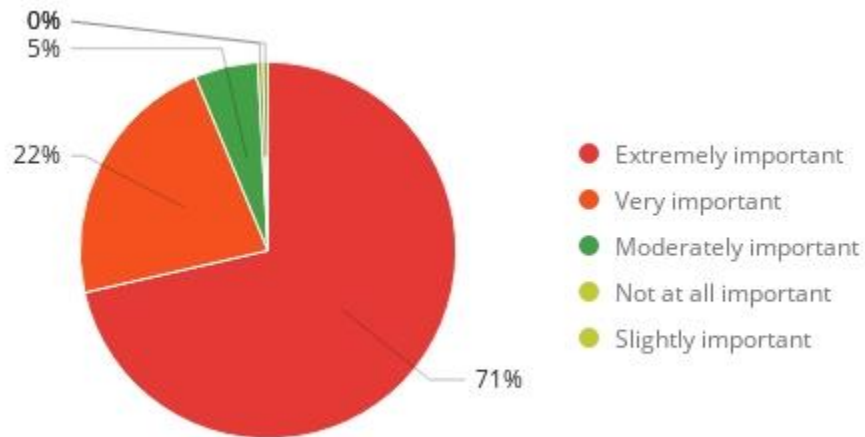
Figure 10 – Parents Importance of Bussing (N=1,158)

However, when asked if they would likely change schools if bussing was not offered the response was split with only 52% of respondents reporting they would likely change schools, while 48% were either unsure or would likely not change schools.
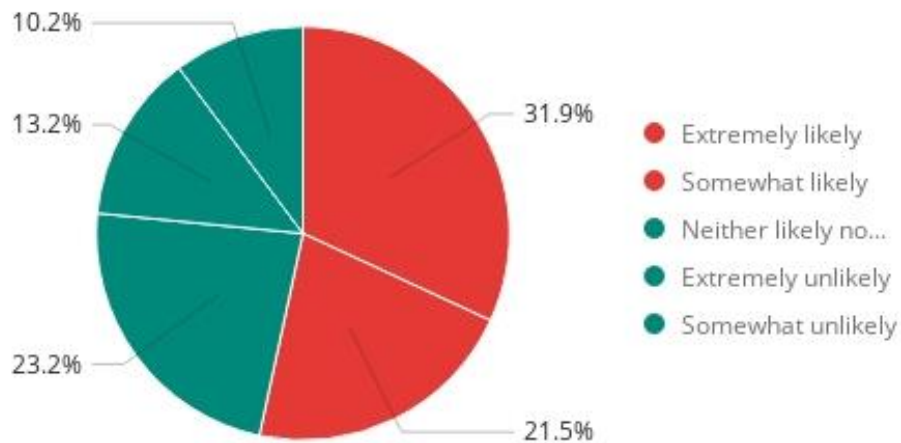

Figure 11 – Likelihood of changing school for Bussing (N=1,158)

Secondary Schools Programs and Services

6. Respondents were asked to select the <u>top 5 roles</u> that they believed are the most important to student achievement and well-being in secondary schools (in addition to classroom teachers).

   Overall Summary: Support for Principals and Vice Principals was ranked the highest followed by Social Worker, Mental Health and other professionals.
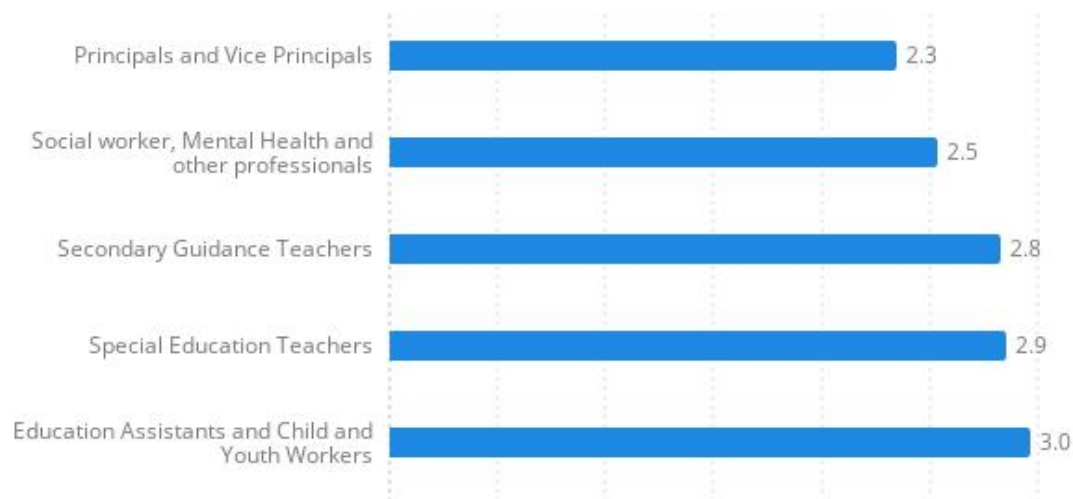

Figure 12 – Overall Top Secondary Roles (N=2,083)

   Parent Summary: Support for Principals and Vice Principals was ranked the highest followed by Social Worker, Mental Health and other professionals.

Figure 13 – Parent Top Secondary Roles (N=1,138)

Employee Summary: Support for Principals and Vice Principals was ranked the highest followed by Social Worker, Mental Health and other professionals.

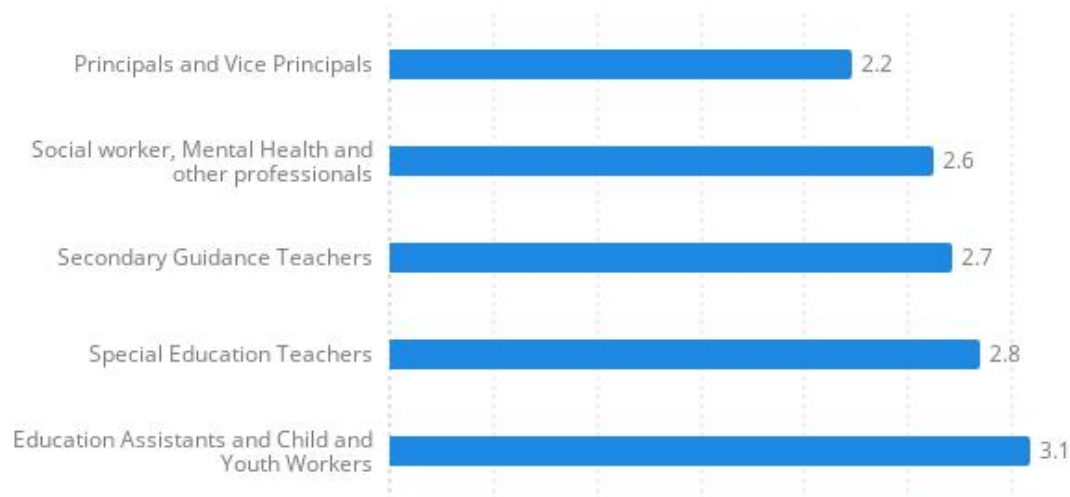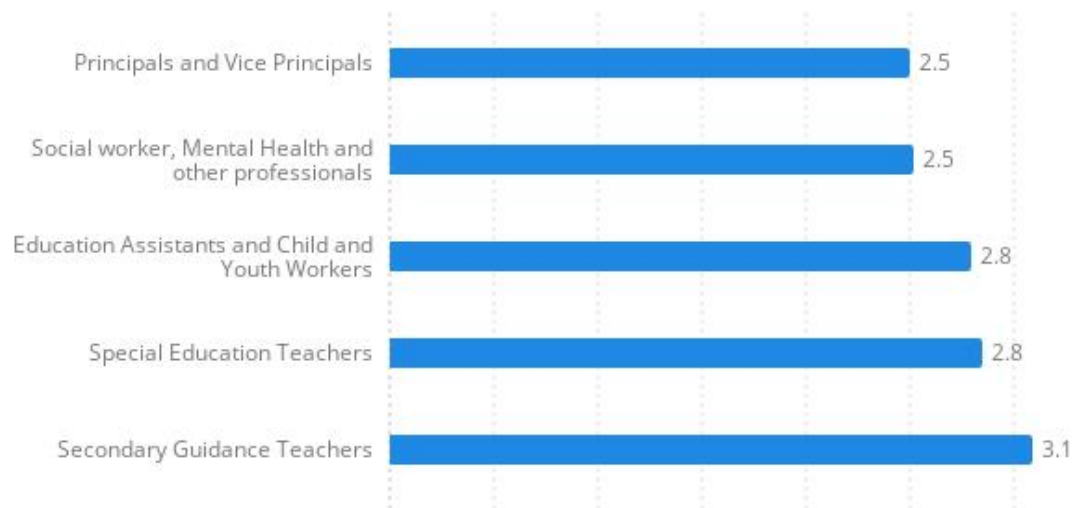*Figure 14 – Employee Top Secondary Roles (N=625)*

Student Results Summary: Social Worker, Mental Health and other professionals was ranked the highest followed by Principals and Vice Principals.
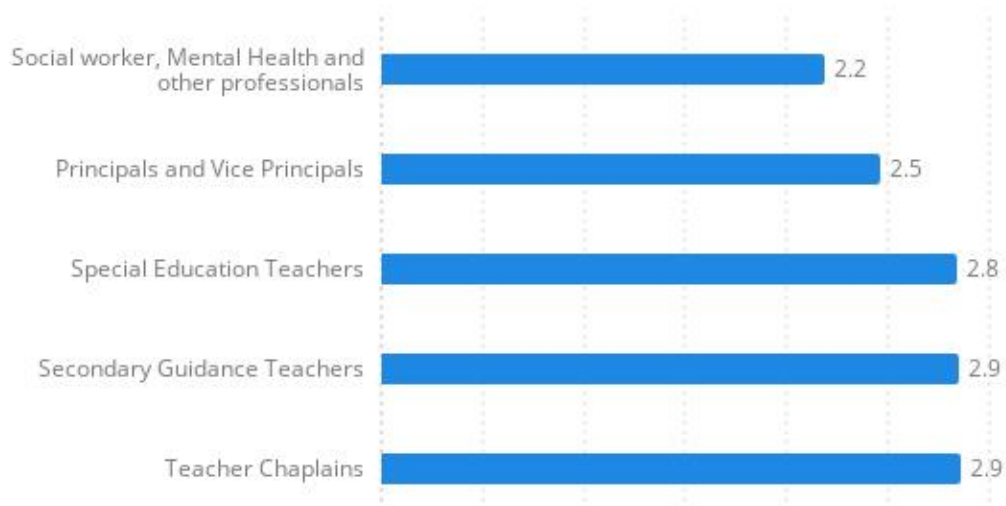
Figure 14 – Employee Top Secondary Roles (N=167)

7. Respondents were asked to order which programs and support areas they believe are the most important to support student achievement and well-being in secondary schools.

Overall Parent/Guardian, Employee and Student Results Summary:
Consistently across all groups, more options for course selections were ranked the highest followed by Specialized Programs (co-op, SHSM, Arts, IB, etc.). Extra-Curricular activities and support were ranked the lowest.

Figure 15 – Overall Top Program and Support Areas for Secondary (N=2,056)

Technology

8. Respondents were asked how much they think the TCDSB should spend on technology versus other materials.

Overall, Parent/Guardian, Employee, and Student Results Summary:
Consistently across all groups, a little more on technology and a little less on other materials ranked the highest.
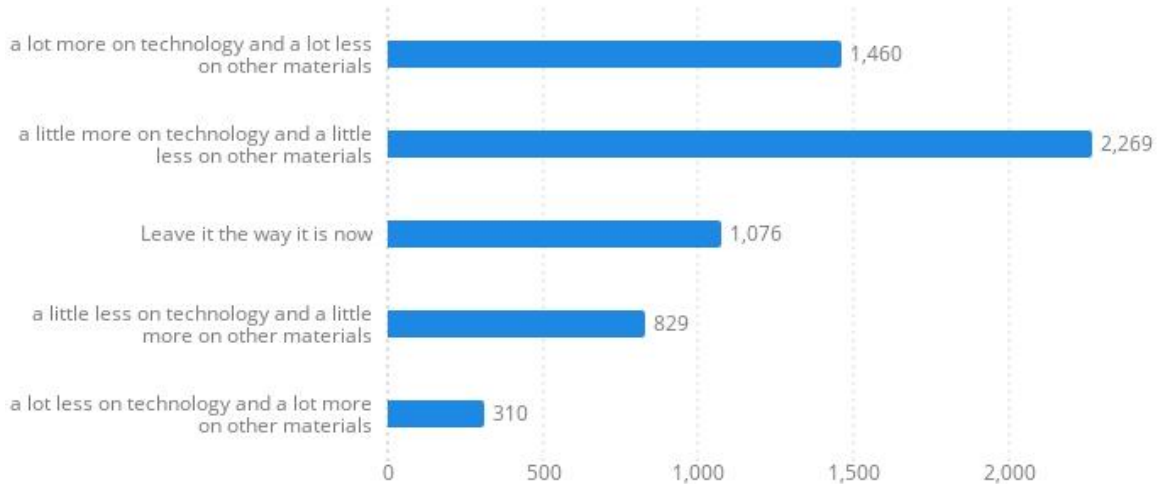
Figure 16 – Technology vs Other Materials (N=5,944)

9. Respondents were asked how they think the TCDSB should distribute technology among its school communities/students.

   Overall Results Summary: Ranked the highest was equally distribute technology among all schools based on the number of students, followed by more funds to schools in low-income areas.
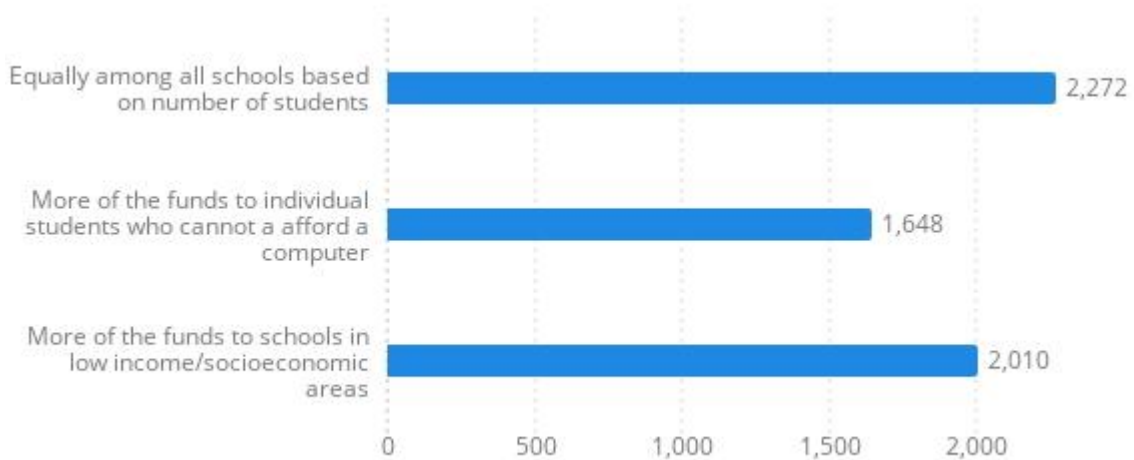
Figure 17 – Overall Distribution of Technology Materials (N=5,930)

Parent/Guardian Results Summary: Ranked the highest was equally distribute technology among all schools based on the number of students, followed by more funds to individual students who cannot afford technology.

Figure 18 – Parent Distribution of Technology Materials (N=5,930)

Employee Results Summary: More funds to schools in low-income areas ranked highest, followed by equally distribute among all schools based on number of students ranked highest.

Figure 19 – Employee Distribution of Technology Materials (N=1,133)

Student Results Summary: More of the funds to individual students who cannot afford technology ranked highest, followed by more funds to schools in low-income areas.

Equally among all schools based on number of students — 62

More of the funds to individual students who cannot a afford a computer — 76

More of the funds to schools in low income/socioeconomic areas — 73

Figure 20 – Student Distribution of Technology Materials (N=211)

Buildings

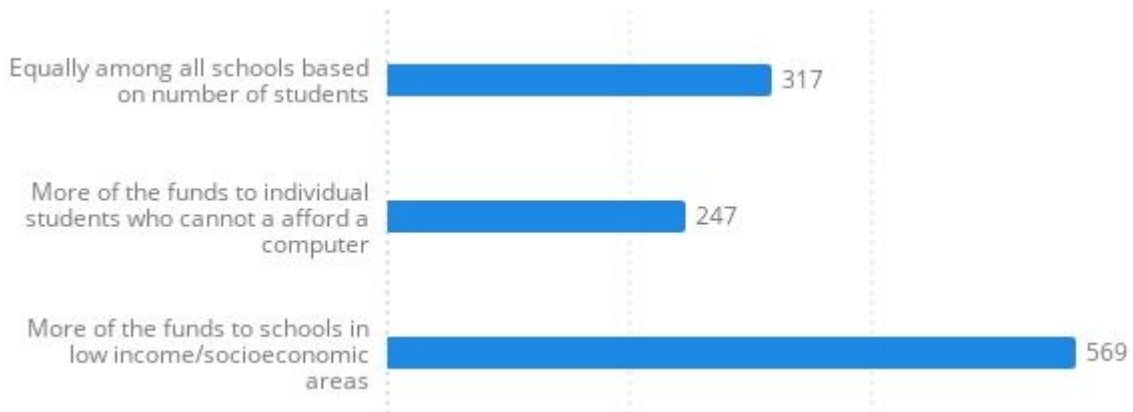10. Respondents were asked to consider over the next 3 to 5 years, and rank which school building improvements they think are the most important to support overall student achievement and well-being.

   Overall Results Summary: Ventilation (HVAC) Systems ranked highest, followed by Classroom Technology, Security Camera Systems, Wi-Fi and Internet, and Gym, Libraries, cafeteria and other common spaces.

Ventilation (HVAC) Systems — 2.0
Classroom Technology (projectors, TVs, speakers, etc) — 2.7
Security and Camera Systems — 2.8
Wi-Fi and Internet — 2.9
Gym, Libraries, cafeteria, and other common spaces — 3.3
Washrooms — 3.3
Furniture (Desks, Chairs ,etc) — 3.4
Windows and Doors — 3.4
Outdoor Spaces (Yard, field, school track, etc.) — 3.5
Play structures (slides, swings, bars, etc) — 3.6
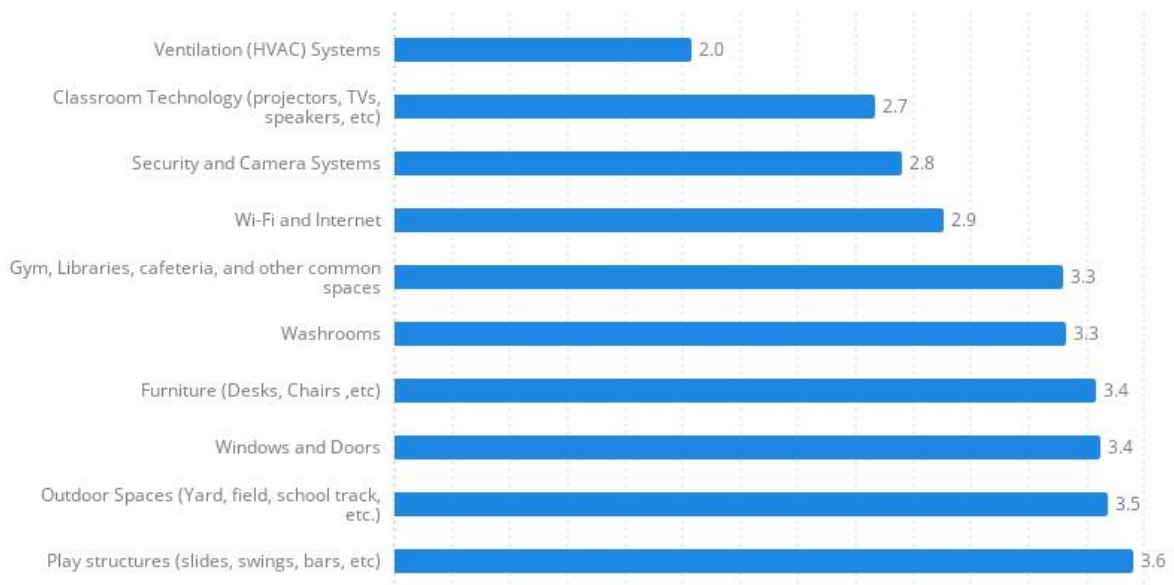
Figure 21 – Overall Building Improvement Choices (N=5,337)

Parent/Guardian Results Summary: Ventilation (HVAC) Systems ranked highest, followed by Security Camera Systems, Classroom Technology, Wi-Fi and Internet, and Gym, Libraries, cafeteria and other common spaces.
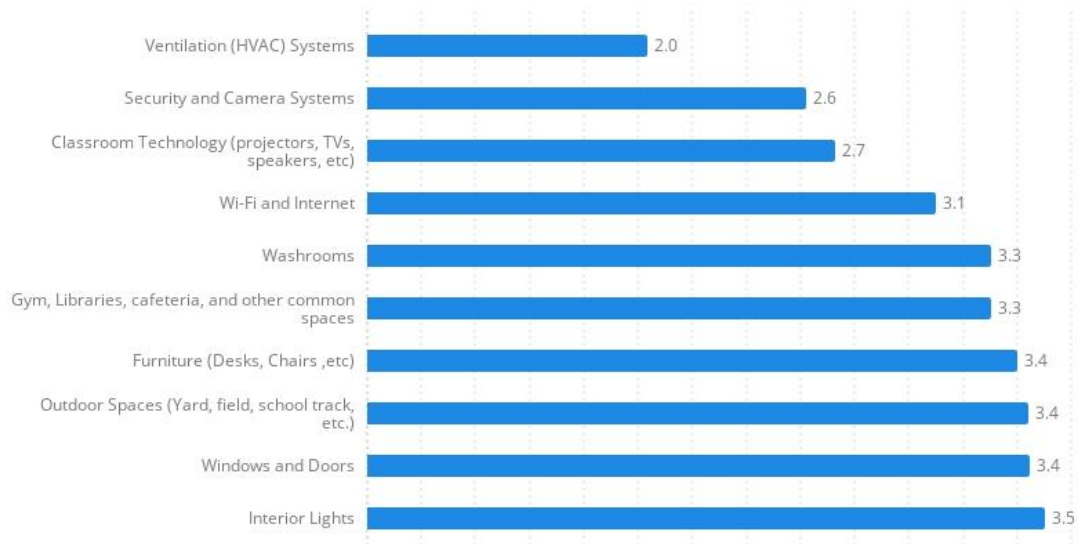

Figure 22 – Parent/Guardian Building Improvement Choices (N=3,916)

Employee Results Summary: Ventilation (HVAC) Systems ranked highest, followed by Classroom Technology, Wi-Fi and Internet, Windows and Doors, and Gym, Libraries, cafeteria and common spaces.
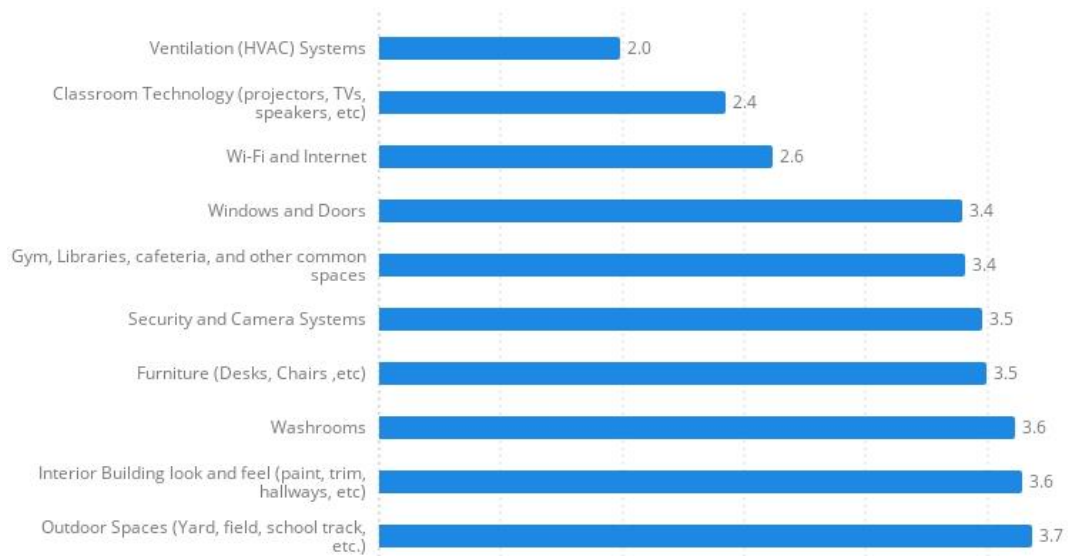

Figure 23 – Employee Building Improvement Choices (N=1,047)

Student Results Summary: Wi-Fi and Internet ranked highest, followed by Ventilation (HVAC) Systems, Washrooms, Classroom Technology, and Outdoor Spaces.
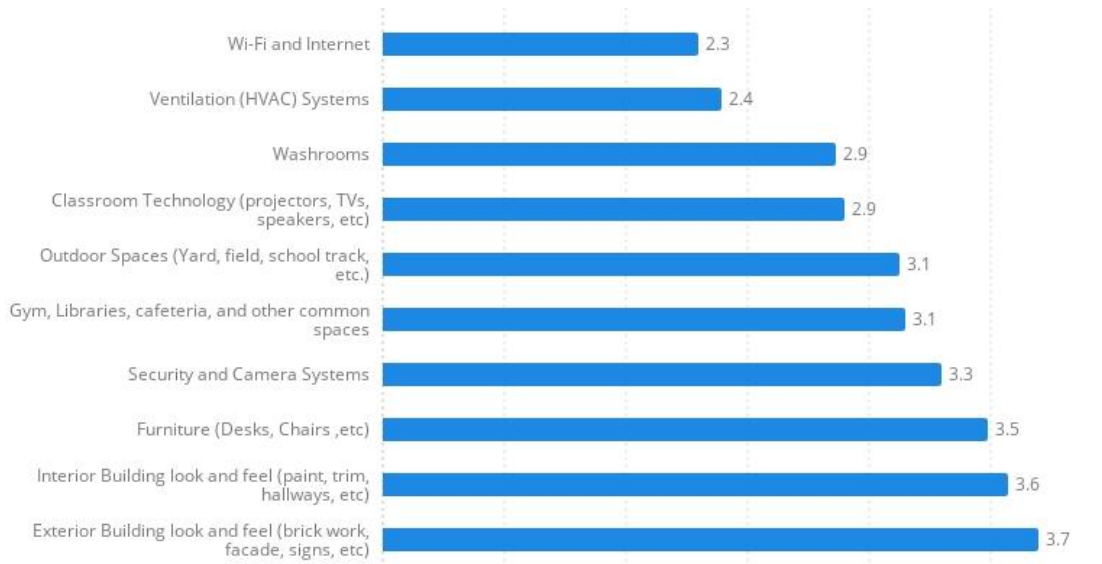

Category	Value
Wi-Fi and Internet	2.3
Ventilation (HVAC) Systems	2.4
Washrooms	2.9
Classroom Technology (projectors, TVs, speakers, etc)	2.9
Outdoor Spaces (Yard, field, school track, etc.)	3.1
Gym, Libraries, cafeteria, and other common spaces	3.1
Security and Camera Systems	3.3
Furniture (Desks, Chairs ,etc)	3.5
Interior Building look and feel (paint, trim, hallways, etc)	3.6
Exterior Building look and feel (brick work, facade, signs, etc)	3.7

Figure 24 – Student Building Improvement Choices (N=200)

Other Efficiencies (open-ended question)

11. At the end of the survey respondents were asked an open-ended question about how the TCDSB can be more fiscally efficient.

Results summary: Overall, comments reflect student learning and support as a top priority. Majority of comments related to COVID-19 and remote learning, with a focus on increased access to technology, and special education and mental health supports.

Most referenced themes included increased student mental health supports, staff positions and salary, closing low enrolment schools, reducing transportation/busing costs, and changing or eliminating international languages program.

Comments varied between preference for increased online textbooks and increased funding to replace/update physical textbooks. Comments also varied regarding increasing support for EAs, CYWs, and social workers in the classroom and school wide. Some commentary on calls for improved equitable distribution of funding based on need, rather than distributing funds equally.

Other comments that did not fit into the major themes included smaller class sizes, increased school facility improvements with a focus on washrooms, and selling/leasing excess Board property.

VIRTUAL TOWN HALL

12. On March 30, March 31 and April 20, 2021, Virtual Town Halls were held from 6:00-7:30 p.m. with attendees able to access via Zoom and YouTube.

    Senior staff responded to approximately 25 questions per Virtual Town Hall, for a total of 82 questions. Questions posed addressed:

    - Staffing
    - Learning Models
    - COVID-19 Impacts
    - Health and Safety
    - School ventilation
    - Construction and Facilities
    - Programs and Services (Special Education, French Immersion, International Languages)

    A total of 354 participants attended live (120 on zoom and 234 on YouTube), and the Town Hall videos have been viewed 608 times on YouTube, as of May 6, 2021.

SEAC, CPIC AND OAPCE MEETINGS

13. On April 19, 21, and 26 TCDSB senior staff met with SEAC, CPIC, and OAPCE respectively to discuss the 2021-22 Budget.

    A number of questions were asked at these meetings, reflecting the key areas of focus for these groups. The following themes were discussed at all meetings:

    - Focus on Special Education
    - Improving buildings where possible
    - Continuing virtual learning
    - Student Health & Safety regarding COVID-19

UNION PARTNER MEETINGS

14. On May 6, 11, and 14 TCDSB senior staff met with TEC, TSU, and CUPE and APSSP respectively to discuss the 2021-22 Budget.

    The following themes were discussed at all meetings:
    - Ensuring virtual learning, if needed, is supported properly
    - Staff Health & Safety regarding COVID-19
    - Minimizing the impact of enrollment reductions
    - Understanding COVID-19

E.   METRICS AND ACCOUNTABILITY

The budget consultation process was promoted using a number of different means including:

1. Invitations to everyone on exchange including CPIC, OAPCE, CSPC Chairs and SEAC.

2. All TCDSB families received information and reminders about the budget process and survey via School Messenger.

3. Posters with information about the budget survey and virtual town hall were shared on social media channels including Twitter, Facebook and Instagram, the weekly wrap-up, Director's Bulletin Board and school newsletters.

4. Frequently asked questions (FAQs) were monitored and regularly updated on the budget webpage.

5. A digital social media campaign including paid and organic content was implemented to increase overall participation. Promotion through TCDSB Twitter, Facebook and Instagram accounts targeted individuals who like, follow and engage with TCDSB social channels as well lookalike audiences i.e. those with similar profiles as our existing audience, using "smart audience" ad features. The April 1 – 30, 2021 campaign resulted in an audience reach of 133,491, with 1,712 engaging with the post and 540 clicks to the budget survey resulting in a total 63% increase in participation rate over 2020.

6. Due to the continued pandemic and considerations for public safety, this year there was no in-person consultation. However, survey results this year compared to last year were significantly higher as well as turnout at the three

themed virtual town halls.

2019	2020	2021
Survey responses: 1,942	Survey Responses: 4,549	Survey Responses: 7,415
Virtual town hall attendees: 60	Virtual town hall attendees: 326	Virtual Town Hall attendees Theme 1, March 30: 216 - Post views: 154 Theme 2, March 31: 72 - Post views: 319 Theme 3, April 20: 66 - Post views: 135

F.   CONCLUDING STATEMENT

Input received from the budget consultation survey, virtual townhalls, and various meetings is being provided for consideration of the Board of Trustees. Perspectives offered through the consultation feedback will also be part of staff considerations when developing the final budget for Trustee approval.