

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA May 16, 2019

Maria Rizzo, Chair
Trustee Ward 5

Michael Del Grande, Vice Chair
Trustee Ward 7

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Taylor Dallin
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Angela Kennedy
Trustee Ward 11

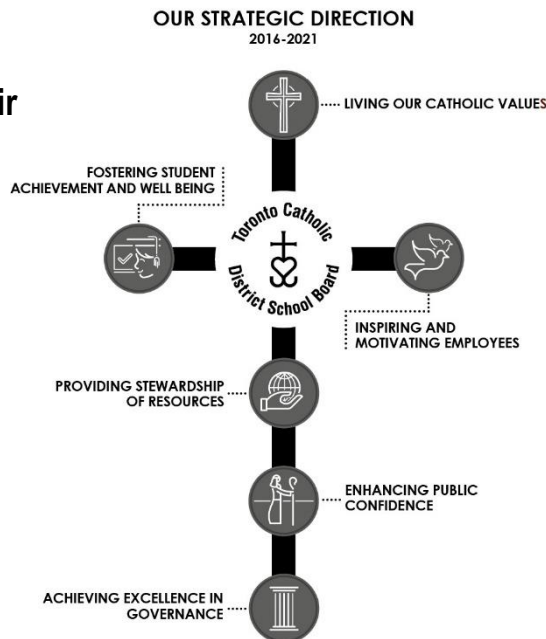
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

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
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board



**AGENDA
REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
PUBLIC SESSION**

Maria Rizzo, Chair

Michael Del Grande, Vice Chair

Thursday, May 16, 2019

7:00 P.M.

Pages

1. **Call to Order**
2. **Memorials and Opening Prayer**
Prayer and National Anthem: Holy Family Catholic School
3. **Singing of O Canada**
4. **Roll Call & Apologies**
5. **Approval of the Agenda**
6. **Reports from Private Session**
7. **Notices of Motions**
8. **Declarations of Interest**
9. **Approval and Signing of Minutes of the Previous Meetings**
 - 9.a **Special Board (Student Achievement) Held April 4, 2019**
 - 9.b **Special Board (Corporate Services) Held April 11, 2019**

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14.b	Approved Minutes of the Audit Committee Meeting Held March 26, 2019 (To Be Distributed)	

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From April 24, 2019 Regular Board Meeting

- | | | |
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17. Reports of Officials Requiring Action of the Board of Trustees

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18. Reports from External Committees / Organizations

19. Listing of Communications

20. Inquiries and Miscellaneous

21. Updating of Pending Lists

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22.	Closing Prayer	
23.	Adjournment	

OUR MISSION

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OUR VISION

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MINUTES OF THE SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD THURSDAY, APRIL 4, 2019

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

G. Tanuan, Chair
M. de Domenico, Vice-Chair
N. Crawford
M. Del Grande
D. Di Giorgio
N. Di Pasquale
A. Kennedy
I. Li Preti
T. Lubinski
J. Martino
M. Rizzo

Student Trustees:

T. Dallin
J. Ndongmi

Staff:

D. Koenig
L. Noronha
P. Matthews
A. Della Mora
P. Aguiar
M. Caccamo
S. Campbell
F. Cifelli
P. De Cock
N. D'Avella

L. Di Marco
 G. Iuliano Marrello
 M. Loberto
 K. Malcolm
 L. Maselli-Jackman
 J. Shanahan
 S. Vlahos
 J. Wujek
 D. Yack

S. Harris, Recording Secretary
 S. Tomaz, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

4. Roll Call and Apologies

An apology was extended on behalf of Trustee D'Amico.

The Items dealt with at the Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting in PRIVATE, DOUBLE PRIVATE, TRIPLE PRIVATE AND PUBLIC Sessions were deemed presented.

MOVED by Trustee Tanuan, seconded by Trustee di Domenico, that all matters discussed in PRIVATE, DOUBLE PRIVATE, TRIPLE PRIVATE AND PUBLIC Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
 de Domenico
 Del Grande
 Di Giorgio

Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour of the matters discussed in PRIVATE and PUBLIC Sessions.

(PRIVATE and TRIPLE PRIVATE Sessions Minutes Distributed at the May 2, 2019 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting)

7. Declarations of Interest

Trustee Del Grande declared an interest in the PUBLIC Session in Item 16b) Forms of Acceleration for Gifted and Talented Students due to a family relationship. Trustee Del Grande did not vote nor participate in the discussions on the Item.

There were none in PRIVATE, DOUBLE PRIVATE nor TRIPLE PRIVATE Session.

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

SECRETARY

CHAIR

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MINUTES OF THE SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD THURSDAY, APRIL 11, 2019

Corporate Services

Trustees: N. Crawford, Chair
N. Di Pasquale, Vice Chair
F. D'Amico
M. de Domenico
M. Del Grande
D. Di Giorgio
A. Kennedy
I. Li Preti
T. Lubinski
J. Martino
M. Rizzo
G. Tanuan

Student Trustees: T. Dallin
N. Ndongmi

Staff: R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
S. Camacho
P. De Cock
D. Friesen

M. Loberto
S. Vlahos

S. Harris, Recording Secretary
S. Tomaz, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

Declarations of Interest

Trustee Kennedy declared an interest in PRIVATE Session. There were none in DOUBLE PRIVATE Session.

The following Declarations of Interest were received from Trustees Del Grande, Kennedy and Rizzo as their family members are employees of this Board. Trustees Del Grande, Kennedy and Rizzo indicated that they would neither vote nor participate in the discussions regarding the Items:

- 16g) **Budget 2019-20 Funding Update** – Trustees Del Grande, Kennedy and Rizzo; and
- 18a) **Inquiry from Trustee Rizzo regarding the Provincial Budget** – Trustee Kennedy.

Trustee Kennedy left the horseshoe at 10:20 pm. Due to a Declaration of Interest, as earlier indicated.

The Items dealt with at the Corporate Services, Strategic Planning and Property Committee Meeting in PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions were deemed presented.

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Items discussed in PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Kennedy returned to the horseshoe at 10:21 pm.

**(PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions Minutes
Distributed at the May 9, 2019 Meeting)**

MOVED by Trustee Crawford, seconded by Trustee D'Amico, 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 Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

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MINUTES OF THE REGULAR MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

WEDNESDAY, APRIL 24, 2019

Trustees:

M. Rizzo, Chair
M. Del Grande, Vice-Chair
N. Crawford
F. D'Amico
M. de Domenico – In Person & via Teleconference
D. Di Giorgio
N. Di Pasquale
A. Kennedy
I. Li Preti
T. Lubinski
J. Martino
G. Tanuan

Student Trustees:

T. Dallin
J. Ndongmi

Staff:

R. McGuckin
D. Koenig
L. Noronha
P. Matthews
A. Della Mora
P. Aguiar
M. Caccamo
S. Camacho
S. Campbell
F. Cifelli

N. D'Avella
P. De Cock
L. DiMarco
D. Friesen
G. Iuliano Marrello
M. Loberto
K. Malcolm
L. Maselli-Jackman
J. Shanahan
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
S. Tomaz, Assistant Recording Secretary

External Guests: A. Robertson, Parliamentarian
 S. Waque, Senior Counsel, Borden Ladner
 Gervais (BLG) LLP
 C. Clarke, Director, Quadrant Advisory Group

5. Approval of the Agenda

MOVED by Trustee Del Grande, seconded by Trustee Martino, that the Agenda, as amended to include the Addendum, reorder Item 17a) Proposed Educational Development Charge By-law Amendment 2019 as the next Item of Business for discussion; and Items 17j) Liquor Waiver Request for St. Clement Catholic School Event on June 1, 2019; 17k) Liquor Waiver Request for St. Cecilia Catholic Elementary School Event on June 6, 2019; and 17l) Liquor Waiver Request for St. Mary of the Angels Catholic School Event on August 17, 2019 and August 18, 2019 after Item 11) Delegations, and add Items 18b) Reports from External Committees/Organization from Trustee Del Grande regarding Update on Residents' concerns about St. Patrick Catholic School Field; 20a) Inquiry from Trustee Kennedy regarding Residents' Concerns about St. Patrick Catholic School Field; and 20b)

Inquiry from Trustee Kennedy regarding Safety at St. Joseph Morrow Park, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

7. Reports from Private Session

MOVED by Trustee Lubinski, seconded by Trustee D'Amico, that in PRIVATE, DOUBLE and TRIPLE PRIVATE Sessions, several Minutes were approved and that in PRIVATE Session a report on an IT matter was received, along with two Inquiries.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Del Grande, seconded by Trustee D'Amico, that the Agenda be reopened.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico

Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Del Grande, seconded by Trustee D’Amico, that discussions regarding Items 17m) Proposed Educational Development Charge By-Law Amendment 2019: Revised Appendix B; and 17n) Proposed Educational Development Charge By-Law Amendment 2019: Appendix C: Letter from Building Industry and Land Development Association (BILD) be combined with Item 17a) Proposed Educational Development Charge By-law Amendment 2019.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D’Amico
de Domenico
Del Grande

Opposed

Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

17. Reports of Officials Requiring Action of the Board of Trustees

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that Items 17a), 17m) and 17n) be adopted as follows:

17a) Proposed Educational Development Charge By-law Amendment 2019;

**17m) Proposed Educational Development Charge By-Law Amendment 2019:
Revised Appendix B; and**

**17n) Proposed Educational Development Charge By-Law Amendment 2019:
Appendix C: Letter from BILD.**

WHEREAS Section 257.70 of the Education Act, R.S.O. 1990, c. E.2 (the "Act") provides that a district school board may pass a by-law amending an education development charge by-law;

WHEREAS the Toronto Catholic District School Board (the "Board") passed the Toronto Catholic District School Board Education Development Charges By-law 2018 No, 191 on November 15, 2018 (the "2018 By-law");

WHEREAS the Board wishes to amend the 2018 By-law to increase the education development charges payable thereunder consistent with the

legislative provisions established by O. Reg. 55/19 and adopted by the Province of Ontario on March 29, 2019;

AND WHEREAS the Board wishes to amend certain definitions in the 2018 Bylaw to provide additional clarity and consistency with the development charges by-law in force in the City of Toronto including an exemption from development charges for places of worship;

AND WHEREAS the Board has given notice of the proposed amendment to the 2018 By-law in accordance with the regulations made pursuant to the Act, has ensured that the education development charge background study for the 2018 Bylaw dated April 17, 2018 and amended on October 1, 2018, as well as sufficient information to allow the public to understand the proposed amendment have been made available to the public, and has held a public meeting on April 24, 2019;

Now therefore the Toronto Catholic District School Board hereby enacts as follows:

Section 1 of the 2018 By-law is hereby amended as follows:

- (a) “Act” means the Education Act;
- (b) “area of the by-law” means the City of Toronto resulting from the amalgamation effected on January 1, 1998 under the City of Toronto Act, 1997 S.O. 1997, c.2;
- (c) “Board” means the Toronto Catholic District School Board;
- (d) “development” means any activity or proposed activity in respect of land that requires one or more of the actions referred to in Sections 5 and 6 of this by-law, and includes redevelopment, expansion, extension or alteration, or any two or more of them, of a use, building or structure, except interior alternations to an existing building or structure which do not intensify the use of the building;
- (e) “dwelling unit” means a room or suite of rooms used, or designed or intended for use by one person or persons living together in which culinary and sanitary facilities are provided for the exclusive use of such person or persons, and shall include, but is not limited to, a

dwelling unit or units in an apartment, a secondary dwelling unit, a purpose-built rental unit, group home, mobile home, duplex, triplex, semi-detached dwelling, single detached dwelling, stacked townhouse and townhouse;

- (f) “education development charge” means charges imposed pursuant to this by-law in accordance with the Act;
- (g) “education land costs” means costs incurred or proposed to be incurred by the Board,
 - i) to acquire land or an interest in land, including a leasehold interest, to be used by the Board to provide pupil accommodation;
 - (ii) to provide services to the land or otherwise prepare the site so that a building or buildings may be built on the land to provide pupil accommodation;
 - (iii) to prepare and distribute education development charge background studies as required under the Act;
 - (iv) as interest on money borrowed to pay for costs described in paragraphs (i) and (ii); and
 - (v) to undertake studies in connection with an acquisition referred to in paragraph (i).
- (h) “existing industrial building” means a building used for or in connection with,
 - (i) manufacturing, producing, processing, storing or distributing something,
 - (ii) research or development in connection with manufacturing, producing or processing something,
 - (iii) retail sales by a manufacturer, producer or processor of something they manufactured, produced, if the retail sales are at the site where the manufacturing, production or processing takes place,

- (iv) office or administrative purposes, if they are,
- (A) carried out with respect to manufacturing, producing, processing, storage or distributing of something, and
- (B) in or attached to the building or structure used for that manufacturing, producing, processing, storage or distribution;
- (i) “gross floor area” means the total floor area, measured between the outside of exterior walls or between the outside of exterior walls and the centre line of party walls dividing the building from another building, of all floors above the average level of finished ground adjoining the building at its exterior walls and, for the purpose of this definition, the non-residential portion of a mixed-use building is deemed to include one-half of any area common to the residential and non-residential portions of such mixed-use building or structure;
- (j) “local board” means a local board as defined in the Municipal Affairs Act, other than a district school board;
- (k) “mixed use” means land, buildings or structures used, or designed or intended for use, for a combination of non-residential and residential uses;
- (l) “non-residential use” means lands, buildings or structures or portions thereof used, or designed or intended for all uses other than residential use, and includes, but is not limited to, an office, retail, industrial or institutional use inclusive of lands dedicated to mechanical space, loading facilities, and parking accessory to the principal use;
- (m) “purpose-built rental unit” means a dwelling unit that is providing rental accommodation and that has been approved by the City of Toronto’s Affordable Housing Office as having qualified for a rebate under the City of Toronto’s Purpose-Built Rental Development Charges Rebate Program;
- (n) “residential development” means lands, buildings or structures developed or to be developed for residential use;

- (o) “residential use” means lands, buildings or structures used, or designed or intended for use as a dwelling unit or units, and shall include a residential use accessory to a non-residential use and the residential component of a mixed use or of an agricultural use.
- (p) “secondary dwelling unit” means a dwelling unit, whether contained within a single detached dwelling or a semi-detached dwelling, or ancillary to a single detached dwelling or a semi-detached dwelling, or ancillary to a single detached dwelling or a semi-detached dwelling including but not limited to a coach house, laneway suite or structure constructed above an existing garage or other structure separate from the primary dwelling unit, which:
 - (i) comprises an area less than the gross floor area of the primary dwelling unit; and
 - (ii) is not capable of being legally conveyed as a separate parcel of land from the primary dwelling unit.

2. Section 4 of the 2018 By-law is hereby amended as follows:

- (a) Subject to section 4(b), this by-law applies to all lands in the area of the bylaw;
- (b) This by-law shall not apply to lands that are owned by and are used for the purpose of:
 - (i) a municipality or a local board thereof;
 - (ii) a district school board;
 - (iii) a public hospital receiving aid under the Public Hospitals Act;
 - (iv) a publicly-funded university, community college or a college of applied arts and technology established under the Ministry of Colleges and Universities Act, or a predecessor statute;
 - (v) Metrolinx;
 - (vi) a cemetery or burying ground that is exempt from taxation under Section 3 of the Assessment Act;
 - (vii) non-residential uses permitted under s. 39 of the Planning Act;
 - (viii) lands as described in Schedules A and B to the Development Levy Agreement – Railway Lands Central and West made as for October 21, 1994 to the extent as provided in that agreement and pursuant to Section 6 of O. Reg. 20/98 Education Development Charges.

3. Section 8 of the 2018 By-law is hereby repealed and replaced with the following:

Subject to the provisions of this by-law, the Board hereby imposes an education development charge per dwelling unit upon the designated categories of residential development and the designated residential uses of lands, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed use building or structure. The education development charge per dwelling unit shall be in the following amounts for the periods set out below:

Year 1	May 1 2019 to May 30, 2019	\$1,493
	June 1 2019 to Apr 30, 2020	\$1,793
Year 2	May 1, 2020 to Apr 30, 2021	\$2,093
Year 3	May 1, 2021 to Apr 30, 2022	\$2,393
Year 4	May 1, 2022 to Apr 30, 2023	\$2,693
Year 5	May 1, 2023 to Dec 2, 2023	\$2,993

*Note: rate of the charge remains unchanged in May 2019 from the existing rate in EDC Bylaw 2018 no. 191

4. Section 11 of the 2018 By-law is hereby repealed and replaced with the following:

Subject to the provisions of this By-law, The Board hereby imposes an education development charge per square foot of gross floor area of non-residential development upon the designated categories of non-residential development and the designated non-residential uses of land, buildings or structures and, in the case of a mixed use building or structure, upon the non-residential uses in the mixed-use building or structure. The education development charge per square foot of non-residential floor area shall be in the following amounts for the periods set out below:

Year 1	May 1 2019 to May 30, 2019	\$1.07**
	June 1 2019 to Apr 30, 2020	\$1.12
Year 2	May 1, 2020 to Apr 30, 2021	\$1.18
Year 3	May 1, 2021 to Apr 30, 2022	\$1.24
Year 4	May 1, 2022 to Apr 30, 2023	\$1.30
Year 5	May 1, 2023 to Dec 2, 2023	\$1.37

** Note: rate of the charge remains unchanged in May 2019 from the existing rate in EDC Bylaw 2018 no. 191.

5. For greater certainty, the 2018 By-law No. 191 remains in full force and effect subject only to the amendments thereto described in Sections 1 to 4 of this amending bylaw; and
6. This amending by-law shall come into force on May 1, 2019.

Trustee Rizzo relinquished the Chair to Trustee Del Grande.

MOVED in AMEMDMENT by Trustee Rizzo, seconded by Trustee Tanuan, that:

WHEREAS the City of Toronto exempts the payment of Development Charges for Places of Worship;

WHEREAS the TCDSB should promote community building regardless of denomination;

WHEREAS Places of Worship become a central hub for communities;

WHEREAS Places of Worship can have a positive impact on the well being of families in the City Toronto;

THEREFORE be it resolved that the Board adopt the attached Education Development Charges By-law Amendment which exempts Places of Worship

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

In Favour

Trustees Crawford
D'Amico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Rizzo
Tanuan

Opposed

De Domenico
Del Grande
Kennedy
Martino

The Amendment was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

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

In Favour

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski

Opposed

Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Rizzo reassumed the Chair.

8. Declarations of Interest

There were none in PRIVATE, DOUBLE PRIVATE nor TRIPLE PRIVATE Session.

Trustee Kennedy declared an interest in the Delegations: Items 11a) Brooke Francey regarding 5th Block Program at D'Arcy McGee Catholic School; 11b) Frank Linhares regarding 5th Block Program at St. Benedict Catholic School; 11c) Nicki Raimondo regarding 5th Block Program at St. Maurice Catholic School; 11d) Patricia Minnan-Wong, Spokesperson for Toronto Elementary Catholic Teachers (TECT), regarding Proposed Budget Cuts; and 14a) Approved Minutes of the Special Education Advisory Committee Meeting Held March 27, 2019, as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate nor vote in discussions regarding the Items.

9. Approval and Signing of Minutes of the Previous Meeting

MOVED by Trustee Del Grande, seconded by Trustee De Domenico, that Items 9a to 9e) be adopted as follows:

- 9a) Regular Board February 21, 2019 (Revised) approved;**
- 9b) Special Board (Student Achievement) held March 7, 2019 approved;**
- 9c) Special Board March 18, 2019 approved;**
- 9d) Special Board (Corporate Services) March 21, 2019 approved; and**
- 9e) Regular Board held March 28, 2019 approved.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

10. Presentations

MOVED by Trustee Tanuan, seconded by Trustee De Domenico, that Items 10a) and 10b) be adopted as follows:

10a) Monthly Report from the Chair received with the following amendment:

Page 113, April 4, Indigenous Education Teacher Symposium attended by Trustee Tanuan who delivered remarks on behalf of the Board.

10b) Monthly Report from the Director received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that Item 10c) be adopted as follows:

- 10c) Monthly Report from the Student Trustees** received and congratulations on the report.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Kennedy left the horseshoe due to a Declaration of Interest in Items 11a), 11b), 11c) and 11d), as earlier indicated.

11. Delegations

MOVED by Trustee Di Pasquale, seconded by Trustee Lubinski, that Item 11a) be adopted as follows:

- 11a) **Brooke Francey regarding 5th Block Program at D’Arcy McGee Catholic School** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D’Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

Opposed

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Martino, seconded by Trustee Di Pasquale, that Item 11b) be adopted as follows:

11b) Frank Linhares regarding 5th Block Program at St. Benedict Catholic School received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Martino, seconded by Trustee Li Preti, that Items 11c) and 11d) be adopted as follows:

11c) Nicki Raimondo regarding 5th Block Program at St. Maurice Catholic School received and referred to staff; and

- 11d) Patricia Minnan-Wong, Spokesperson for Toronto Elementary Catholic Teachers (TECT), regarding Proposed Budget Cuts** received and referred to staff.

Trustee Li Preti left the horseshoe at 8:28 pm.

Trustee Del Grande left the horseshoe at 8:31 pm.

Trustee Li Preti returned to the horseshoe at 8:32 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustees Del Grande and Kennedy returned to the horseshoe at 8:35 pm.

17. Reports of Officials Requiring Action of the Board of Trustees

MOVED by Trustee de Domenico, seconded by Trustee Martino, that Item 17j) be adopted as follows:

- 17j) Liquor Waiver Request for St. Clement Catholic School Event on June 1, 2019** that Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to be able to serve alcohol at St. Clement Catholic School on June 1, 2019 between 11 am and 4 pm for the school Fun Fair.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Di Pasquale left the horseshoe at 8:36 pm.

Trustee de Domenico left the horseshoe at 8:37 pm.

MOVED by Trustee Lubinski, seconded by Trustee D'Amico, that 17k) be adopted as follows:

- 17k) Liquor Waiver Request for St. Cecilia Catholic Elementary School Event on June 6, 2019** that Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to be able to serve alcohol at St. Cecilia Catholic Elementary School on June 6, 2019 between 3 pm and 8 pm for the Catholic School Parent Council (CSPC) Fun Fair.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Martino left the horseshoe at 8:38 pm.

Trustee Di Pasquale returned to the horseshoe at 8:38 pm.

MOVED by Trustee D'Amico, seconded by Trustee Li Preti, that Item 171) be adopted as follows:

- 171) Liquor Waiver Request for St. Mary of the Angels Catholic School Event on August 17, 2019 and August 18, 2019** that Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to be able to serve alcohol at St. Mary of the Angels Catholic School on August 17, 2019 between 7 pm and 11:59 pm and on August 18, 2019 from 3 pm and 11 pm for the Church Festival.

Trustee Di Giorgio left the horseshoe at 9:00 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee D'Amico left the horseshoe at 8:39 pm.

Trustee Di Giorgio returned to the horseshoe at 8:39 pm.

Trustee Kennedy left the horseshoe due to a Declaration of Interest in Item 14a), as earlier indicated.

14. Matters Recommended by Statutory Committees of the Board

MOVED by Trustee Crawford, seconded by Trustee Di Giorgio, that Item 14a) be adopted as follows:

14a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held March 27, 2019 received Minutes and approved the following recommendations from SEAC to Board:

That the funding currently allocated to Special Education at least be maintained, and the funding be exempt from any reduction during the Board's 2019/2020 budgetary process (Budget Approval);

That annually, prior to the beginning of the budget cycle, SEAC receive a detailed timeline of the steps in the budget process, estimated dates and pre-requisite steps identified;

That staff be asked to provide SEAC with a copy of the template letter created for school principals to adapt and send to parents/guardians in cases where Section 265(1)(m) of the Education Act has been invoked (Toronto Catholic District School Board (TCDSB) Freedom of Information Request (FOIR) Exclusions);

That the Board direct staff to provide a report with respect to the following Items and report back to Board:

*Whether the exclusions listed were documented as "safety" exclusions or "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:

"The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which school Principals are mandated to adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to

a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school." (p. 5);

*Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;

*The subcategory of students listed as excluded from December 2013 to and including February 2016 as follows: (i) students not in receipt of Special Education services; (ii) students with an Individualized Education Program (IEP); (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); and (iv) whether the exclusion was due to police direction/court order or the principal's discretion;

*Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the webpage;

*The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;

*Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the webpage;

*How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and

*Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Kennedy returned to the horseshoe at 8:42 pm.

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that Item 14b) be adopted as follows:

14b) Approved Minutes of the Catholic Parent Involvement Committee Meeting Held February 11, 2019 received Minutes and approved the following recommendations to Board:

Whereas Toronto Catholic Parent Involvement Committee (PIC) has mandate to recommend to the Director of Education and/or the Board of Trustees matters that affect parent engagement;

Whereas Toronto Catholic PIC members are provided emails and voice mailboxes to aid in their Toronto Catholic PIC duties and system parent engagement activities; and

Whereas the existing voicemail does not facilitate ease of access or frequent checking by volunteer members.

Motion # 19/02-07: That Toronto Catholic PIC members suggest to the Board of Trustees that the voicemail boxes assigned to Toronto Catholic PIC Members be transitioned to digital mailboxes like that used by Trustees and Board Staff where voice messages are automatically emailed as an attachment to that member.

Trustees de Domenico and Martino returned to the horseshoe at 8:44 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
De Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that Item 14c) be adopted as follows:

- 14c) Approved Minutes of the Audit Committee Meeting Held January 30, 2019 received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
De Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

16. Reports of Officials for the Information for the Board of Trustees

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 16a) be adopted as follows:

16a) Revised Conflict of Interest Act and Integrity Commissioner Update
received.

Trustee Di Giorgio left the horseshoe at 8:53 pm.

Student Trustees Dallin and Ndongmi left the meeting at 8:54 pm.

Trustee Di Giorgio returned to the horseshoe at 8:55 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
De Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

17. Reports of Officials Requiring Action of the Board of Trustees

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 17b) be adopted as follows:

17b) Summer School Locations and Programs 2019 that the Summer School locations and programs listed in this report be approved by the Board.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
De Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee de Domenico left the horseshoe at 8:59 pm.

The Chair reviewed the Order Paper and the following Items were held:

17c) Trustee Tanuan;

17d) Trustee Li Preti;

17e) Trustee Rizzo;

17g) Trustee Di Giorgio; and

17i) Trustee Crawford

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that the Items not held be received and that the staff recommendations be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

ITEMS AS CAPTURED IN THE ABOVE MOTION

- 17f) **From the Governance and Policy Committee: Communications Policy (A.37)** that the Board accept the recommendation of the Governance and Policy Committee and approve the Communications Policy A.37, as amended and proposed in Report Appendix A.
- 17h) **From the Governance and Policy Committee: Good Neighbour Policy (S.S.25)** that the Board accept the recommendation of the Governance and Policy Committee and approve the Good Neighbour Policy S.25 and the Operational Procedures, as amended and proposed in Report Appendix A and Report Appendix B.

Trustee D'Amico returned to the horseshoe at 9:03 pm.

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that Item 17c) be adopted as follows:

- 17c) **From Governance and Policy Committee: Rescind AIDS (Acquired Immune Deficiency Syndrome) Policy (H.M.27)** received and that the Policy be referred back to the Governance and Policy (GAP) Committee for further discussion.

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

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion to Refer was declared

FAILED

Trustee Di Giorgio left the horseshoe at 9:21 pm and returned at 9:23 pm.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that we rescind the Toronto Catholic District School Board (TCDSB) Policy HM.27 content and replace it with a listing of

communicable diseases that need to be reported to Toronto Public Health;
and

That staff be obligated to follow Toronto Public Health guidance on dealing
with an outbreak in any of our schools.

With the consent of the Committee, Trustee Del Grande withdrew his
Motion.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di
Pasquale, that we rescind the AIDS (Acquired Immune Deficiency
Syndrome) Policy H.M.27, and replace it with a Policy on communicable
disease reporting.

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

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Giorgio ?
Pasquale
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

Martino

The Amendment was declared

CARRIED

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford	Martino
D'Amico	Rizzo
Del Grande	
Di Giorgio	
Di Pasquale	
Kennedy	
Li Preti	
Lubinski	
Tanuan	

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Li Preti, seconded by Trustee Martino, that Item 17d) be adopted as follows:

17d) From Governance and Policy Committee: Update to Suspension and Expulsion Policy (S.S.01) that the Policy be referred to the Governance and Policy (GAP) Committee with the following changes, and also to the Special Education and Advisory Committee (SEAC) for consultation:

Page 178, Cross Reference: Include *The Ontario Human Rights Code and The Ontario Human Rights Policy on Accessible Education for Students with Disabilities*;

Page 188: Add *not related to a disability* after Item (2) Refractory conduct;

Page 189: Add *or the Pupil would benefit from one* after ...an individual education plan has been developed; and

Page 259, Regulation 13: include *explanation of mitigating and other factors*.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo relinquished the Chair to Trustee Del Grande.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 17e) be adopted as follows:

17e) From Governance and Policy Committee: Update to Trespass Policy (S.S.14) deferred to the May 16, 2019 Board meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Giorgio
Di Pasquale

Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo reassumed the Chair.

MOVED by Trustee Lubinski, seconded by Trustee Martino, that Item 17g) be adopted as follows:

- 17g) From the Governance and Policy Committee: School Excursions Policy (S.E.01)** that the Board accept the recommendation of the Governance and Policy Committee and approve the School Excursions Policy S.E.01 and the Excursion Handbook, as amended and proposed in Report Appendix A and Report Appendix B.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Opposed

Di Giorgio

Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 17i) be adopted as follows:

- 17i) From the Trustee Service Ad Hoc Committee: Update to Trustee Services and Expenditures Policy (T.17)** that the Board of Trustees accept the recommendation of the Trustee Service Ad Hoc Committee to approve the Trustee Services and Expenditures Policy (T.17) as amended and proposed in Appendix A.

Trustee Rizzo relinquished the Chair to Trustee Del Grande and left the horseshoe at 9:57 pm.

Trustee Di Giorgio left the horseshoe at 9:58 pm and returned at 9:59 pm.

Trustee Rizzo returned to the horseshoe at 10:09 pm.

Trustee de Domenico connected via Teleconference at 10:11 pm.

Trustee Li Preti left the horseshoe at 10:13 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Pasquale
Di Giorgio

Kennedy
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Li Preti returned to the horseshoe at 10:18 pm.

Trustee Crawford left the horseshoe at 10:19 pm and returned at 10:23 pm.

18. Reports from External Committees/Organizations

MOVED by Trustee Di Pasquale, seconded by Trustee D'Amico, that Item 18a) be adopted as follows:

- 18a) Verbal Update from Trustee Li Preti regarding the Toronto Board of Health External Committee** that the Chair of the Toronto Catholic District School Board (TCDSB) write a letter to the Minister of Health and Long Term Care, the Minister of Children, Community and Social Services, and the Minister of Education as well as local Toronto Members of Provincial Parliament urging them to reconsider cutting the funding of Toronto Public Health, thereby putting at risk the important programs that TCDSB students need for their health, achievement and well-being;

That the TCDSB take steps to notify all TCDSB parents of the funding cuts to Toronto Public Health and the possible impacts that these cuts will have on students in our schools.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Crawford, that we bring a motion, through our representative, to the Board of Health that we would like them to consider the nutrition programs in our schools to be of highest priority as they consider their budgetary decisions.

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
De Pasquale
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Pasquale
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Martino, seconded by Trustee Lubinski, that the verbal update from Trustee Li Preti be received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Pasquale
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Items 18b) and 20a) be adopted as follows:

- 18b) Trustee Del Grande regarding Update on Residents' Concerns about St. Patrick Catholic School Field received; and**

20. Inquiries and Miscellaneous

20a) From Trustee Kennedy regarding Residents' Concerns about St. Patrick Catholic School Field received.

Trustee de Domenico disconnected via Teleconference at 10:36 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Pasquale
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that Item 20b) be adopted as follows:

20b) From Trustee Kennedy regarding Safety at St. Joseph Morrow Park received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Pasquale
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Martino left the meeting at 10:58 pm.

21. Updating of Pending Lists

MOVED by Trustee Crawford, seconded by Trustee Li Preti, that Items 21a) and 21b) be adopted as follows:

21a) Master Pending List and Rolling Calendar received; and

21b) Annual Calendar of Reports and Policy Metrics for 2019 received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Pasquale
Di Giorgio
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that the meeting resolve into TRIPLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Pasquale
Di Giorgio
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

April 24, 2019

VIA EMAIL

Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, ON
M2N 6E8

Attention: Ms. Sophia Harris, Board Recording Secretary

Denise Baker
Partner
T: 416-947-5090
dbaker@weirfoulds.com

File 16067.00017

Dear Chair and Board of Trustees:

RE: Education Development Charges By-law 2018 No. 191 – Board Meeting, April 24, 2019

We are solicitors for the Building Industry and Land Development Association (“BILD”) regarding their interest in the Toronto Catholic District School Board’s (TCDSB) proposed Education Development Charge (“EDC”) By-law amendment.

On April 22, 2019 at approximately 5:45 PM, we were provided with both a faxed copy and a email copy of the TCDSB’s notice of proposed amendment of education development charge By-law 2018 No. 191, that is proposed to be passed by the School Board on April 24, 2019.

As the school board is aware, BILD was involved in detail in reviewing the background materials for EDC By-law 2018 No. 191 and they have appealed EDC By-law 2018 No. 191 to the Local Planning Appeal Tribunal.

Unfortunately, the limited timeframe in which we have been provided to review the proposed amendment is insufficient to prepare any substantive comments with respect to the proposed amendment. As a result, we respectfully request that the passage of the Amendment be delayed for one cycle so that the School Board can meaningfully consult with the public.

In future we request that ample notice of any amendment to the EDC By-law 2018 No. 191 that the School Board intends to proceed with be provided to BILD and the undersigned so that meaningful input can be provided.

Further, assuming that the School Board proceeds to pass the EDC by-law irrespective of our request to delay the passage of the EDC by-law, we ask that we be provided with notice of the passing of the amendment.

Yours truly,

WeirFoulds LLP

A handwritten signature in black ink, appearing to read "DBaker", with a stylized flourish at the end.

Denise Baker

DB/mw

cc Client

13021386.1

CHAIR'S REPORT

APRIL 25 TO MAY 16



300 students took part in a different kind of lesson on Thursday, May 2, as they spent the morning at Queen's Park in the company of International Language Instructors, teachers, community members, parents and school board trustees.



TCDSB letter to provincial government regarding cuts to Public Health



TCDSB letter to Mayor John Tory in support of school nutrition programs



Letters from Director and Chair for Catholic Education Week, World Principal's Day and Swim Meet.

APRIL 25 TO MAY 16

CATHOLIC EDUCATION WEEK

Trustee Nancy Crawford brought remarks from TCDSB at Province Wide Mass. Celebrating "Living as Joyful Disciples" this Catholic Education Week 2019.

Trustee Del Grande and I will communicate and consult with trustees about any local issues within 24 hours of becoming aware of them.

Any invitations to events will be directed from our offices directly to the local trustee.

CHAIR'S REPORT

APRIL 25 TO MAY 16



OAPCE President Annalisa Crudo-Perri and Trustee Angela Kennedy join me at the 89th OCSTA Annual General Meeting

HARDWORKING TCDSB TRUSTEES AT OCSTA AGM



APRIL 25 TO MAY 16

April 25 to 27

OCSTA AGM. Attended by Vice Chair Mike Del Grande and Trustees Markus De Domenico TCDSB Directors on OCSTA and Chair Maria Rizzo, Trustees Garry Tanuan, Nancy Crawford, Norm Di Pasquale, Teresa Lubinski, and Angela Kennedy.

April 26

Mayor's Annual Cricket Tournament. Attended with Trustee Norm Di Pasquale and Associate Director Dan Koenig.



Brought greetings on behalf of TCDSB to the Mayor's Annual Cricket Tournament. ABOVE: Congratulating champions from Blessed Sacrament Catholic School.

April 27

Attended the Labour Relations Seminar with Director of Education Rory McGuckin .

CHAIR'S REPORT

APRIL 25 TO MAY 16.

April 29

International Language Meeting

Attended St Norbert Design Meeting -
Site Expansion

April 30

Attended Living Our Catholic Values
Committee

Honoured to join friends and families
for day of mourning for fallen workers.

Attended Press Conference with TDSB,
community representatives and City
Councillors regarding school nutrition
program.

Attended Humber Summit Education
Forum with Trustees Ida LiPreti and
Daniel Di Giorgio. Andrea Horwath,
Leader of the Opposition was the Guest
Speaker.

May 1

Signing of Memorandum of
Understanding between Portuguese
Government and TCDSB with Director
of Education Rory McGuckin.

TCDSB Budget Consultation Meeting
with Trustees Nancy Crawford, Angela
Kennedy, Daniel Di Giorgio, Norm Di
Pasquale, Garry Tanuan Mike Del
Grande, Teresa Lubinski, IDA LiPreti
and Markus De Domenico.

SCHOOL NUTRITION PROGRAM



**Press conference at Toronto City Hall
attended by Mayor John Tory, TDSB, City
Councillors, former Public Health Chair
Joe Mihevc and community organizations.**

May 2

Excursion to Queen's Park. Thank you to
Queen's Park staffers for amazing job
with student tours. Special thanks to
trustee colleagues, OAPCE, former
TCDSB Chair and pioneer of IL program
Caroline Morgan-Di Giovanni.

Thank you to instructors for the sacrifice
of taking an unpaid day to be part of the
celebration. Humbled by Ukrainian
families and their passion and that of the
Filipino and Mandarin delegation that
ventured from Scarborough.

Two classes from St. Norbert by far the
greatest. They weathered the rain and
travelled to Queen's Park on TTC. So
proud! **Gold star goes to
Trustee Joe Martino who
took the school bus for first
time ever, with 68 kids to
Queens Park from Etobicoke
North and back.**



CHAIR'S REPORT

APRIL 25 TO MAY 16

May 2

Student Achievement and Well Being Committee

In solidarity with leaders from across Toronto representing many faith communities, and survivors, in remembering victims of the Holocaust.

May 3

Meeting with Principal, Parent Council Chair and Superintendent regarding secondary school issues

May 6

TCDSB Awards Night



Education Town Hall Meeting attended by NDP Leader of the Official Opposition, Thanks to Vice Chair Mike Del Grande for participation with staff and trustees in special annual celebration.

May 7

Province wide mass. Thanks to Trustee Nancy Crawford for bringing remarks.

Student Peace Walk



Opening of Italian Canadian Film Festival

Governance and Policy Committee

May 9

Corporate Service Committee

May 10

TSTG Governance Committee

May 13

By-law Review Committee

May 14

Safe Schools Elementary Bullying Prevention Symposium

May 15

Asian Heritage Mass and Cultural Expose

Botticella, Paola (Executive Office)

From: Ministry of Children, Community and Social Services <MinisterMCCSS@ontario.ca>
Sent: Friday, May 10, 2019 12:47 PM
To: Botticella, Paola (Executive Office)
Subject: Message from the Minister of Children, Community and Social Services Lisa MacLeod



May 10, 2019

Dear Maria,

Thank you for contacting me and members of our government regarding the Ontario Autism Program (OAP). I appreciate hearing from you and I would like to share with you the details of a number of enhancements to the program and about our consultations happening this month.

Since our initial announcement on February 6, 2019, I have heard important concerns from families and others across the province. Parents were right when they said children on the autism spectrum have different needs. We are listening, and we invite you to provide us with additional input.

Parents also told us that income testing restricts access to funding. We've listened, and we are eliminating income testing from the OAP. This will give more families access to full Childhood Budgets. All children and youth under the age of 18, with a written diagnosis of autism from a qualified professional, will be eligible for a Childhood Budget. Children under the age of six will receive \$20,000 annually in direct funding, while those age six and over will receive \$5,000 annually.

We've heard from many parents that they wanted to spend their Childhood Budget on speech language pathology, occupational therapy and physiotherapy, so we are including that choice. Families will now have access to a broader range of eligible services.

We are consulting with families, clinicians and other experts to assess how our government can better support children and youth with complex needs. Public consultations are ongoing this month, through an [online survey](#) and [telephone town halls](#).

The information will be analyzed and reviewed, and shared with an advisory panel of experts including individuals with lived experience. Their advice will be considered as we make further enhancements to the program later this year.

In the meantime, we want families to have a smooth transition into the new program. Children who currently have a behaviour plan through the OAP and remain eligible under the OAP Guidelines will be able to renew their plan for an additional six months at its current level of intensity.

We continue to be committed to moving all 23,000 children off the waitlist within the next 18 months. Children will be brought off the waitlist based on a combination of the time they have been waiting for service and with a continued focus on early intervention. Considerations will also be made for children who are five years old and 17 years old to help maximize funding for them. Families on the waitlist for service will all be contacted to join a central waitlist and apply for a Childhood Budget.

If you have additional questions about how the program will work, I encourage you to contact the dedicated Autism Service Ontario toll-free number at 1-888-284-8340. You may also wish to visit [our website](#) for the latest information.

We remain firmly committed to helping all families receive critical supports and services faster and not having children and youth wait for years before getting help.

Again, thank you for writing.

Kindest regards,

Hon. Lisa MacLeod
Minister of Children, Community and Social Services
Minister Responsible for Women's Issues, Immigration and Poverty Reduction

Ministry of Children, Community and Social Services

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Director's Monthly Report April- May 2019

Following are highlights for the period of **April 22 – May 16**

April 23

- Participated in the TCDSB Meagan's Walk Hug with CEC staff, Cardinal Carter Students and elementary student leaders at the CEC
- Along with Trustees and Senior Staff participated in the Innovative Exemplary Practice Awards Ceremony at the CEC

April 24

- Celebrated an Easter liturgy with students and staff from St. Brigid Catholic Elementary School

April 25

- Attended part of the Areas 5 & 6 Principal Retreat
- Met with Student Trustees to discuss their student-led collaborative inquiry initiative
- Along with senior staff attended the 25th Annual Victor Angelosante Award Dinner celebrating and recognizing outstanding Christian leadership and gospel values and consistently upholding the principles of sportsmanship and fair play

April 26 and 27

- Along with Trustees attended the 89th OCSTA Annual General Meeting - *Faith in Action*

April 30

- Along with retired staff attended the 25 Year Annual Reunion Dinner

May 1

- Had the opportunity to visit students at St. Ursula Catholic Elementary School

- Along with the Chair met with representatives of the Portuguese Consulate to sign the Portuguese Studies in Canada MOU

May 2

- Attended the K-12 Principals meeting for Areas 1 & 2 at Oscar Romero Catholic Secondary School, and Areas 3 & 4 at Msgr Fraser Norfinch Campus
- Attended part of the Areas 7 & 8 Principal Retreat
- Along with the Community Relations Department delivered remarks at the Spanish Speaking Network event at St. Basil Catholic Secondary School

May 3

- Along with Trustee Li Preti attended the 2nd Annual Charity Gala in support St. Simon Catholic Elementary School

May 4

- Along with Trustee de Domenico and Superintendent Yack attended and delivered remarks at the annual Elementary Swim Meet
- Along Trustee de Domenico and Superintendent Cifelli attended and celebrated 50 years of excellent Catholic Education at Mother Cabrini Catholic Elementary School
- Along with Trustee de Domenico was honoured to attend the annual Trust 15 Gala supporting Ladies on the Rise and Men of Distinction

May 5

- Along with Trustee Di Giorgio and Superintendent Yack had the pleasure to attend the 75-year anniversary of Our Lady of Victor Catholic Elementary School

May 6

- Had the pleasure of celebrating outstanding TCDSB achievement at the Annual Awards Night at the CEC

May 7

- Attended Province Wide Mass celebrating Catholic Education Week at the CEC

May 8

- Along with Trustee de Domenico celebrated the artistic talents of the students and community of St. Eugene Catholic Elementary School

- Had the pleasure to attend the Art Extravaganza *FACADE* at Mary Ward Catholic Secondary School

May 9

- Attended the Spring Student Success Leadership Conference at the Japanese Canadian Cultural Centre learning about the impact of equity, evaluation, assessment and culturally responsive pedagogy on teaching and learning

May 10

- Celebrated the excellence in the Arts at the Woodbine Festival “Living as Joyful Disciples” at the Woodbine Centre
- Attended and delivered greetings at the Intergenerational Program and Tea event at Bishop Marrocco/Thomas Merton Catholic Secondary School

May 14

- Participated in the Pay it Forward Day for the Loretto Abbey Moccasin Project at Loretto Abbey Catholic Secondary School
- Attended and brought greetings at the Safe Schools Elementary Student Ambassador Symposium

May 15

- Attended and delivered greetings at the Asian Heritage Mass and Cultural Expose at St. Joseph Morrow Park Catholic Secondary School
- Attended the Powerful Visions Art Show at Michael Power/St. Joseph Catholic Secondary School

May 16

- Attended part of the Areas 1 -2 Principal Retreat



MAY STUDENT TRUSTEE REPORT

Update from the Student Trustees:

- On April 30, the Student Trustee election was held. Kathy Nguyen from Madonna CSS will serve as Student Trustee for the 2019-21 term.
- Student Trustee Joel Ndongmi attended the launch of OSTA-AECO's long term education policy plan: The Students' Vision at Queens Park on May 6th.
- OSTA-AECO also launched a province wide e-learning survey in order to consult with students about the recently mandated 4 e-learning credits required in order to graduate high school.
- Student Trustees Taylor Dallin and Joel Ndongmi attended the Awards Night Ceremony on May 6.
- Student Trustee Joel Ndongmi helped facilitate the Province Wide mass and Peace Walk on May 7.
- Moving forward, the Student Trustees are looking forward to attending a service trip with an Indigenous community in Manitoulin Island during the week of May 13 to May 17.

CSLIT Updates:

Equity

This month, the Director of Equity attended the Student Trustee Elections at the April General Assembly. The Director of Equity helped to run the elections by remaining with the candidates until their speeches were said. In addition, she exercised her voting right in the elections.

Elementary CSLIT

The final ESLIT Meeting of the 2018-2019 school year was held on May 2, 2019. This online meeting allowed students to be able to join the ECSLIT Meeting from their own school community. It also allowed them to be able to participate through a different leadership platform! Students were encouraged to engage in the meeting through video and live chat.

Since many of the ECSLIT members are finishing their elementary school years and transitioning into high school, time was allotted to answer any questions they had about how to succeed academically, how to stay involved, and any other concerns that they had about high school.

The topic of Everyday Leadership was also focused on. The ECSLIT had an open discussion on what it truly meant to be a leader, and how to show these qualities



in our day to day lives. “Being a leader means also doing the small things like holding the door for someone or smiling at others,” an ECSLIT Student said.

With the symbolic theme of fishing in the Bible, the ECSLIT Year will conclude with a Fishing Retreat on June 6, 2019.

Public Relations

This month, Public Relations has focused CSLIT's various social media platforms on attracting attention to the April General Assembly, where the student trustee elections were held. A majority of 23 out of 32 schools was recorded in attendance. Public Relations will be using the various social media accounts and the Catholic Student Leadership website to promote upcoming CSLIT events such as the CSLIT annual gala, and the upcoming May general assembly.

Faith

This month the Faith Ambassador wrote her prayer about Compassion. The prayer also included Mary our Mother and how she shows her love and compassion to others. The prayer was said at the ECSLIT General Assembly. It was also said at the CSLIT General Assembly. The Faith Ambassador also held a meeting with her subcommittee members.

Social Affairs

The Social Affairs Subcommittee is working diligently to prepare CSLIT's annual gala, an event aimed at celebrating the achievements of CSLIT from throughout the school year. A promotional video has been created outlining the theme and date for the event. Preparations are underway for the gala's venue and entertainment. In addition, the subcommittee is actively planning CSLIT's annual barbeque, hosted at the CEC.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use
Only

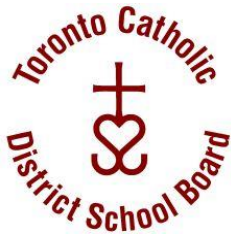
Delegation No. _____

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

Name	Jo-Ann Davis
Committee	Regular / Special Board
Date of Presentation	5/16/2019
Topic of Presentation	2019 - 2020 Budget - Support for Playgrounds
Topic or Issue	Mnistry and school board staff and funding support for playgrounds, in support of our children's well being and academic success.
Details	SVDP parent council has been working for the last year on our Playground Revitalization and we are now in need of board staff support and financial support to make it a reality for our children. Ministry funding for our playground is sorely lacking - as a Catholic board we believe that we are meant support the development of our students soul, body and mind, and that must include our playgrounds which, in turn, helps enable them to success back in the classroom.
Action Requested	Staff resources; funding, assistance with grant application.
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }
I am an official representative of the Catholic School Parent Committee (CSPC)	Yes St Vincent de Paul CSPC CHair
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules	I Agree

for Delegations as per the
TCDSB Delegations Policy
T.14.

Submittal Date 4/15/2019



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use
Only

Delegation No. _____

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

Name	clare mcinerney boniferro	
Committee	Budget	
Date of Presentation	5/16/2019	
Topic of Presentation	Funding request for schoolyard	
Topic or Issue	students would like to request funding to revamp their schoolyard.	
Details	Our student body at SVDP has put together a presentation to	
Action Requested	Funding for playground	
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)		
I am an official representative of student government	Yes St Vincent de Paul Student council member	
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree	
Submittal Date	5/6/2019	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

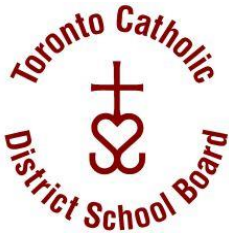
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COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use
Only

Delegation No. _____

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

Name	Francesco Martire	
Committee	Regular / Special Board	
Date of Presentation	05/16/2019	
Topic of Presentation	Budget Re: Outdoor Revitalization Investment	
Topic or Issue	Budget Re: Outdoor Revitalization Investment	
Details	I would like to speak about the importance of our school's outdoor space.	
Action Requested	..	
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization	St. Vincent De Paul: CSPC Outdoor Sub-Committee	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree	
Submittal Date	4/26/2019	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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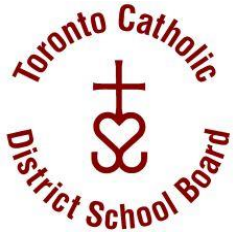
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Only

Delegation No. _____

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

Name	Maria Bacalla
Committee	Regular / Special Board
Date of Presentation	5/16/2019
Topic of Presentation	5th Block at St. Maria Goretti Catholic School
Topic or Issue	I would like to offer my strong support for the 5th Block Early Literacy Intervention Program as it significantly impacts student reading skills, self-esteem, and confidence.
Details	My daughter, Cara, entered 5th Block in Gr. 2, reading at running record Level G. In just 16 weeks, her reading level increased to Level R. This had a major impact on our family life and Cara's confidence. Her self-esteem improved and she now reads book for her own enjoyment. The program sparked a vast and creative imagination whereby her language and vocabulary have expanded. These changes were a direct result of the 5th Block Reading Program.
Action Requested	Please maintain full funding for the 5th Block program.
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }
I am an official representative of the Catholic School Parent Committee (CSPC)	No
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for	I Agree

Delegations as per the TCDSB Delegations Policy T.14.	
Submittal Date	5/6/2019



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use
Only

Delegation No. _____

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

Name	Lisa Valent
Committee	Regular / Special Board
Date of Presentation	5/16/2019
Topic of Presentation	Board Policy Regarding French Immersion Admissions Criteria
Topic or Issue	Board Guidelines for Admission to French Immersion program favours students who are in the school English boundary.
Details	My child is in the catchment area for the French Immersion program at St Louis. She is considered priority 3 based on flawed criteria. She and anyone within the catchment area for the French Immersion program should all be considered Priority 2 (priority 1 given to siblings at the school). This policy as it stands is biased and is wrong.
Action Requested	I have been in contact with my trustee, the school administration, the superintendent and a contact at the admissions department, and have not received any meaningful and actionable response to my concern.

I am here as a delegate to speak only on my own behalf	<input type="checkbox"/> { 1) I am here as a delegation to speak only on my own behalf }
I am an official representative of the Catholic School Parent Committee (CSPC)	<input type="checkbox"/>
I am an official representative of student government	<input type="checkbox"/>
I am here as a spokesperson for another group or organization	<input type="checkbox"/>
I have read, understand and agree to comply with the rules for Delegations as per the	<input checked="" type="checkbox"/> I Agree

TCDSB Delegations Policy T.14.	
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Submittal Date	5/6/2019
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REPORT TO

REGULAR BOARD

REPORT OF GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO TRESPASS POLICY S.S.14

“But let all who take refuge in you be glad; let them ever sing for joy. Spread your protection over them, that those who love your name may rejoice in you.” Psalm 5:11

Created, Draft	First Tabling	Review
February 12, 2019	February 27, 2019	Click here to enter a date.

Paul Matthews, Legal Counsel, Corporate Services

Peter Aguiar, Superintendent of Student Success and Wellbeing and Governance and Policy

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends amendments to the Trespass Policy (S.S.14). In particular, these amendments clarify when a trespass notice may be issued to a student and other procedures relating to trespassers.

The cumulative staff time required to prepare this report was 3 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision

C. APPENDIX

Appendix A: Trespass Policy (S.S.14) with proposed amendments.

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Trespass Policy (S.S.14) as amended and proposed in Appendix A.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

Date Approved:

August 27, 2015

Review Cycle:~~May 2018~~**February 2024****Dates of Amendment:**

December 6, 2011; September 11, 2014; August 27, 2015

Cross Reference:*Trespass to Property Act*

O. Reg.474/00, Access to School Premises

S.S. 04 Access to School Premises

Purpose

This policy affirms the need for students, teachers and other staff to feel safe in their school community. The purpose of this policy is to outline the steps followed in those circumstances where an individual may be trespassing on school property. The policy also describes an appeal process available to an individual who wants to contest a trespass notice.

Scope and Responsibility

This Policy extends to all students, staff, visitors, ~~organizations~~ or other individuals accessing or seeking access to Toronto Catholic District School Board schools or other TCDSB premises. The Director of Education, supported by the Superintendent of Safe Schools and school principals, is responsible for this policy.

Alignment with MYSP:



POLICY SECTION: SAFE SCHOOLS
 SUB-SECTION:
 POLICY NAME: TRESPASS
 POLICY NO: S.S.14

Living Our Values
 Fostering Student Achievement and Well Being
 Inspired and Motivated Employees
 Strengthening Public Confidence

Financial Impact

~~Generally, there is no significant financial impact on the TCDSB.~~

Legal Impact

~~The Education Act requires school boards and all schools of a board to maintain a positive and safe learning environment. When the safety of a school community or other TCDSB community may be compromised by the presence of a visitor or other individual, all reasonable steps must be taken to protect the safety of students, teachers, school staff, and other members of the school community.~~

Policy

All Toronto Catholic District School Board personnel are authorized by the Board of Trustees to exercise the rights and responsibilities of the Board as a person who has responsibility for, and control over, Board premises for the purposes of the provisions of the *Trespass to Property Act*.

Regulations

1. The Toronto Catholic District School Board is committed to ensuring that schools be an example of Christian Community that promote, maintain, and



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

encourage responsibility, respect, civility, equity, inclusivity, academic excellence, and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted, and is supported through a whole-school approach. The Trespass Policy will be applied in a manner consistent with the TCDSB's Catholic values.

2. The principal, teachers and support personnel shall safeguard the students in regard to trespassers on school property.
3. Unknown visitors ~~may~~ will be requested to produce proper identification as per Policy S.S. 04 Access to School Premises and to follow locally established school visitor procedures.
4. A person is not permitted to remain on school premises if his or her presence is detrimental to the safety or well-being of a person on the premises, in the judgment of the principal, a vice-principal or another person authorized by the board to make such a determination. Failure to leave the premises when asked will result in the visitor being considered a trespasser.
5. A person is not permitted to remain on school premises if a policy of the board requires the person to report his or her presence on the premises in a specified manner and the person fails to do so. Failure to leave the premises when asked will result in the visitor being considered a trespasser.
6. **Under the authority of the *Trespass to Property Act*, a trespass notice may be issued to a student when the student is under court order, police conditions, a school suspension or expulsion which prohibits the student from being on school property.**
7. A person identified as a trespasser shall be warned and asked to leave the property by the principal, vice-principal, or another person authorized by the



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

Board as a person who has responsibility for, and control over, the condition of Board premises or the activities being carried on at Board premises.

8. ~~Where there is an element of danger with respect to a trespass situation, the police shall be contacted.~~ **If the trespasser does not leave the property when directed to, police will be contacted.**
9. Where the identity and address of the trespasser is known and the Principal does not wish the individual to re-enter Board premises, the superintendent shall be consulted and a “Trespass Notice” may be sent by the school principal or designated official.
10. A Principal shall consider issuing a “Cease and Desist Letter” to a person prior to issuing a Trespass Notice. A Cease and Desist Letter may be a sufficient response to encourage the person to stop acting in a way that is detrimental to the safety or well-being of other persons on the premises.
11. Where a Trespass Notice is sent, a copy shall be retained at the workplace and a copy shall be forwarded to the local police division.
12. When a Trespass Notice has been issued, the Principal will review the issues that gave rise to the Trespass Notice being issued and make a determination whether present circumstances warrant the Trespass Notice being rescinded. The Principal will conduct such review once every ninety (90) days after the Trespass Notice was issued.
13. A record of any trespassing notices will be kept by the Principal and by the Safe Schools Department. The Safe Schools Department will present a quarterly update report to the Board of Trustees.
14. An individual who wishes to appeal a trespass notice has available the following appeal process. The appeal process must be followed in the order



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

prescribed:

- i. ~~Communicate in writing directly~~ **The trespasser will write to** with the school principal and provide reasons why the trespass notice should be rescinded. The principal will respond within 14 days upon receipt of the **notice of** appeal.
- ii. **If the principal does not agree to rescind the trespass notice, the trespasser may** ~~Communicate~~ verbally or in writing with the school superintendent, advising why the trespass notice should be rescinded. The school superintendent will discuss the appeal with the school principal.
- iii. **If the principal after consulting with the superintendent does not rescind the trespass notice, the trespasser may** ~~Communicate~~ verbally or in writing with the Associate Director of Education (~~Academic Affairs~~). The Associate Director will discuss the appeal with the school superintendent.
- iv. The Associate Director of Education (~~Academic Affairs~~) will discuss the appeal with the Director of Education, as required.

At every stage of the appeal process, the views of both the school principal and the individual subject to the trespass notice will be considered.

The school principal, after having given reasonable consideration to the basis of the appeal and the advice of the area superintendent, (and the ~~a~~**A**ssociate ~~d~~**D**irector, where applicable), will render a decision within ~~2~~ **two** business days ~~with respect to the appeal~~ **of receipt of the notice of appeal.**

Definitions



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

School Climate

The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviors and interactions.

Metrics

1. Annual Safe Schools Climate surveys administered to representative groups of TCDSB students.
2. Anonymous school climate surveys conducted with Parents and Staff at least every two years.
3. Safe Schools data: Reporting Forms – Part I, Trespass Notices, Violent Incidents Form.



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:

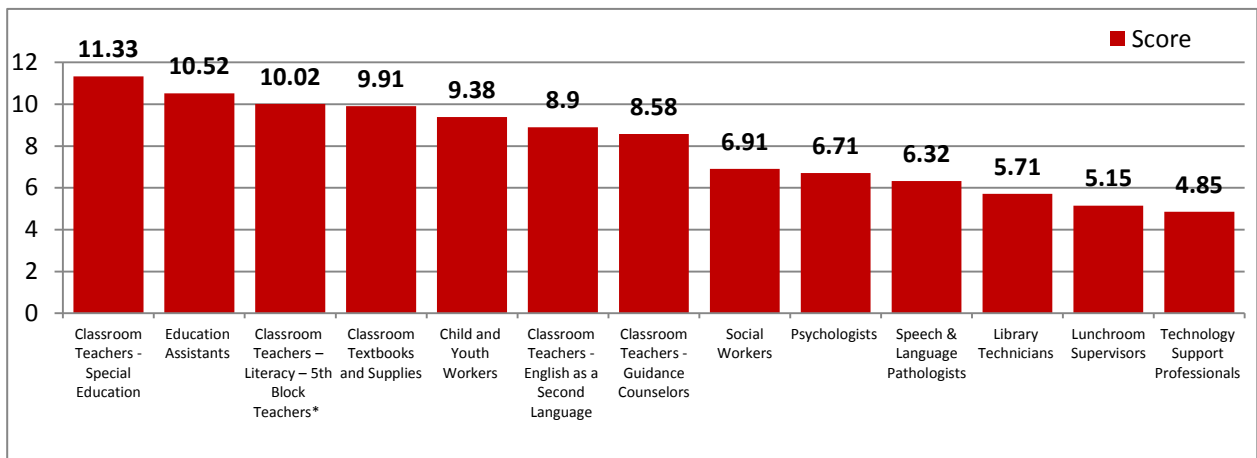
- Elementary Schools, Programs, Services, Materials and Resources
- Secondary Schools, Programs, Services, Materials and Resources
- Special Education
- Facilities
- Transportation
- Catholic Education

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

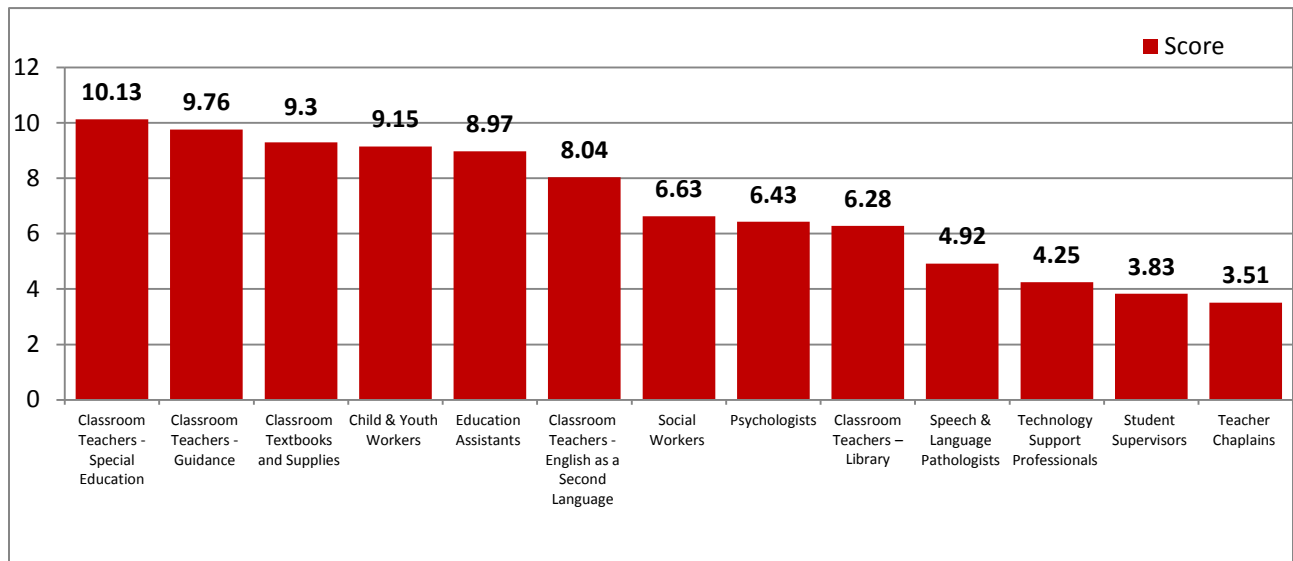
1. Of the cost areas of elementary schools listed below, rank each option from 1 to 13. One being most important and should not be considered for reduction and thirteen being least important and should be considered for reduction. **Results summary:** Support for special education staff was ranked the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

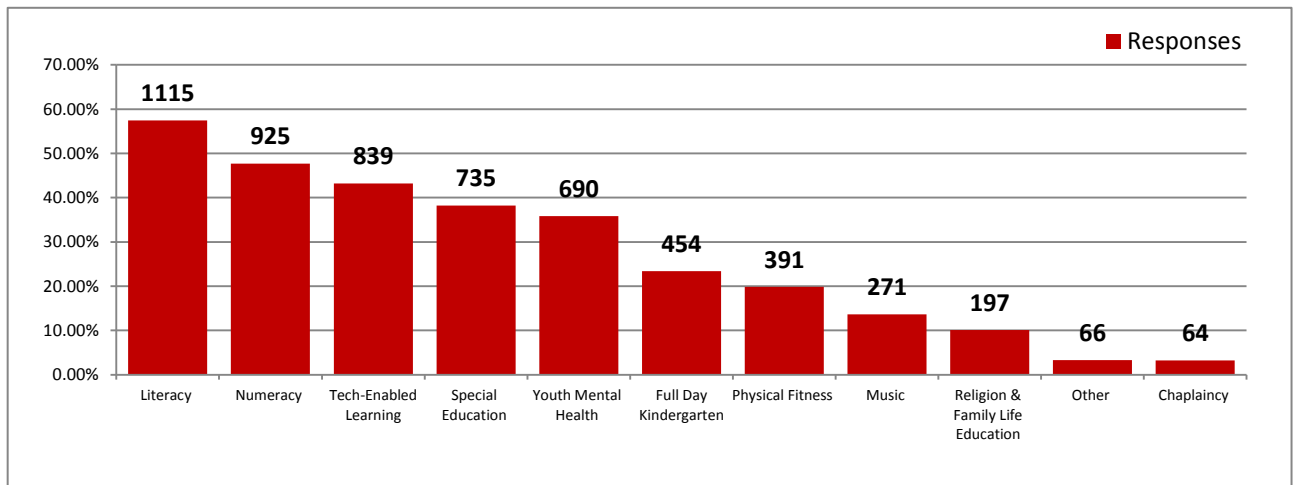
1. Of the cost areas of secondary schools listed below, rank each option from 1 to 13. One being most important and not considered for reduction and thirteen being least important and should be considered for reduction. **Results summary:** Special education was ranked highest, followed by guidance counselors.



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.

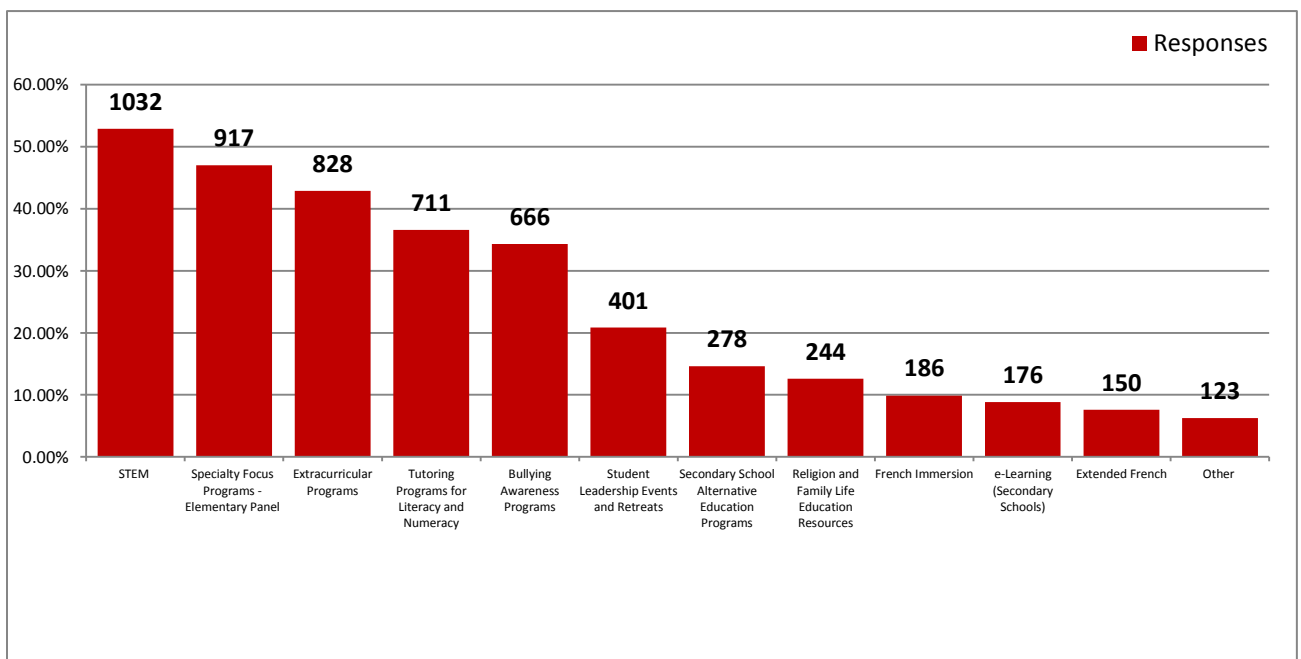
Theme 3 - Resources

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.



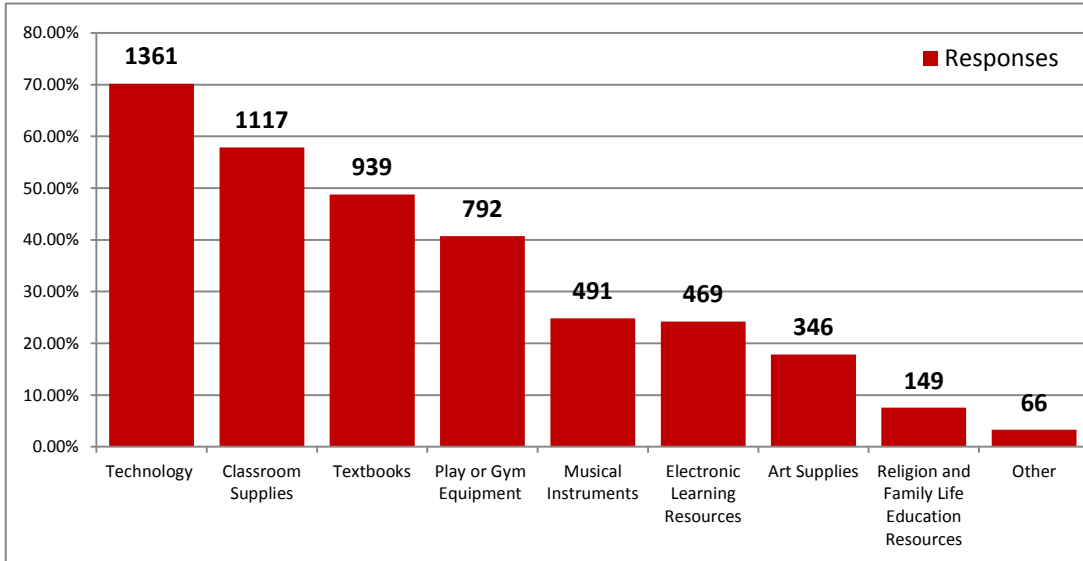
Theme 4 – Programs and Services

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.



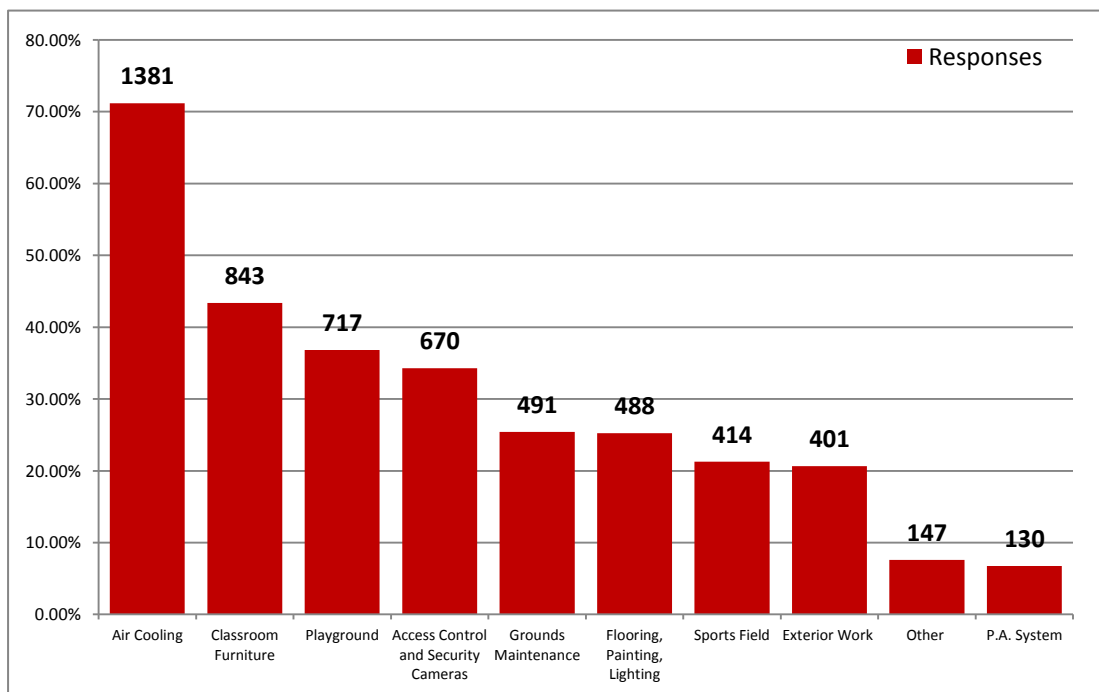
Theme 5 – Materials

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.



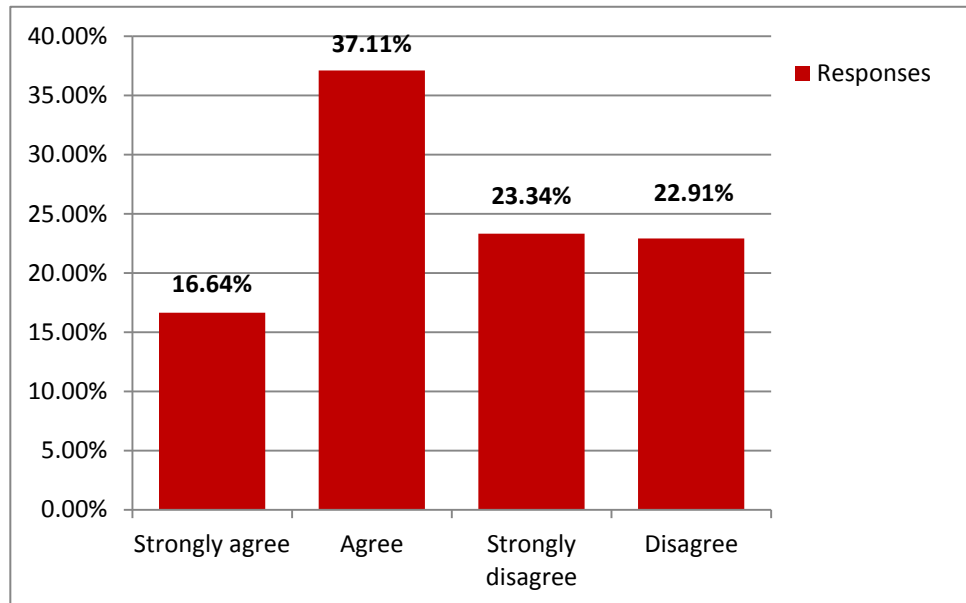
Theme 6 – Facilities

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.



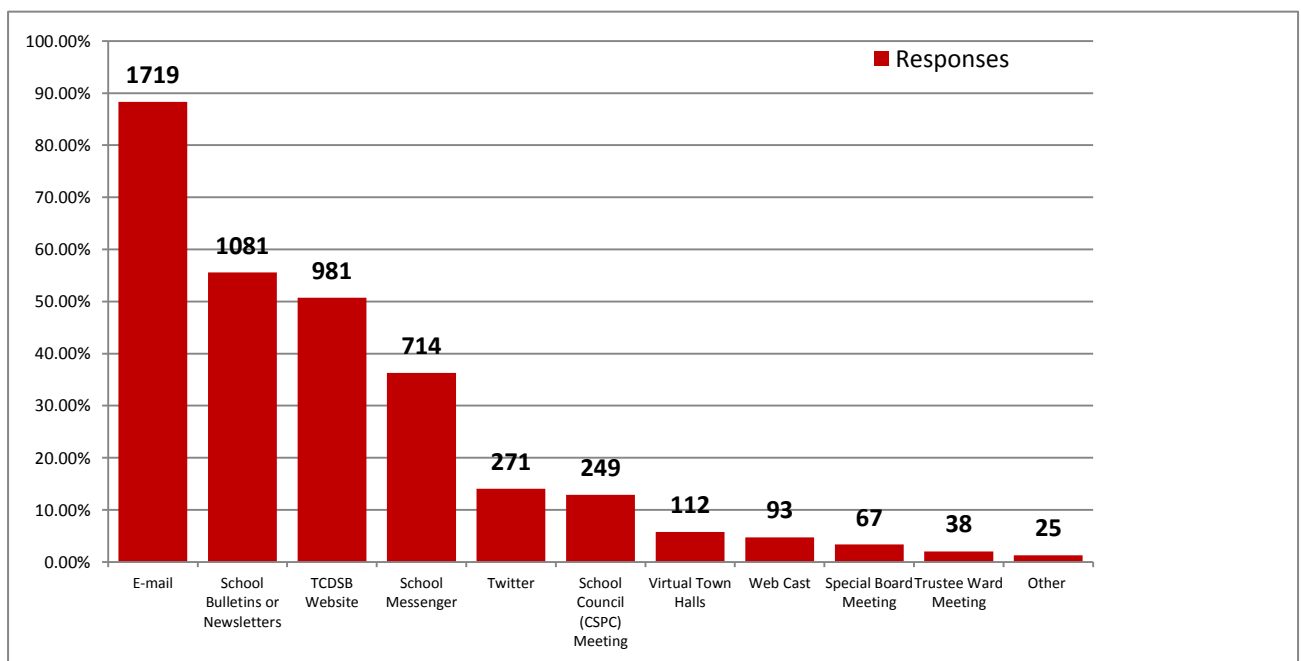
Theme 7 – Transportation

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.



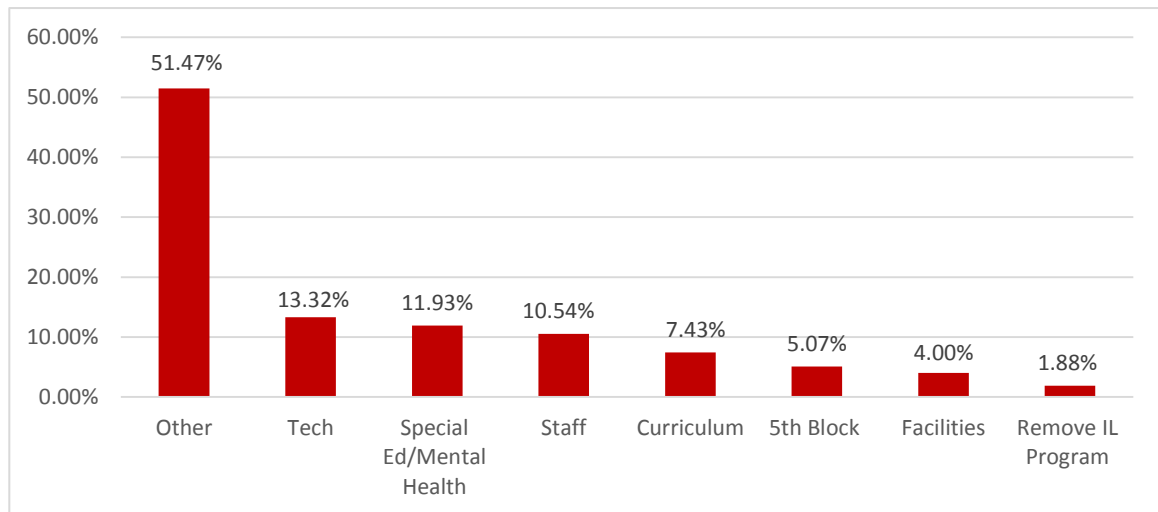
Communications

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.



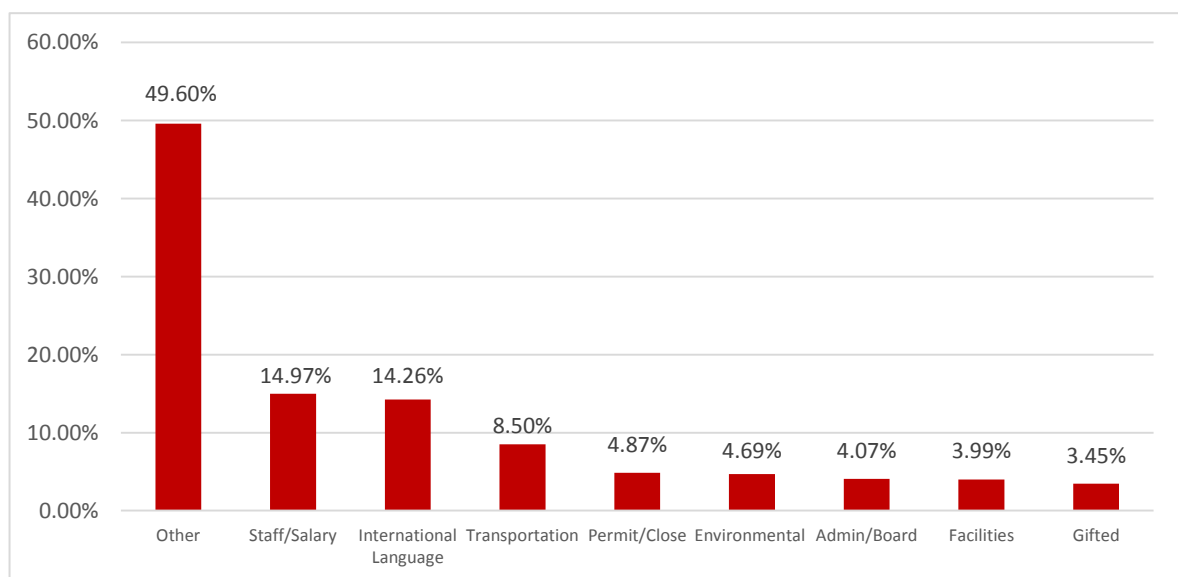
Strategic Investments

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

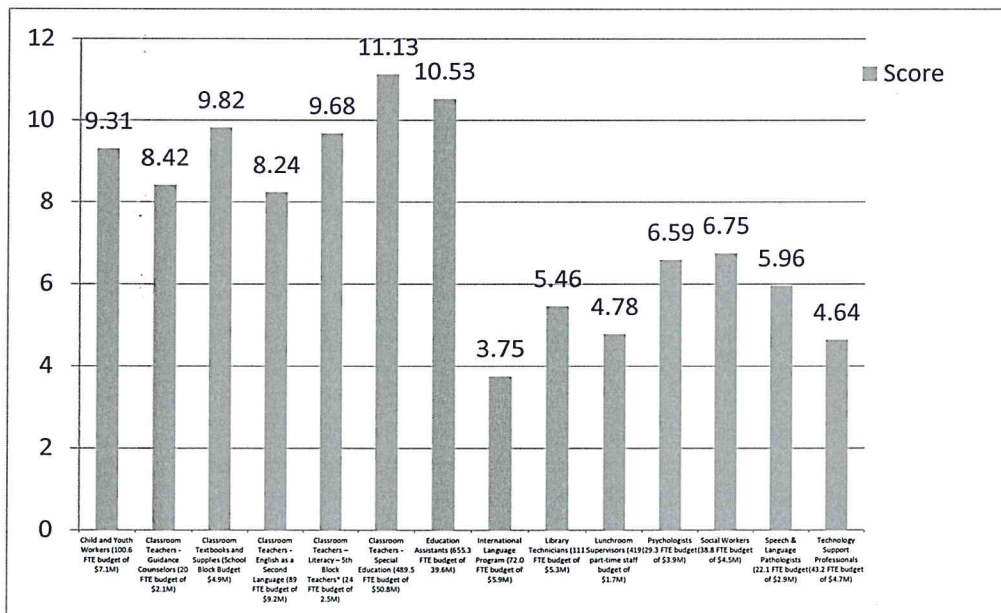
This report is for the consideration of the Board.

APPENDIX A – Responses for Q1 and Q4 from April 3 – April 5 (noon) including data from original survey.

Please note that the summary below pertains to data obtained between April 3 and April 5 for a total of 757 responses.

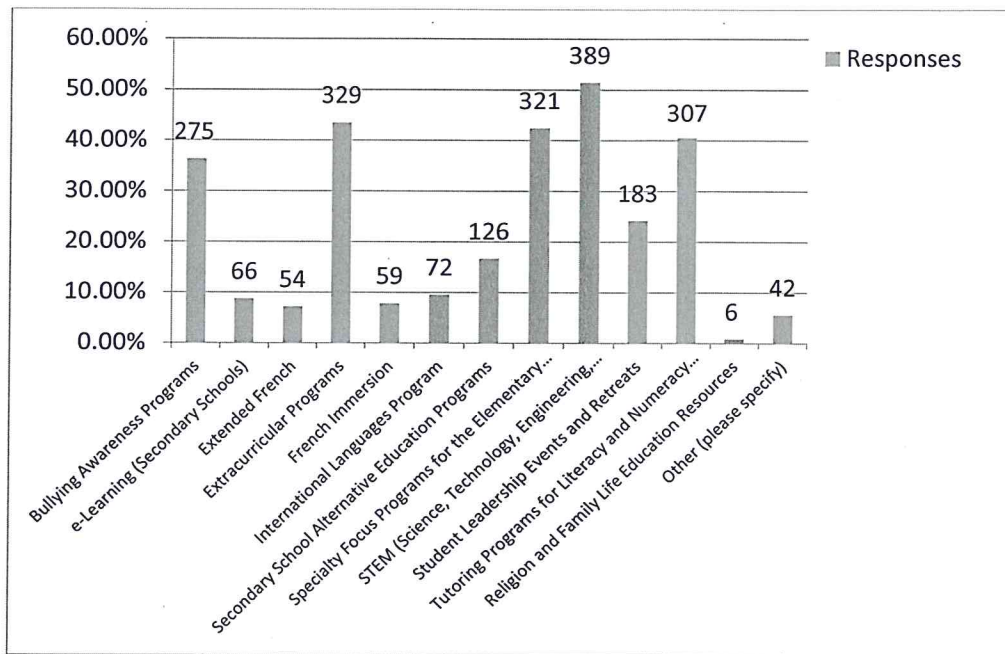
Theme 1 – Elementary Schools

1. Of the cost areas of elementary schools listed below, rank each option from 1 to 14. 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, specialized programming (music, arts, STEM).



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.

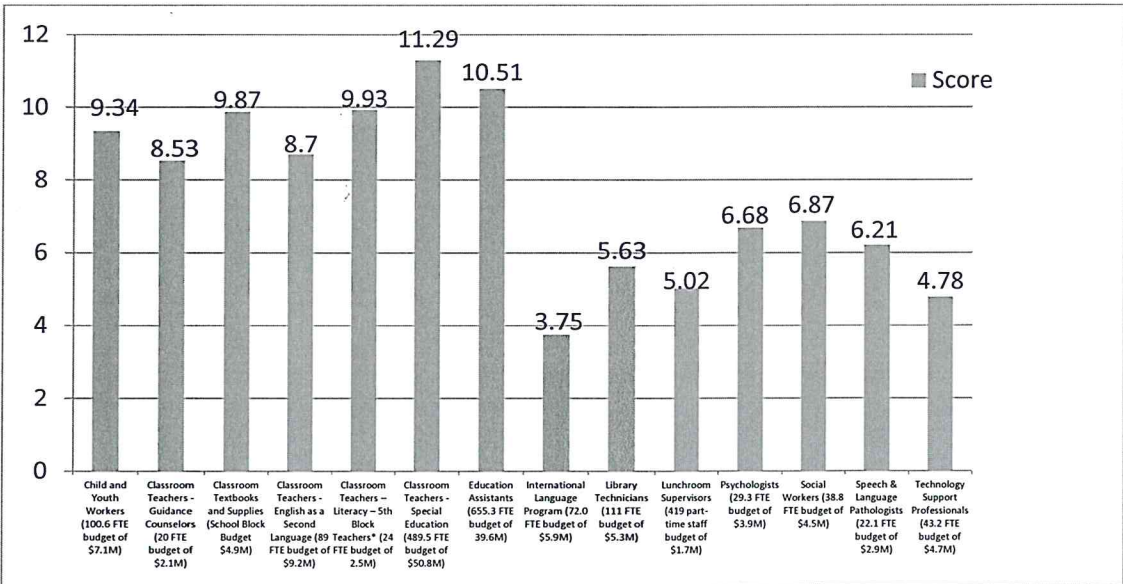


**APPENDIX B – Responses from April 3 – May 3
including data from original and modified survey.**

Please note that the summary below pertains to data obtained between April 3 and May 3 for a total of 2,533 responses. Questions below also reflect 757 responses from original survey administered from April 3 (noon) -April 5 (noon).

Theme 1 – Elementary Schools

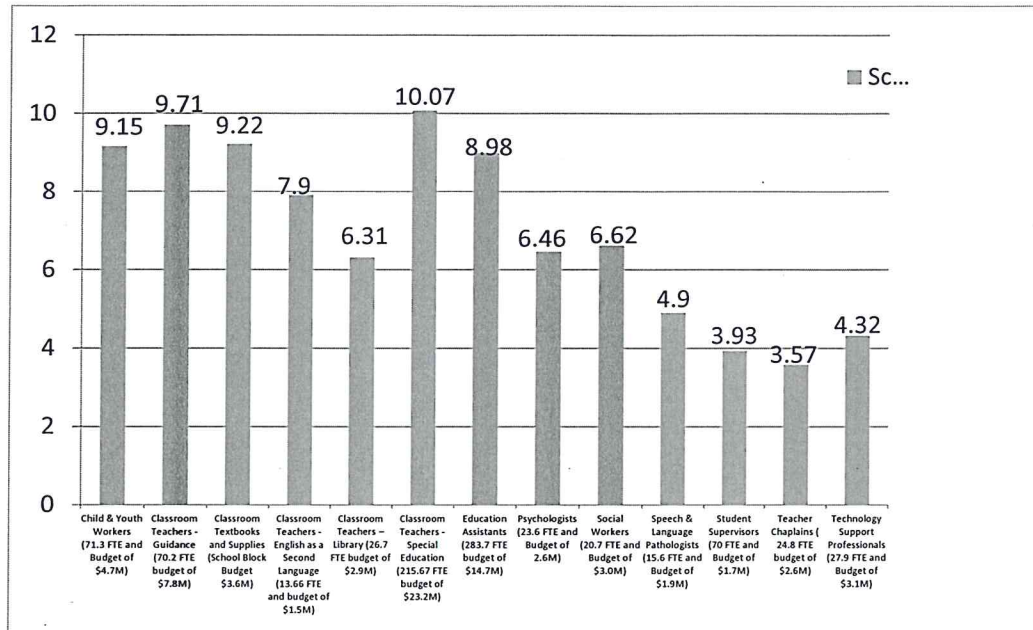
- 1. Of the cost areas of elementary schools listed below, rank each option from 1 to 14. One being most important and should not be considered for reduction and thirteen being least important and should be considered for reduction. **Results summary:** Support for special education staff was ranked the highest including Educational Assistants and support for the Fifth Block program.
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Theme 2 – Secondary Schools

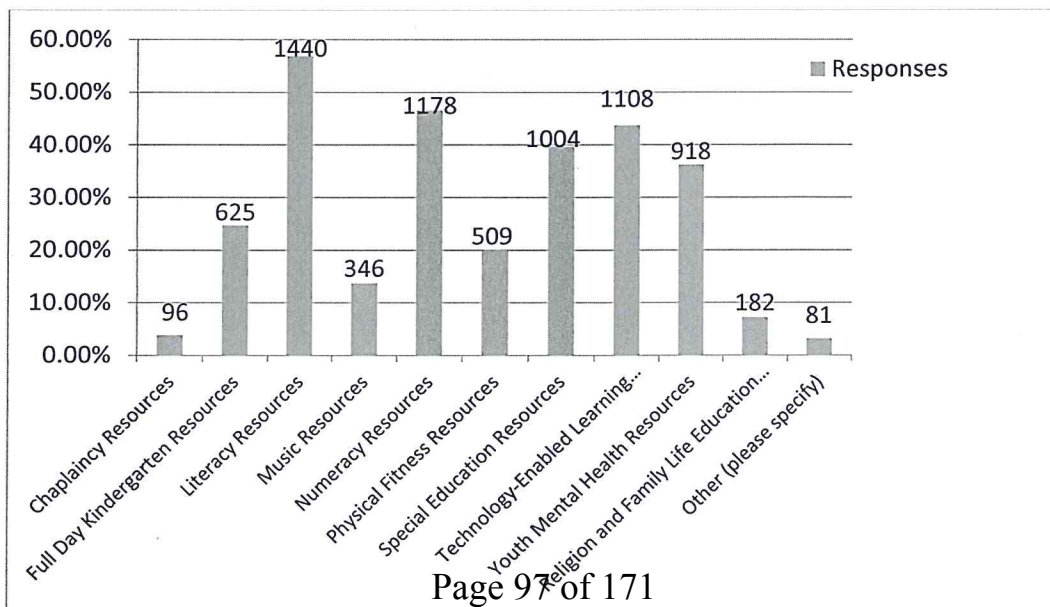
- 1. Of the cost areas of secondary schools listed below, rank each option from 1 to 13. One being most important and should not be considered for reduction and thirteen being least important and should be considered for reduction. **Results summary:** Support for special education was ranked the highest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

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



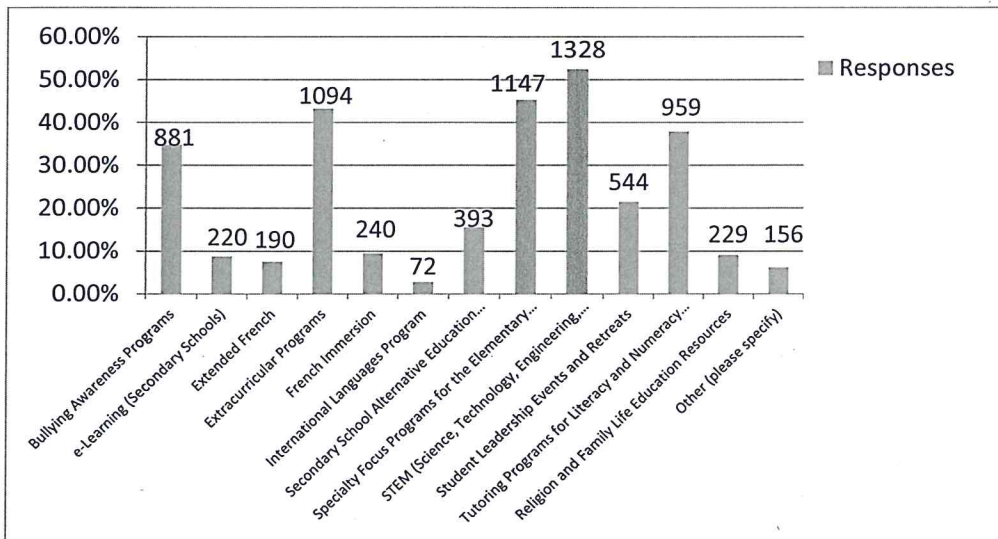
Theme 3 - Resources

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.



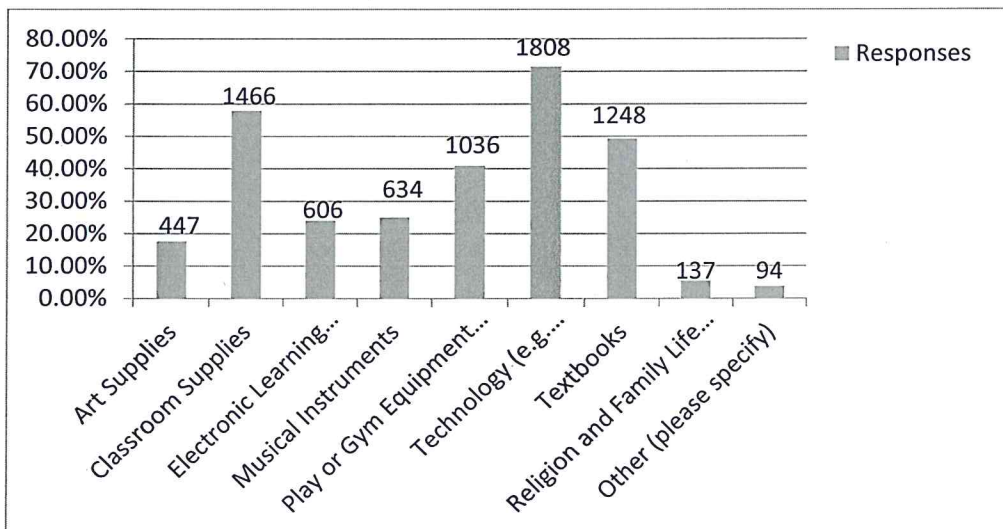
Theme 4 –Programs and Services

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.



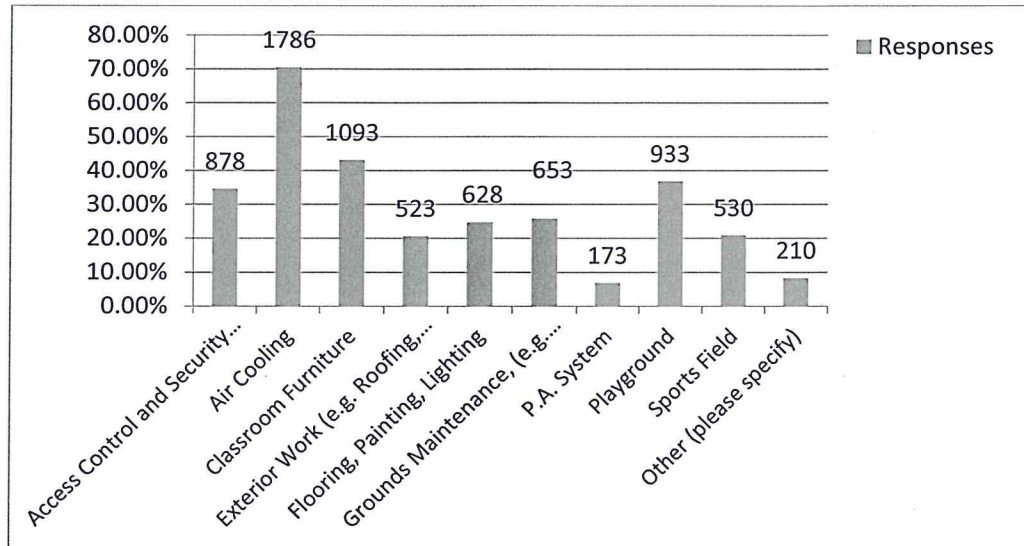
Theme 5 – Materials

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.



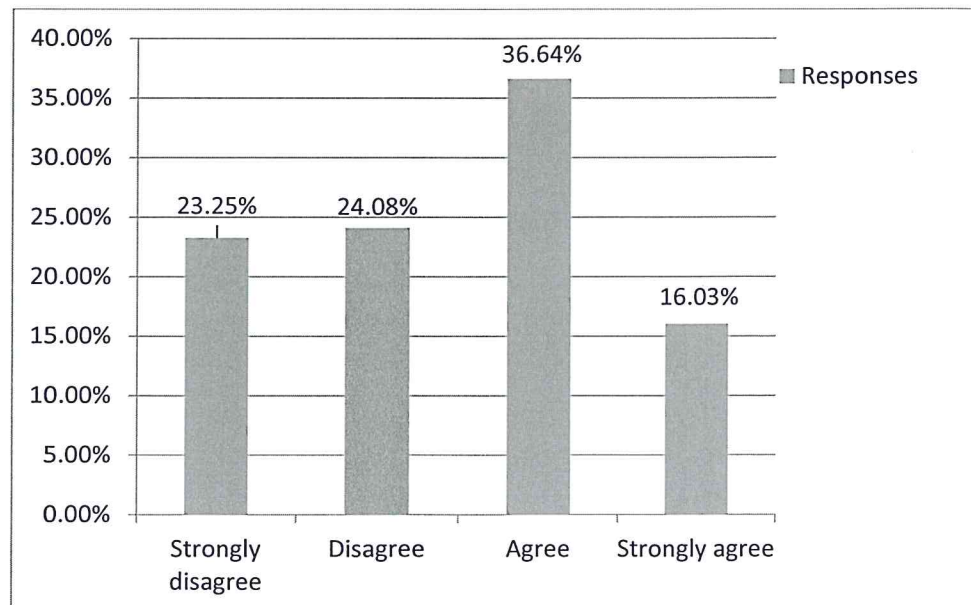
Theme 6 – Facilities

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 53% of the respondents indicated support for this service and 47% disagreed.



Appendix C

- | | | |
|---|---|--|
| 1. Chaminade | 22. Precious Blood
Catholic Elementary
School | 44. Mary Ward Catholic
school |
| 2. Our Lady of Grace | | 45. St. Nicholas Catholic
School |
| 3. St. Kateri Tekakwitha | 23. St Gregory the Great | 46. St. Anselm |
| 4. St. Monica's Catholic
School | 24. St. Wilfrid Elementary
School | 47. St. Barnabas |
| 5. St Margaret Catholic
school | 25. Epiphany of Our Lord
Catholic Academy | 48. James Culnan |
| 6. Michael Power-St.
Joseph High School | 26. St. Maria Goretti
Catholic School | 49. Immaculate
Conception CS |
| 7. St. Francis de Sales | 27. Holy Cross | 50. St. Aidan |
| 8. Mother Cabrini
Catholic school | 28. St. Francis of Assisi | 51. St Mary |
| 9. Francis Libermann | 29. St Joachim Catholic
School | 52. Josyf Cardinal Slipyj |
| 10. Our Lady of Lourdes | 30. St. Agnes | 53. St. Benedict CS |
| 11. Cardinal Leger
Catholic School
CSPC | 31. St. Victor | 54. St. Michael's Choir
School |
| 12. Blessed Sacrament
Catholic School | 32. St. Bonaventure | 55. St. Joseph Morrow
Park C.S.S. |
| 13. Holy Angels Catholic
School | 33. Santa Maria Catholic
School | 56. Blessed Cardinal
Newman Catholic
High School |
| 14. Brebeuf College
School | 34. St Charles | 57. Immaculate Heart of
Mary |
| 15. St. John XXIII | 35. Cardinal Newman
high school | 58. St. Gabriel |
| 16. St. Benedict | 36. Msgr. Percy Johnson
CS | 59. St. Benedict Catholic
School |
| 17. St. Francis Xavier | 37. St. Paschal Baylon
Catholic School | 60. St. Boniface Catholic
School |
| 18. St. John | 38. Loretto Abbey C.S.S. | 61. St. Benedict |
| 19. Neil McNeil Catholic
High School | 39. St. Paul VI Catholic
Elementary School | 62. Father Serra |
| 20. Holy Spirit Catholic
School | 40. Our Lady of Wisdom | 63. St. Dorothy |
| 21. St. Louis Catholic
School | 41. St. Maurice Catholic
School | 64. St. Ursula
Elementary Catholic
School |
| | 42. Blessed Trinity
Catholic School | 65. St. Rita catholic
school |
| | 43. Jean Vanier CSS | |

- 66. Holy Child Catholic
School
- 67. St Margaret Catholic
Elementary School
- 68. Our Lady of Victory
- 69. St Josaphat
- 70. St. Patrick
- 71. St. Richard Catholic
School
- 72. St. Rose of Lima
- 73. Cardinal Carter
Academy for the Arts



REPORT TO

REGULAR BOARD

DANTE ALIGHIERI ACADEMY AND REGINA MUNDI CATHOLIC SCHOOL CAPITAL PROJECT CONSULTANT AWARD (WARD 5)

*"I can do all things through HIM who strengthens me."
Philippians 4:13 (NRSVCE)*

Created, Draft	First Tabling	Review
May 7, 2019	May 16, 2019	
S. Sederavicius, Acting Senior Manager, Capital Development M. Farrell, Coordinator, Materials Management P. de Cock, Comptroller, Business Services M. Caccamo, Superintendent of Learning, Student Achievement and Well-Being D. Friesen, (Acting) Executive Superintendent of Facilities Services		
RECOMMENDATION REPORT		

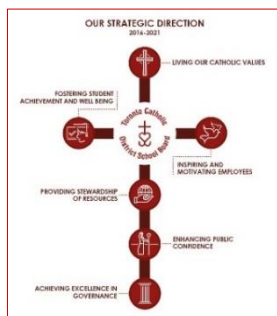
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends that a contract be awarded to CS&P Architects Inc. to provide consulting services for the new Dante Alighieri Academy, relocation of Regina Mundi and incorporation of a new child care centre into the renovated Dante Alighieri building, for a fee of \$2,704,430.60 including net HST.

Following approval of the consultant appointment, a school community meeting will be scheduled to introduce the architect, who will conduct a “visioning session.” This will be an opportunity for the school community to express their aspirations for the redevelopment of the campus and provide preliminary input into the design of the new school. Consultation with the community will continue throughout the design process.

Based on cost estimates included in a feasibility study that explored various options for the redevelopment of the Dante/Regina Mundi campus, a request for additional funding was submitted to the Ministry of Education on April 4, 2019. The preliminary project budget will be finalized for approval by the Board once a response is received from the Ministry.

The cumulative staff time required to prepare this report was 7 hours

B. PURPOSE

The Board’s Purchasing Policy requires that contracts for new schools and major additions be approved by the Board of Trustees.

C. BACKGROUND

1. *Funding was approved in 2011 for the replacement of Dante Alighieri Academy.* The Ministry of Education (EDU) approved Capital Priorities funding in the amount of \$32.8 million (M) to construct a new 1,300 pupil place secondary school. Further funding approval in the amount of \$1.5M was received in 2016 to renovate a portion of the existing Dante Alighieri school building to create a six room child care facility, in anticipation of Regina Mundi Catholic School relocating to the Dante building.

2. *A feasibility study carried out in 2018 identified alterations to the existing Dante Alighieri for a Regina Mundi relocation and building a new Dante Alighieri on the current Regina Mundi site as the optimal solution to redevelopment of the campus on Playfair Avenue.* The Corporate Services, Strategic Planning and Property Committee approved this option on February 14, 2019, and also approved the recommendation that staff proceed with issuing a Request For Proposal (RFP) for full architectural consulting services for the project.
3. *Eight architectural firms with extensive experience in secondary school design were previously selected through a prequalification process to be eligible to submit proposals to provide architectural services for upcoming TCDSB secondary school projects.* On March 21, 2019, RFP P-039-19 for full architectural services was issued to the eight (8) prequalified firms. On April 25, 2019, seven (7) compliant submissions were received.

D. EVIDENCE/RESEARCH/ANALYSIS

1. *Four firms were shortlisted for an interview based on the scoring of their responses to the RFP.* The proposals were evaluated by a committee from the Board's Capital staff according to the following criteria stipulated in the RFP:

Evaluation Criteria	Points Available
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 Prime Consultant (Appendix C)	15
D. Suitability of Proponent Team's proposed consultant/sub-consultant services (Appendix C) and timelines as outlined in the Work Plan and Schedule	15
E. Proposed Fixed Fee (Excluding Stipulated Allowances and Separate Price) (Appendix B)	30
Total to Determine Shortlist for Interviews	100
F. Interview & Separate Price (Shortlisted Proponents)	25
Grand Total	125

2. ***Based on Criteria A-E, the following four (4) firms were interviewed:***
CS&P Architects
Hossack & Associates Architects
MC Architects
Montgomery Sisam Architects
3. ***The highest scoring firm at the conclusion of the interviews was CS&P Architects Inc.*** This is the recommended firm to be appointed to provide full consulting services for the project. The consulting team includes, in addition to the architect, structural, civil, mechanical and electrical engineers, landscape architect and specialty consultants for various studies required to complete the project. The fee includes an allowance for required studies and expenses.

E. METRICS AND ACCOUNTABILITY

1. ***There is currently a funding shortfall for the construction of a new Dante Alighieri Academy due to inflationary pressures.*** An “order of magnitude” cost estimate carried out as part of the 2018 feasibility study indicates that the current cost of the secondary school would result in a \$5M shortfall for the replacement school, based on ‘mid-range’ costs of recently completed secondary schools compared to the Ministry benchmark funding level from 2011. Utilization of the 2018 Ministry benchmark for secondary schools would result in an increase in funding of \$3.7M.
2. ***The Regina Mundi portion of the project is currently unfunded, with the exception of the child care.*** The ‘order of magnitude’ costing for renovations to the existing Dante building to accommodate elementary school programming, plus building condition and accessibility upgrades, is estimated to be approximately \$6M. The feasibility study also indicated an estimated expected shortfall of \$0.7M for the child care retrofit based on current market conditions.
3. ***A request for additional funding has been submitted to the Ministry.*** Backed up by the feasibility study, a letter was sent by the Director to the Ministry of Education on April 4, 2019 to request additional funding as follows:

Dante Alighieri Replacement School Shortfall (After Education Development Charges and Funding for Unique Site Costs have been deducted)	\$ 5,202,500
Renovations to Accommodate Regina Mundi Shortfall	
Accessibility Upgrades	\$ 500,000
Alterations	\$ 2,188,100
Building System and Finish Upgrades	\$ 3,260,000
Renovation for Child Care	\$ 689,500
Total Shortfall	\$11,840,100

3. *Further updates and approvals are expected as the process moves forward.* A detailed project budget will be developed for approval by the Board of Trustees following receipt of a response to the request for additional funding from the Ministry of Education.
4. *Approval to Proceed to tender from the Ministry of Education, based on a detailed pre-tender estimate by a third party cost consultant, is required prior to tendering the project.* This will include a request for additional funding for unique site costs. Following the tendering, the project budget will be revised to reflect the actual tender price and a report will be submitted for Board approval prior to award of the tender.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. *Consultation with the school community and other stakeholders will continue throughout the design process.* Following approval of the consultant appointment, a school community meeting will be scheduled to introduce the architect, who will conduct a “visioning session.” A Local Design Committee (LDC) will be struck to meet regularly with the architect and Capital and Early Years staff, comprising the principal, superintendent, trustee, parish priest, teachers and parents, City of Toronto’s child care projects advisor and two representatives from the area residents.
2. *There are two options for the phasing of the project:*
 - i. Relocate Dante students to a temporary holding school, renovate the existing Dante building, move Regina Mundi students to the renovated

building, demolish the existing Regina Mundi building and construct the new Dante Alighieri Academy;

- ii. Relocate Regina Mundi students to a temporary holding school, demolish the existing Regina Mundi building, construct the new Dante Alighieri Academy, move Dante students to the new school and renovate the existing Dante building for the Regina Mundi students.
3. ***The optimal phasing option will be selected in consultation with the Dante and Regina Mundi school communities.*** Criteria for evaluating the options include optimizing timing of design and approvals processes and availability of holding schools for temporary relocation. The earliest date for the occupancy of the new Dante Alighieri Academy is anticipated to be September 2023. Time required for Municipal and Ministry approvals and/or delays in construction due to unforeseen conditions could extend the project completion and occupancy beyond this date.
 4. ***Regular project status update will be provided to the school community and will also be posted on the school websites.*** Facilities staff will communicate directly with the Principal, caretakers, and the area facilities supervisor to coordinate construction activities, including project schedule, hours of work, site access, health and safety issues, and to provide support to the school's principal and area superintendent for communication with school communities.

G. STAFF RECOMMENDATION

That a contract be awarded to CS&P Architects Inc. to provide consulting services for the construction of a replacement school for Dante Alighieri Academy and renovations to the existing Dante building to accommodate Regina Mundi Catholic Elementary School and a child care centre, for a fee of \$2,647,250, plus net HST of \$57,180.60 for a total cost of \$2,704,430.60, including allowances and expenses.



REPORT TO

REGULAR BOARD

RECOMMENDATION OF THE GOVERNANCE AND POLICY COMMITTEE TO UPDATE THE BLESSINGS AND OFFICIAL OPENING OF SCHOOLS POLICY S.08

*I know that when I come to you, I will come in the full measure of the blessing of Christ.
Romans 15:12*

Created, Draft	First Tabling	Review
April 29, 2019	May 7, 2019	Click here to enter a date.

Shazia Vlahos, Chief of Communications & Government Relations

Peter Aguiar, Superintendent of Student Achievement & Wellbeing and Governance & Policy

RECOMMENDATION REPORT

Vision:

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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

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

A. EXECUTIVE SUMMARY

This report recommends updating the current Blessings and Official Opening of Schools Policy S.08 to conform current practice and policies and to reformat in meta policy format.

The cumulative staff time required to prepare this report was 4 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends policy revision.

C. APPENDIX

Appendix A – Blessings and Official Opening of Schools Policy S.08

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Blessings and Official Opening of Schools Policy S.08, as amended and proposed in Appendix A.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: BLESSING AND OFFICIAL OPENING OF SCHOOLS

POLICY NO: S.08

Date Approved: March 7, 2013— Student Achievement and Well Being October, 1967	Date of Next Review: March 2016	Dates of Amendments: March, 2013 , 14 Dec 92; 18 Jun 92; 19 Oct 89; 16 Oct 86, Oct.67
Cross References:		
Appendix		

Purpose:

The policy outlines the manner in which the Toronto Catholic District School Board can provide support concerning ~~the blessings~~ and official **school** openings ~~of schools~~ ceremonies.

Scope and Responsibility:

The Director of Education with the support of the Communications Department and respective ~~Schools—S~~superintendents will provide support to the ~~local School~~ Principal during events celebrating official openings and blessings.

Alignment with MYSP:**Living Our Catholic Values**

Strengthening Public Confidence

Providing Stewardship of Resources



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: BLESSING AND OFFICIAL OPENING OF SCHOOLS

POLICY NO: S.08

Financial Impact:

Generally, there is no overall significant financial impact as the award costs will not exceed the annual budget provision in the amount of \$10,000.

Legal Impact:

There is no significant or identified legal impact.

Policy:

An appropriate ceremony shall be arranged for the blessings and official school openings of a new school, or an addition to a school or sod turning.

Regulations:

The following procedure shall be adopted with respect to solemn blessings and official openings of new schools and sod turnings for new schools. and new additions—remove.

1. The Principal will consult with the area Trustee, pastor and superintendent to determine a suitable date and time for the event. A planning committee will be established locally, including the Principal, school staff, Catholic School Parent Council (CSPC) and student council, with support from the Communications Department. At a meeting convened by the Principal the program will be planned by a committee comprised of the Principal, teachers, supervisory officer, member of the Communications Department,



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: BLESSING AND OFFICIAL OPENING OF SCHOOLS

POLICY NO: S.08

~~the local pastor, the local school trustee, the Chairman of the Catholic School Advisory Council and the President of the Student Council.~~

2. The official guest list will include:
 - the Archbishop/**Cardinal**, Chair of the Board, all ~~ward~~**local** trustees of the Board, parish priest, senior board officials, architect, contractor, **the Minister of Education**, the ~~m~~**Mayor (if city partnership)**, the **local** city Councillors, ~~and~~ **the local member of provincial parliament** and **the local member of parliament** ~~federal representatives.~~
3. The order of speakers on the program will be as follows:
 - a. **Local Trustee**
 - b. Chair of the Board
 - c. **Archbishop/bishop/parish priest (blessing)**
 - d. Principal of the School/**Director of Education (if no Principal)** ~~Chair~~
 - e. **Minister of Education/ member of provincial parliament designate**
 - f. **Local Member of Parliament (no speaking role unless project involvement)**
 - g. **Mayor/ Councillor designate (if city partnership)**
 - h. **CSPC Chair/ President of the student council (where applicable)**
 - i. ~~Minister of Education~~
 - j. ~~Appropriate Trustee~~
 - k. ~~Local Member of Provincial Parliament~~
 - l. ~~Local Member of Parliament~~
 - m. ~~Representative of the Municipality~~



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: BLESSING AND OFFICIAL OPENING OF SCHOOLS

POLICY NO: S.08

~~n. Director of Education~~

~~o. Chair of Catholic School Advisory Council~~

~~p. Parish Priest~~

~~q. President of the Student Council, where applicable~~

4. If the event is to celebrate the opening/blessing of an addition to an existing school, or the sod turning for a school addition, the official guest list will include:

The Trustee, local parish priest, area superintendent, architect, contractor, local city Councillor (if city funding) and local member of provincial parliament.

5. The order of speakers on the program for the opening of an addition to an existing school will be as follows:

a. Local Trustee

b. Chair of the Board

c. Pastor

d. Principal of the school

e. Local member of provincial parliament

f. Local member of parliament—no speaking role unless involvement in the project

g. Local city Councillor (no speaking role unless involvement in the project)

h. Superintendent

i. Chair of Catholic School Parent Council



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: BLESSING AND OFFICIAL OPENING OF SCHOOLS

POLICY NO: S.08

j. **President of the student council, where applicable**

6. Others to be invited **to attend sod turnings, openings and blessings of new schools and additions can include** students, parents, pastor(s) of neighbouring parish(es), **former principals of the school**, principals of neighbouring Catholic and public elementary and secondary schools **and the Director of Education or designate**, ~~chairman and senior officials of the Board of Education.~~
7. The ceremony for the blessing of the school will be planned in consultation with the pastor.
8. An annual budget of \$600 per school community under 500 students and \$750 per school community over 500 students will be set for the costs of the blessing and official opening of schools up to a maximum of \$10,000 per year.

Definitions:

Evaluation and Metrics:

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

The Director of Education, supported by the Communications Department, shall ensure compliance with the **invite protocol and** overall maximum budget allocation.



REPORT TO

REGULAR BOARD

RECOMMENDATION OF GOVERNANCE AND POLICY COMMITTEE TO UPDATE BULLYING PREVENTION AND INTERVENTION POLICY S.S.11

*Anyone who claims to be in the light but hates a brother or sister is still in the darkness.
1 John 2:9*

Created, Draft	First Tabling	Review
April 29, 2019	May 7, 2019	May 16, 2019

John Shain, Acting Superintendent of Safe Schools
Nadia Adragna, Principal Safe Schools Department

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updates to the current Bullying Prevention and Intervention Policy S.S.11 to conform to current legislation, ensure equity and to reformat in meta policy format.

The cumulative staff time required to prepare this report was 10 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

Appendix A: Bullying Prevention and Intervention Policy S.S.11

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Bullying Prevention and Intervention Policy S.S.11 as amended and proposed in Appendix A.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Date Approved: January 23, 2008	Date of Next Review: September 2018	Dates of Amendments: April 4, 2013 September 5, 2013 November 19, 2015- Board
<p>Cross References:</p> <ul style="list-style-type: none"> • Education Act Part XIII, Behaviour, Discipline and Safety • Program/Policy Memorandum 144, 2012 Bullying Prevention and Intervention • Program/Policy Memorandum 145, 2012 Progressive Discipline and Promoting Positive Student Behaviour • Program/Policy Memorandum 128, The Provincial Code of Conduct and School Board Codes of Conduct • Policy/Program Memorandum 149, 2009 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals, and Paraprofessionals • The Ontario Human Rights Code – Prohibited Grounds of Discrimination • H.M. 24 Catholic Equity and Inclusive Education Policy • S.S. 09 Code of Conduct Policy • S.S. 01 Suspension and Expulsion Policy • S.S. 10 Progressive Discipline Policy 		
Appendix A: Investigation and Reporting of Student Bully Behaviours		

Purpose:

This Policy affirms the need for students to feel safe, **included and welcomed** at school. A whole-school approach is required to raise awareness about inclusion, respect and bullying behaviours in order to provide strategies to intervene and prevent bullying for the ~~target~~ **victim**, the witnesses and bystanders, as well as the ~~perpetrator of~~ **student who engages in** bullying behaviours.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

A safe and positive learning environment is essential for student achievement and well-being, **and to** supporting students to reach their full potential.

Scope and Responsibility:

The policy extends to all students of the TCDSB and assigns specific duties to principals and employees of the board to ensure compliance with the policy and legislation. The Director of Education, the Superintendent of Safe Schools, and school Principals are responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Financial Impact:

~~The TCDSB Safe Schools Department provides professional learning for TCDSB staff, students and parents in a variety of ways. There would also be costs associated with services provided by external agencies~~

Legal Impact:

~~The Education Act requires school boards to develop goals for promoting a positive school climate that is inclusive and accepting of all students and for promoting the prevention of bullying. There may be liability that is associated with failure to provide appropriate prevention and intervention strategies to address bullying behaviours occurring at schools.~~



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Policy:

The Toronto Catholic District School Board is committed to providing safe, healthy, inclusive, equitable and Christ-centered learning environments that support student achievement and well-being. Bullying adversely affects a student's **well-being and** ability to learn. **Bullying also** ~~and~~ adversely affects the school climate, including healthy relationships. Bullying behaviour will not be accepted on school property, at school-related activities, on school buses, or in other circumstances **(e.g. online)**. ~~where engaging in Bullying behaviours that will have an impact on the school climate,~~ **including incidents occurring off school property and outside school hours, will not be accepted.** Bullying behaviours presented by students will be investigated and addressed promptly by the principal, and supports will be provided for the target(s) of bullying behaviours, the individual(s) responsible for the bullying behaviours, and the witnesses and bystanders of the bullying behaviour.

Regulations:

1. Each school in the TCDSB will have a Safe and Accepting Schools Team that will develop a local bullying awareness, prevention and intervention plan consistent with integrating local needs as part of its Safe Schools Plan. The Plan will be posted on each school's portal page.
2. Employees of the board must take seriously all allegations of bullying behaviour and act in a timely, sensitive and supportive manner when responding to students who disclose or report bullying incidents.
3. **Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on the school climate if it is safe to do so. If board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible.**



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

4. Employees, bus drivers, third party service providers, and other individuals identified in the TCDSB Code of Conduct will report to the Principal, as soon as reasonably possible, if they become aware **that** of a student **at a school of the board** who may have engaged in bullying behaviour or any other activity for which suspension or expulsion must be considered. **The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day. In cases where an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so. All employee reports made to the principal, including those made verbally, must be confirmed in writing using the The Safe Schools Incident Reporting Form-Part I must be completed and submitted to the principal by the end of the school day.**

5. The Principal **must investigate all reports submitted by board employees. The principal** will communicate the results of the investigation to the **teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. In all cases, the principal will provide the employee who reported the incident with written acknowledgement using the Safe Schools Incident Reporting Form – Part II.** ~~employee who made the written report.~~
 Where the principal has taken action in response to the incident of bullying, a copy of Reporting Form-Part I and accompanying documentation will be filed in the student's OSR **as per the Ministry of Education requirement.**

6. Principals will investigate any report of bullying and will notify the parent/guardian of the student who was harmed and provide information about the **nature of the** activity that led to the harm, **the nature of the**



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

harm to the student and the steps taken to protect the student's safety. The principal will invite parents/ guardians to discuss the supports that will be provided for their child.

7. Principals will notify the parent/guardian of students who **perpetrated** **e n g a g e d i n** the bullying behaviours, and provide information about the **nature of the** activity that lead to the harm, the nature of the harm to the other student and the nature of any disciplinary measures taken in response to the activity. The principal will invite parents/guardians to discuss the supports that will be provided for their child.

8. **A principal shall not notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. When principals have decided not to notify the parents that their child was involved in a serious student incident, they must document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals should also refer students to board resource staff who, if needed, can make referrals to community-based service providers that can provide the appropriate type of confidential support.**

In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must call a children's aid society according to the requirements of the Child, Youth and Family Services Act.

9. If dissatisfied with the supports in place by the principal in response to the complaint, parents are encouraged to contact the area superintendent. If the matter remains unresolved, parents may request that the superintendent inform and consult with the Associate Director or Director in order to reach a resolution.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

10. Consistent with progressive discipline approaches for correcting inappropriate behaviour, a principal shall consider suspension for a student who engages in bullying behaviours.

~~11. A student will be suspended pending possible expulsion for bullying behaviour if,~~ **Principals must suspend a student for bullying and consider referring that student for expulsion:**

- i. **Only if** ~~The pupil~~ **the student** has previously been suspended for bullying, and the ~~pupil's~~ **student's** continuing presence in the school creates, **in the principal's opinion,** an ~~unreasonable~~ **unacceptable** risk to the safety of another person.
- ii. **If** ~~The~~ **the** bullying was motivated by hate, prejudice or bias.

12. Principals must also suspend a student, and consider referring that student for expulsion for any activity considered for suspension [subsection 306 (1) of the Education Act] if the activity is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor (e.g. socio-economic status, appearance).

13. The principal will ensure resources, programs, intervention and other supports identified in the board bullying awareness and prevention plan are provided to students who have been bullied, students who have witnessed incidents of bullying (bystander) and students who have engaged in bullying behaviour to assist them in developing healthy relationships and practicing pro-social behaviours.

The programs, intervention and other supports will be provided by school-



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

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based employees of the board, and may be provided by external, third party providers as per the TCDSB Protocol. **For students with special education needs, interventions, supports, and consequences must be consistent with the students' strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP).**

14. The Board will provide annual professional development programs to educate teachers and other school staff about bullying prevention strategies for promoting a positive, **safe, welcoming, and inclusive** school climate.
15. Schools will provide opportunities for students to participate in bullying prevention and leadership initiatives within their own school.
16. The Board will identify safe reporting procedures in bullying awareness, prevention and intervention plans that allow students, parents, guardians and other persons to report incidents of bullying to staff of a school in a way that minimizes the possibility of reprisal and that ensures incidents of bullying are addressed in a timely, sensitive and supportive manner.
17. Principals will support students who want to establish and lead activities ~~and organizations~~ that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate. These activities and organizations may promote gender equity, anti-racism, an understanding and respect for people with disabilities, or an understanding and respect for people of all sexual orientations and gender identities. The activity ~~or organization~~ must promote a positive school climate that is inclusive and accepting of all students, and must be consistent with Catholic social teachings and the expectations of the Code of Conduct.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

18. Anonymous surveys will be conducted at least once every two years to collect information from students, staff, parents/guardians in order to develop strategies and initiatives that promote a positive school climate and the prevention of bullying.

19. The TCDSB will proclaim the week beginning on the third Sunday in November ~~in~~ **of** each year as Bullying Awareness and Prevention Week.

Definitions:

Bullying

Aggressive and typically repeated behaviour (physical, verbal, electronic, written or other means) by a student where,

- a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would ~~be~~ likely ~~to~~ have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual, and;
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Cyber-bullying

This is a form of bullying that occurs through the use of technology, including the use of a computer, cellular phone or other electronic devices, using instant/text messaging, social networks, e-mail, websites or any other electronic **means** activities, and involves:

- a) creating a web page or blog in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet; and
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Safe and Accepting School Teams

Each school must have in place a safe and accepting schools team responsible for fostering a safe, inclusive and accepting school climate. The team must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The team should include at least one student. The Chairperson of this team must be a staff member.

At TCDSB, members of the safe and accepting school teams will have opportunities to meet, provide input into discussions, review data from the student surveys, and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety.

School Climate

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Evaluation and Metrics:

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

1. Annual Safe School Climate surveys administered to representative groups of TCDSB students.
2. Anonymous school climate surveys conducted with parents and staff at least every two years.
3. Analysis of Safe Schools Data **as reported in the Safe Schools Annual Report.** ~~:Reporting Forms Part I, Progressive Discipline Incident Logs, Suspensions and Expulsions.~~



REPORT TO

REGULAR BOARD

RECOMMENDATION OF THE GOVERNANCE AND POLICY COMMITTEE TO UPDATE COMBINED (SPLIT) GRADE CLASSES FOR ELEMENTARY SCHOOLS POLICY S.24

“May my teaching drop like the rain, my speech condense like the dew; like gentle rain on grass, like showers on new growth.” Deuteronomy 32:

Created, Draft	First Tabling	Review
April 29, 2019	May 7, 2019	May 16, 2019
Adrian Della Morra, Executive Superintendent of Education, Human Resources & Employee Relations		
Joe Genova, Coordinator, Human Resources & ICT Support		
Peter Aguiar, Superintendent of Student Achievement & Wellbeing, and Governance & Policy		
RECOMMENDATION REPORT		

Vision:

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

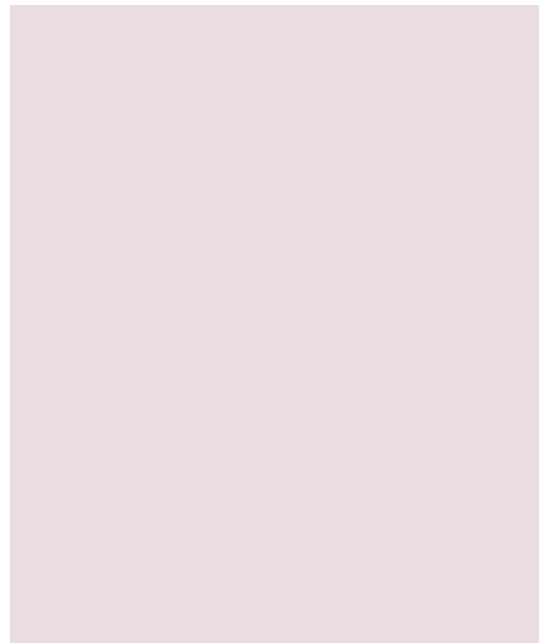
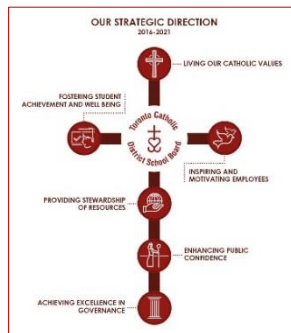
Mission:

Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

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.



A. EXECUTIVE SUMMARY

This report recommends updating the current Combined (Split) Grade Classes for Elementary Schools Policy S.24 to conform to current legislation, ensure equity and reformat in meta policy format.

The cumulative staff time required to prepare this report was 5 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee as it recommends policy revision.

C. APPENDIX

Appendix A: Combined (Split) Grade Classes for Elementary Schools Policy S.24

D. STAFF RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Combined (Split) Grade Classes for Elementary Schools Policy S.24 as amended and proposed in Appendix A.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: COMBINED (SPLIT) GRADE CLASSES
FOR ELEMENTARY SCHOOLS

POLICY NO: S.24

Date Approved:

October 24, 2013

Date of Next Review:

October 2016

Dates of Amendments:**Cross References:**

- A.33 – Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns
- S.05 – School Organization Change
- S.A.02 – Placement of Pupils
- S.P. 13 - Student And Program Assessment
- Collective Agreement between Toronto Catholic District School Board and Toronto Elementary Catholic Teachers of the Ontario English Catholic Teachers' Association 2008/2012 **September 1, 2014 – August 31, 2019**
- Ministry Primary Class Size (PCS) Framework
- Education Act S.265 (1) (e) Duties of a principal
- Education Act, Ontario Regulation 132/12: Class

Appendix**Purpose:**

There may be occasions due to enrollment pressures that combined (split) classes are required. The purpose of this Policy is to ensure that all decisions regarding combined (split) grade classes within the Board are guided by **principles of equity and** professional standards, considering student ~~and~~ well-being and achievement.



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: COMBINED (SPLIT) GRADE CLASSES
FOR ELEMENTARY SCHOOLS**

POLICY NO: S.24

Scope and Responsibility:

This Policy extends to all elementary schools within the Toronto Catholic District School Board (TCDSB). The Director of Education is responsible for this Policy.

Alignment with MYSP:

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

~~There would be significant financial and facility impact on the TCDSB if the Board provided for only single grade classes within their elementary schools.~~

Legal Impact:

~~The Toronto Catholic District School Board is obligated to meet all Ministry requirements in regards to class size. The board also has contractual obligations that restrict the number of students in any particular class.~~

Policy:

The Toronto Catholic District School Board promotes single grade classes where feasible. All combined (split) grade classes must meet Ministry and contractual guidelines in regards to a total number of students assigned. When single grade classes cannot be achieved, the Principal shall adhere to the following regulations:



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: COMBINED (SPLIT) GRADE CLASSES
FOR ELEMENTARY SCHOOLS

POLICY NO: S.24

Regulations:

1. Consistent with the Education Act S.265 (1) (e), under the *Duties of a principal (timetable)*, school principals are expected “to assign classes and subjects to teachers.”
2. There shall be no double split classes. Double split classes refer to regular classroom teachers who cannot be assigned to teach two combined (split) grade classes on their daily timetable. The Board will respect negotiated class sizes.
3. Assignment of students to individual classes is to be determined by a school team in June of the ~~proceeding~~ **preceding** year. The team includes principal/vice principal, special education staff, the current and projected classroom teachers, **program specialty, English as a Second Language (ESL) and French as a Second Language (FSL) teachers.**
4. Principals will be responsible for the final ~~assignments~~ **configuration** of all classes within the school. ~~They will consider~~ **Efforts will be made to minimize** cross-divisional splits **(see definition on page 5)** **where possible** when determining staff allocations as well as Ministry and contractual obligations.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: COMBINED (SPLIT) GRADE CLASSES
FOR ELEMENTARY SCHOOLS

POLICY NO: S.24

5. Classes will be balanced and functional with consideration for the following:

- Student academic needs, **number of students in each grade**, age, behaviour, development, ~~gender, group dynamics~~ **number of boys and girls in the class**, **social skills of the students (e.g., ability to cooperate or take the initiative)**, **students' strengths (e.g., degree of independence, ability in problem-solving)**, learning style, physical maturity, social-emotional and special education needs
- The continuity of the curriculum in regards to the overall expectations
- Students, wherever possible, will not be subject to combined (split) grade placement ~~after~~ **for** two consecutive years
- Number of students in each of the grades selected for a combined (split) grade class

6. Principals will be responsible for informing the local school parent community ~~in June~~ regarding the projected class assignments and the associated size of each class. ~~A parent pamphlet~~ **Information** outlining the procedures and policies related to combined (split) grades will be provided **in a timely fashion** to those particular parents whose child is placed in a combined (split) grade. Principals will also present at the



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: COMBINED (SPLIT) GRADE CLASSES FOR ELEMENTARY SCHOOLS

POLICY NO: S.24

October ~~Catholic School Advisory Committee~~ **School Parent Council** meeting the final overall class organization for the school and the rationale for the assignment of students in various classes.

7. Parents shall be notified before a decision is made so that their input could be considered before any changes are made to a child's **initial** class placement.
8. The Board will ensure that it provides students with required materials, differentiated learning opportunities and adequate training for teachers concerning combined (split) grade classes.

Definitions:

- **Combined (Split) Grade Classes**

Combined (split) grade classes group students from two consecutive grades into one classroom.

- **Divisional Splits**

Combined (split) grade classes that are created and cross over from primary to junior or junior to intermediate grades (i.e. Grade 3 / 4, Grade 6 / 7).



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: COMBINED (SPLIT) GRADE CLASSES
FOR ELEMENTARY SCHOOLS**

POLICY NO: S.24

Evaluation and Metrics:

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

An annual information report on the number of combined (split) classes in TCDSB elementary schools shall be presented to the Board of Trustees. ~~Staff will survey elementary principals in June to gather feedback regarding the implementation of the new policy and report back to the Student Achievement and Well Being Committee.~~ A parent pamphlet outlining the procedures and policies related to combined grades will be created and shared with all school communities.



REPORT TO

REGULAR BOARD

RECOMMENDATION OF THE GOVERNANCE AND POLICY COMMITTEE TO APPROVE POLITICAL ACTIVITIES AND CAMPAIGNING POLICY A.40

*For receiving instruction in prudent behaviour, doing what is right and just and fair.
Proverbs 1:30*

Created, Draft	First Tabling	Review
April 29, 2019	May 7, 2019	May 16, 2019

Shazia Vlahos, Chief of Communications & Government Relations

Peter Aguiar, Superintendent of Student Achievement & Wellbeing and Governance & Policy

RECOMMENDATION REPORT

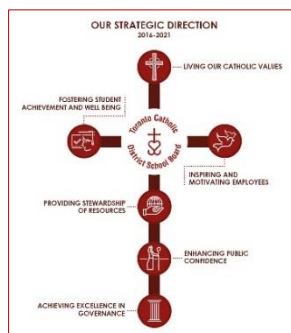
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends the adoption of a Political Activities and Campaigning Policy A.40.

The cumulative staff time required to prepare this report was 9 hours

B. PURPOSE

The purpose of this policy is to establish the rules that govern and regulate political and election activities on TCDSB properties.

C. APPENDIX

Appendix A: Political Activities and Campaigning Policy A.40

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Political Activities and Campaigning Policy A.40 as proposed in Appendix A.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: POLITICAL ACTIVITIES AND CAMPAIGNING POLICY

POLICY NO: A. 40

Date Approved:	Date of Next Review:	Dates of Amendments:
Cross References: <ul style="list-style-type: none"> • A.03, Advertising Policy • A.29, Electronic Communication System- Acceptable Use Policy • A. 37, Communications Policy • H.M.25, Employee Involvement in Municipal, Provincial and Federal Elections • S.02, School Events Communications and Invitee Protocols • S.S.04, Access to Students in Schools • S. 10 Catholic School Parent Councils Policy • T.04, Trustees Code of Conduct • T.7, Community Engagement Policy • T.15, Provision Of Requested Information To An Individual Trustee • T.16, Logo Use • <i>Municipal Freedom of Information and Protection of Privacy Act</i> • <i>Education Act</i> 		
Appendix		

Purpose:

The purpose of this policy is to establish the rules that govern and regulate **political** and election activities on TCDSB properties.

Scope and Responsibility:

This policy extends to election activities by Trustees, candidates and individuals seeking nominations for candidacy. TCDSB staff, volunteers, students and school councils also have certain responsibilities under this policy. The Director of Education, supported by the Chief of Communications & Government Relations is



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: POLITICAL ACTIVITIES AND CAMPAIGNING POLICY

POLICY NO: A. 40

responsible for this policy. This policy operates as supplemental to the existing statutes governing the conduct of members of the Board in all their roles and candidates for public office including but not limited to the Education Act, Municipal Elections Act, Elections Act and Federal Elections Act.

Alignment with MYSP:

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Enhancing Public Confidence

Achieving Excellence in Governance

Policy:

The TCDSB believes that all Trustees, candidates for any elected position and staff shall act in a manner that appropriately uses Board resources at all times during election campaign periods. This supports accountable stewardship of Board resources and contributes to confidence in public education.

Regulations:

A. Use of Board Resources, Properties and Communications

- 1) The use of Board resources for **political** activities or to campaign for any position of political office is not permitted on Board property.
 - a) **Political** and election activities not permitted includes distribution of election or candidate signs, political pamphlets, buttons or paraphernalia, and the use



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: POLITICAL ACTIVITIES AND CAMPAIGNING POLICY

POLICY NO: A. 40

of school resources, Board or school communication tools. Election signs are prohibited on Board properties or premises.

- b) Use of Board logo by any candidate during an election period on written, printed or electronic formats, websites and social media platforms is strictly prohibited.
- c) During an election period, no candidate or political party will be permitted to make public announcements or have access to TCDSB school sites for **political** or election activity purposes other than to participate in all candidates meetings.
- d) Trustees will not distribute **political** materials during any election period for individuals seeking candidacy or candidates using Board resources and/or information technology including Board email, Board issued devices, Board networks and employee distribution lists.
- e) Trustees will not use Board resources or funds to print and disseminate **political** information promoting either themselves as candidates or any other candidate. Distribution of information pertaining to all candidates meetings is permitted if approved and held on Board property.
- f) Staff, in their capacity as an employee of the Board, shall not be seen as endorsing a particular candidate or political party including on social media, photographs or in printed materials.



POLICY SECTION: ADMINISTRATION

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CAMPAIGNING POLICY

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- g) Candidates or individuals seeking candidacy (including their staff and campaign volunteers) are prohibited from using photographs, videos or audio of TCDSB staff, students and properties for any election activity.
- h) TCDSB websites including school pages and social media accounts will not include any **political** or election activity materials.

B. Staff Responsibilities

- 1) Staff shall be governed by H.M.25, Employee Involvement in Municipal, Provincial and Federal Elections Policy, when responding to requests for support for political or election activities. Staff must not use their role or affiliation with the Board to support any **political** or election activities.
- 2) Superintendents shall advise the Principal of the policy if a request is made for school visitation during an election period by a candidate or public office holder.
 - a. Ensure the Communications Department is aware of the request and consult with the Chief of Communications & Government Relations as necessary.
- 3) Principals shall notify their Superintendent and the Communications Department if a request for a school visit is received during an election period by a candidate or public office holder.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: POLITICAL ACTIVITIES AND CAMPAIGNING POLICY

POLICY NO: A. 40

C. Restrictions for Students, School Councils and Community Advisory Committees

- a) **While the Board supports student awareness of the electoral process,** students shall not participate in political election activities during school hours and on Board properties.
- b) Distribution of political and candidate materials during school hours and on school premises is prohibited.
- c) School councils and community advisory committees shall not endorse a specific candidate or campaign when acting in their official capacity on behalf of the council or committee.

D. School Visits by Candidates, Individuals Seeking Candidacy and Other Public Office Holders

- a) School visits by candidates, individuals seeking candidacy or other elected officials will not be permitted for **political** or election activity purposes. Access will only be granted for an all candidates meeting.
- b) Trustees holding office will be permitted to partake in school visits related to fulfilling official duties including graduation or awards ceremonies but shall not campaign or conduct themselves in any manner that may be perceived as **political in nature**.
- c) The Board's Community Use of Schools department will not grant access to premises for **political** or election activities unless access is being requested for an



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

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all candidates meeting. **Political** materials and signage will not be permitted during the all candidates meeting.

E. Potential Consequences for Violations of the Regulations

That the Board may take appropriate action, if necessary, depending on circumstances; and that discipline may be enforced by the Director.

Definitions:

Board: The Toronto Catholic District School Board is also referred to as “TCDSB”.

Board Property: Sites owned, operated and leased by the Board; and sites that are occupied by others in a lease or other agreement.

Board Resources: Facilities, equipment, supplies, services, staff, funds, branding (logo), Board vehicles or other resources owned and operated by the Board.

Political Activity: Political activity is activity directed toward the success or failure of a political party, candidate for partisan political office, or partisan political group.

Candidate: Person seeking nomination for a position of elected office at the school board, municipal council, provincial or federal parliament.

Election and By-Election: Regular municipal, provincial or federal election or by-election.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: POLITICAL ACTIVITIES AND
CAMPAIGNING POLICY

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Election Activity: Activities related to campaigning for school board, municipal council, provincial or federal parliament, and/ or seeking nomination as a candidate.

Election Period: Commencement of the official campaign period of an election.

- For a school board and municipal council election, the election period commences on May 1 of an election year and ends on voting day.
- For a provincial or federal election, the election period commences the day the writ for the election is issued and ends on voting day.
- For a by-election at the school board, municipal council, provincial or federal parliament, the period commences when the by-election is called and ends on voting day.

Evaluation and Metrics:

The effectiveness of this policy will be evaluated on an as needed basis.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

RECOMMENDATION OF THE GOVERNANCE AND POLICY COMMITTEE TO UPDATE ADMISSION AND PLACEMENT OF ELEMENTARY PUPILS POLICY S.A.01

“He judges the world with righteousness; he judges the peoples with equity.” Psalm 9:9

Created, Draft	First Tabling	Review
April 29, 2019	May 7, 2019	May 16, 2019

B. Leporati, Sr. Coordinator Planning Services
M. Loberto, Superintendent Planning and Development

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updating the current Admission and Placement of Elementary Pupils Policy S.A.01 to reflect current practice, legal precedent and to reformat in meta policy format.

The cumulative staff time required to prepare this report was 11 hours

B. PURPOSE

1. This recommendation report is on the Order Paper of the Regular Board as it recommends policy revision.

C. APPENDIX

Appendix A: Admission and Placement of Elementary Pupils Policy S.A.01

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Admission and Placement of Elementary Pupils Policy S.A.01 as amended and proposed in Report Appendix A.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

Date Approved: Oct 23 rd , 2014	Date of Next Review: 2018	Dates of Amendment: January 6 th , 2015
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Cross Reference:

- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
- **H.M. 24 Catholic Equity and Inclusive Education Policy**
- S.A. 03 Elementary School Attendance Boundary Policy
- S.P. 01 Special Education Programs
- **S.P. 02 Elementary French Programming**
- S.S. 05 Expulsions
- S.S. 12 Fresh Start
- S.T. 01 Transportation Policy
- Archdiocese of Toronto – Eastern Rite Churches in Communion with Rome
(<http://www.archtoronto.org/discipleship/RCIA/File%205%20Part%20IV%20Appendices.pdf>)
- **Toronto Public Health - <https://www.toronto.ca/community-people/health-wellness-care/health-programs-advice/immunization/>**

Purpose:

This Policy provides the conditions by which children may be admitted to the Toronto Catholic District School Board and placed in an elementary school operated by the Board consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code.

Scope and Responsibility:

The policy extends to all elementary schools of the TCDSB, except where provided for otherwise. The Director of Education is responsible for this Policy.



POLICY SECTION:	STUDENT
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
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The placement of a pupil under this Policy in a particular program or school does not constitute a commitment of the Board to provide transportation; entitlement thereto is governed by the Transportation Policy then in force. **However, when the redirection of a student is required, best efforts will be made to provide bus transportation to maintain those students in our system.**

Alignment with MYSP:

Living Our Catholic Values
Fostering Student Achievement and Wellbeing
Strengthening Public Confidence

Financial Impact:

~~May have a financial impact based on enrolment.~~

Legal Impact:

~~Under the Education Act, a resident pupil has the right to attend an English-language, publicly funded Roman Catholic district school board.~~

Policy:

By embracing the opportunities and challenges of providing an **equitable and inclusive** learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Ministry of Education statutes and regulations, and TCDSB policies. The TCDSB is committed to fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

Regulations:

1. The TCDSB will admit a student to an elementary school:
 - i. who is a resident pupil with the right to attend school as per Sections 32 and 33(3) of the Education Act;
 - ii. who is Catholic or a member of an Eastern Rite church in communion with the See of Rome;
 - iii. who is not Catholic, but whose parent/guardian is Catholic and resides in the City of Toronto;)
 - iv. ~~whose residential address falls within the Full Day (FDK) program defined boundary, established and implemented between 2010 and 2014, which is not the fixed attendance boundary of a particular school (refer also to regulation 7).~~
 - v. whose parent/guardian, being a resident in the City of Toronto, is able to direct support to Catholic schools as per Section 33(3) of the Education Act;
 - vi. whose parent/guardian is attending the Rite of Christian Initiation of Adults (R.C.I.A.), or the student is over the age of 7 and attends the Rite of Christian Initiation of Children (R.C.I.C.) Program. Catechumens who do not successfully complete the R.C.I.A. /R.C.I.C. program, as established by the parish, and are not brought into the Catholic faith, shall not be re-admitted to any TCDSB elementary school the following September.

2. The following original documents are required for registration and admission to an elementary school:
 - i. Proof of Catholicity as evidenced by: baptismal certificate; first communion certificate; confirmation certificate; letter from Catholic parish priest attesting to parent/s Catholicity; letter from Catholic parish priest confirming registration in R.C.I.A./R.C.I.C. program and the date they will be brought into the Catholic faith.
 - ii. Proof of age as evidenced by any of a birth certificate; passport; statement of live birth.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

- iii. Status in Canada as evidenced by proof of Canadian citizenship; permanent resident status; or any other valid status as per the Education Act, sections 49(7) and 49.1, excluding those on valid visitor permits. In accordance with Section 49.1 of the Education Act, students with 'no status' shall not be denied admission to a TCDSB elementary school (refer to regulation 11).
 - iv. Proof of residency as evidenced by ownership/tenant lease agreement; utility bill; bank statement; phone bill.
 - ~~v. Immunization Record.~~
 - vi. An Application for Direction of School Support documentation, which must be signed by the owner/tenant at the time the elementary student is registered.
3. Provided that all admission requirements have been met, the student will be placed in his/her home school in accordance with normal registration protocol. An application for registration is not complete until all required documents are submitted, as per regulation #2. The order of applicants will be determined by date and time of completion of initial application for registration. In cases where all required documentation is not received by the school, parents/guardians may request additional time to submit the documents. The time frame within which to submit the documentation shall be determined by the school principal or designate. **(refer also to regulation #8)**
4. a) Pupils, who have siblings already enrolled in the requested school who are returning for the next school year, shall be considered as the first priority for registration, followed as a second priority by in-boundary students, subject to date and time requirements as per normal application for registration protocol. The Board recognizes the importance of the family unit and will undertake its best efforts, within the context of this policy, to place siblings at the same school.
- b) Resident pupils living outside the fixed attendance boundary of a school which offers regional or specialized programs, who have siblings already enrolled in these programs at the requested school and who are returning for the next school year, shall not be considered for automatic admission to the school unless it is for enrolment in a specialty program. Where space and program availability permit, the school principal, in consultation with the school superintendent and Planning staff, may admit an out-of-boundary sibling to the regular track program. ~~Students currently in a specialized program with a sibling~~



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

~~enrolled in the 2014-2015 school year shall be grandfathered until graduation.~~

5. Students requesting placement at a school other than their home school can make an application at the requested school but are not guaranteed placement.
6. Elementary students whose primary residence is outside the City of Toronto shall be admitted to a TCDSB school if all of the following criteria are met:
 - a. the student is Catholic;
 - b. space is available in the TCDSB school requested; and
 - c. the non-resident parent/guardian is an English-separate school supporter in the jurisdiction in which they reside.
7. In schools with a utilization rate of 80% or less of the Ministry rated capacity (determined by October 31st by the school principal in consultation with planning staff), the school principal will accept out of boundary students in advance of the wait list date of the last business day of April.
8. **All applications are assigned a priority level upon initiating the application process. (refer also to regulation #3)** Should a request exceed available space at the requested school, the student will be placed on a wait list and will be considered for placement according to the priorities identified below. In December, the school principal shall inquire with parents/guardians whether it is anticipated that siblings of returning students will be seeking admission for the following school year.
 - i. Priority 1 – Siblings of students already attending school, who will be returning for the following school year.
 - ii. Priority 2 – Students whose primary residence is situated within the fixed attendance boundary of the requested school.
 - iii. Priority 3 - Students attending licensed childcare, including licensed home childcare, within the fixed attendance boundary of the requested school.
 - iv. Priority 4 – Students receiving childcare within the fixed attendance boundary of the requested school.
 - v. Priority 5 – Students residing in the City of Toronto.
 - vi. Priority 6 – Students residing outside the City of Toronto.



POLICY SECTION:	STUDENT
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9. Excluded from the placement procedures are those students who will be placed by the following processes:
 - i. Identification Placement Review Committee;
 - ii. Safe Schools;
 - iii. Early French Immersion;
 - iv. Extended French program; or
 - v. any other specialty programs.
10. Provided that all admission requirements are met and supporting documents are received, students new to Canada will be admitted to the TCDSB and placed in a school if they are:
 - i. Canadian citizens, permanent residents or refugee claimants;
 - ii. students who are here while their parent(s) is under: a work permit, Visiting Forces Act, diplomatic status or as a full-time student at an accredited Toronto college or university;
 - iii. living with their parent(s) who reside in the City of Toronto while awaiting their work permit or determination of their claim to become permanent residents.
- 11. Subject to requirements of the appropriate legislation, and of the policy and the regulations, the Director of Education shall determine the appropriate placement of pupils in accordance with his/her judgment as to what will be in the best interest of all of the pupils in the system.**
12. Students residing with their parents who are in Canada without valid immigration status will not be denied admission to a TCDSB elementary school, consistent with the provisions of section 49.1 of the Education Act.
13. Where a child is presently registered in a TCDSB elementary school and, due to family circumstances, must be temporarily relocated in a youth shelter, the student will be placed in another TCDSB school, and the student's Ontario School Record will be transferred in accordance with TCDSB procedures.



POLICY SECTION:	STUDENT
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

14. A visa student will be admitted to the TCDSB and placed in a school as per the requirements in regulations #1 and #2.
15. In those circumstances where a visa student does not have, or cannot produce, a valid baptismal certificate, the parent-appointed custodian and/or the homestay provider with whom the student is residing must be Catholic. Initial placement of the student will be coordinated by International Education Program staff of the Continuing Education Department.

Definitions:

Application for Direction of School Support

An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate.

Otherwise, school support designation defaults to English Public as per section 16(4) of the Assessment Act.

Catechumen

A person who is taught according to the principles of Christianity.

Constitution Act, 1867, Section 93

The Act created the Dominion of Canada in 1867, and provided the provinces with the exclusive jurisdiction to make laws in relation to education. Nothing in jurisdictional law shall prejudicially affect Denominational rights held by separate (Catholic) schools prior to Confederation.

Custodian

A custodian is a Canadian citizen or permanent resident designated by parents/guardians to provide care and be responsible for their minor child while he/she studies in Canada for a fixed period of time. ~~(temporary)~~ All minor students participating in the TCDSB International Education Program must be assigned to a custodian, who will act in place of the parent.



POLICY SECTION:	STUDENT
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
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Early Learning

Also known as ~~Full Day Kindergarten~~.

Eastern Rite Church

An Eastern Rite Church is any Eastern Catholic church entrusted to the pastoral government of the Roman Pontiff, in primacy over the universal Church.

<http://www.archtoronto.org/discipleship/RCIA/File%205%20Part%20IV%20Appendices.pdf>

Full Day Kindergarten Program (FDK)

The FDK program is a two-year school program for children ages 4 and 5 years old.

Guardian

A person who has lawful custody of a child, other than the parent of the child.

Home School

School which is located within the Board approved ~~Full Day Kindergarten boundary~~ or fixed attendance boundary (JK-Grade 8) where applicable, and in which boundary is situated the student's residential address.

Homestay

A homestay placement typically occurs when an international student lives with a local family. The homestay family is selected by the parents with the assistance of the custodian. The student would typically be provided with a private bedroom, shared bathroom facilities along with three meals a day. The family would eat with the student and provide guidance and support as required. In most cases the custodian would provide consent for the homestay mother and/or father to contact the school as required. The school should request this authorization when admitting the student.



POLICY SECTION:	STUDENT
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
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Identification Placement Review Committee

Regulation 181/98 of the Education Act requires that all school boards establish an Identification Placement and Review Committee (IPRC) for the purpose of identifying whether a student is deemed 'exceptional' according to the categories and definitions of exceptionalities provided by the Ministry of Education. ~~and further to assign such a student to one of five 'placements' ranging from the regular classroom to a fulltime special education class. The IPRC must be composed of at least 3 people, one of whom must be either a principal or supervisory officer of the board. The IPRC reviews the identification and placement of exceptional students each year.~~

Ontario Human Rights Code, Section 19

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act.

Rite of Christian Initiation for Adults/Children (RCIA/RCIC)

This program is offered by the Roman Catholic Church through parishes of the diocese, to those adults seeking to enter the Roman Catholic Church. The Church welcomes the candidates and provides pastoral formation in preparation for Baptism, First Eucharist and Confirmation at the Easter Vigil. For children to be involved in the RCIC program, the catechetical age is seven (7).

Section 32.(1) of the Education Act: Resident Pupil right to attend school

A person has the right, without payment of fee, to attend a school in a school section, separate school zone or secondary school district, as the case may be, in which the person is qualified to be a resident pupil.



POLICY SECTION:	STUDENT
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POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

Section 32.(2) of the Education Act: Admission without Fee

Despite the other provisions of this Part, but subject to Subsection 49.(6), where it appears to a board that a person who resides in the area of jurisdiction of the board is denied the right to attend school without the payment of a fee, the board, at its discretion, may admit the person from year to year with the payment of a fee.

Section 33.(3) of the Education Act: Resident pupil qualification: elementary English-language separate district school boards and elementary Roman Catholic school authorities

Subject to sections 44 and 46, a person who attains the age of six years in any year is, after September 1 in that year, qualified to be a resident pupil in respect of a separate school zone of an English-language separate district school board or a Roman Catholic school authority for elementary school purposes until the 1st school day in June in the year in which he or she attains the age of 21 years if:

- a) the person resides in the separate school zone; and
- b) the person's parent or guardian who is a separate school supporter and who is not a French-language separate district school board supporter resides in the separate school zone.

Sibling

A brother or sister currently enrolled in, and who will be returning for the next academic school year, to the same school that has been requested by the applicant.

Specialty Programs

For purposes of regulation 4 b) and regulation #9, specialty programs may include future 'specialty schools'.

Study Permit

International students who wish to study in Canada for more than six months require a study permit from Citizenship and Immigration Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a temporary resident visa is typically issued with the study permit. Study permits must be renewed thirty days before they expire. Expired study permits cannot be extended from within Canada.



POLICY SECTION:	STUDENT
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

Temporary Resident VISA Student

All international students studying in a program that lasts more than six months must have a temporary resident visa. **Only secondary** high-school students are typically ~~only~~ issued a study visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit entry visa that expires subsequent to their anticipated return.

Utilization Rate

Based on the Ministry rated capacity of a school building and a school's enrolment, and taking into account contractual staffing obligations, this refers to the amount of space in a school used for school purposes expressed as percentage of enrolment over capacity.

Evaluation and Metrics:

1. An annual report of elementary student enrolment will be provided to the Board as per the rolling calendar of annual standard reports.



REPORT TO

REGULAR BOARD

RECOMMENDATION OF THE GOVERNANCE AND POLICY COMMITTEE TO UPDATE THE ELEMENTARY SCHOOL ATTENDANCE BOUNDARY REVIEW POLICY S.A. 03

“From one ancestor he made all nations to inhabit the whole earth, and he allotted the times of their existence and the boundaries of the places they would live.” Acts 17:26

Created, Draft	First Tabling	Review
April 30, 2019	May 8, 2019	May 16, 2019
B. Leporati, Sr. Coordinator Planning Services M. Loberto, Superintendent Planning and Development		
RECOMMENDATION REPORT		

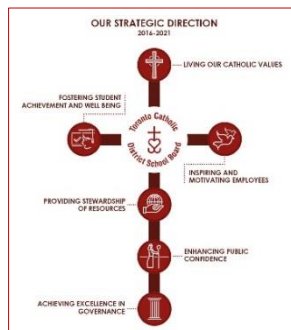
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updating the current Elementary School Attendance Boundary Review Policy S.A. 03 to reflect current practice, legal precedent and to reformat in meta policy format.

The cumulative staff time required to prepare this report was 20 hours

B. PURPOSE

This recommendation report is on the Order Paper of the Regular Board as it recommends policy revision.

C. APPENDIX

Appendix A: Elementary School Attendance Boundary Review Policy S.A. 03

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Elementary School Attendance Boundary Review Policy S.A. 03 as amended and proposed in Appendix A



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY

POLICY NO: S.A. 03

Date Approved: October 22, 2015 – Board April 28, 2010 – Board	Review Cycle: 2018	Dates of Amendment: April 28, 2010 – Board October 18, 2012 – Board March 20, 2014 – Corporate Affairs April 14, 2015 – Corporate Affairs October 22, 2015 – Board
Cross Reference: <ul style="list-style-type: none"> • S.A. 01, Elementary Admission and Placement Policy • S.T. 01, Transportation Policy • T. 07, Community Engagement Policy • H.M. 24 Catholic Equity and Inclusive Education Policy 		

Policy

The Director of Education may prepare a report for consideration by the Board identifying a school, or group of schools, facing programming challenges and/or facility limitations due to enrolment oversubscription or undersubscription, and in respect of which there may be a need to consider as a possible solution, adjustments to existing boundaries in respect of one or more of the identified schools.

Regulations

1. An attendance boundary review shall be initiated by the community, the Director of Education or Board staff through a submission of a formal request to the Board of Trustees compliant with Board procedures, or through a recommendation by Board staff.
2. The Director of Education shall set a limit on the total number of attendance boundary reviews conducted per year, dependent upon availability of appropriate staff resources, and reserves the right to prioritize the requests for reviews.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY

POLICY NO: S.A. 03

3. The Board reserves the right to aggregate individual requests for boundary reviews depending on the geographic location of the schools being considered for review.
4. Boundary reviews shall be conducted in accordance with the **principles of equity and fairness** following procedure.
5. A committee comprised of the following stakeholders from all schools affected by the boundary adjustment shall be established, and shall hold a minimum of one (1) public meeting for the purpose of reviewing and reaching a consensus on the boundary adjustment:
 - Principal (or designate)
 - School Superintendent (or designate)
 - **Catholic School Parent Council (CSPC)** CSAC executive
 - Local trustee(s)
 - Planning staff
 - Transportation staff
6. Additional meetings of the stakeholder committee may be held at the discretion of the chair of the committee.
7. A minimum of 30 days public notification shall be provided prior to the first **public** meeting.
8. Boundary reviews shall be undertaken at a community engagement level of 'consult' as defined in Community Engagement Policy (T. 07): *"To obtain input from community members and the general public on proposed Board directions and decisions."*



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

**POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY**

POLICY NO: S.A. 03

9. The school superintendent(s) whose school is the subject of a boundary adjustment shall; chair the meeting(s), and in leading the review process, shall establish the committee, shall arrange the meeting(s) and provide notification of meeting(s) to other stakeholders and the public, shall prepare an agenda for the meeting(s) as required, shall arrange for the recording of meeting notes, and shall provide all notification about the boundary adjustments reached by consensus. The School Superintendent shall function as secretary of the committee as well as in a resource capacity. If the schools under review are represented by more than one Superintendent, the duties of the chair shall be shared by the school superintendents.
10. Administrative staff, including staff from the Planning and Facilities Departments and from the Toronto Student Transportation Group (TSTG), shall attend the meeting(s) to provide expertise and resources, as necessary.
11. Staff shall provide the committee with all relevant information including the following:
 - school profile data including capacity;
 - current and projected enrolment;
 - maps of the area;
 - information and maps on transportation;
 - one boundary adjustment option for consideration, with a complete **analysis of impact on transportation impact and space requirements.**
12. To the extent possible and practical, boundary adjustments shall be guided by the following principles:
 - Boundaries are to follow logical and easily identifiable routes and/or physical landforms where possible, such as major roads, rail-lines, watercourses, parklands, ravines, and established political boundaries.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY

POLICY NO: S.A. 03

- Schools affected by a nearby boundary adjustment benefit to the fullest extent possible, both in terms of maximizing student enrolment and utilization of available classroom space.
 - Program offerings (e.g. French Immersion, Gifted, etc.) shall be taken into consideration when adjusting boundaries; as a result, there could be more than one boundary associated with any given school(s) under review.
13. If consensus is achieved during the meeting(s):
 - i. the school superintendent(s) shall prepare the appropriate notification to be signed by the Director of Education and sent to the school community(ies) in a timely manner, informing them about the decisions made by the committee, as well as arranging to have decisions posted on the Board and school website;
 - ii. boundary adjustments shall be planned for **in consideration of FDK registration timelines** and implemented no sooner than the following school year;
 - iii. staff shall undertake all things necessary to implement the changes.
 14. If the committee cannot achieve consensus during the meeting(s), the Director of Education shall prepare a report with recommendations for the consideration of trustees at a regularly scheduled committee or board meeting.
 15. The Director of Education's report shall be made publicly available by having it posted on the Board's website in advance of the committee or board meeting at which it is to be considered.
 16. Opportunity for public input regarding the Director of Education's report shall be provided at a subsequent committee or board meeting which will hear and receive delegations as well as consider written submissions.



POLICY SECTION: STUDENT

SUB-SECTION: ADMISSIONS AND PLACEMENT

**POLICY NAME: ELEMENTARY SCHOOL ATTENDANCE
BOUNDARY REVIEW POLICY**

POLICY NO: S.A. 03

17. The Director of Education shall prepare a further report for consideration by the committee or board in public session of a subsequent meeting, regarding and responding to the public input received and presentations made at the previous meeting. A decision regarding boundary adjustments may be made by trustees at this meeting, or a subsequent meeting of committee or board.
18. The Director of Education's report shall be made publicly available by having it posted on the Board's website in advance of the committee or board meeting at which it is to be considered.
19. The school superintendent(s) of the school(s) under review shall prepare the appropriate notification to be signed by the Director of Education and sent to the school community(ies) in a timely manner, informing them about the decisions made by the trustees, and shall have the decision posted on the Board and school website.
20. A decision made by trustees to implement a boundary adjustment shall be planned for **in consideration of FDK registration timelines** and implemented no sooner than the following school year.
21. Student transportation will be provided in accordance with the Board's Transportation Policy.
22. Notwithstanding any other provision contained herein, this policy shall not apply to any boundary reviews, changes or decisions that are made as a result of a school accommodation review pursuant to policy S.09. In the case of a conflict between this policy and the School Accommodation Review Policy (S.09), the School Accommodation Review Policy (S.09) shall take precedence.

MASTER PENDING LIST AND ROLLING CALENDAR TO MAY 16, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Nov-18 Corporate Services	Jun-19	Corporate Services	That staff return for final approval of the project once the RFP results are finalized (Public Meeting Room Audio Visual Upgrades –Funding)	Associate Director of Facilities, Business & Comm. Dev & CFO
2	Mar-19 Student Achievement	TBD	Corporate Services	That the consideration of the increase of wages of Lunchroom Supervisors be deferred until such time that the Board receives GSNs through the Budget process (Review of Compensation for Elementary Lunchtime Supervisors)	Associate Director of Facilities, Business & Comm. Dev & CFO
3	Mar-19 Corporate Services	Sep-19	Corporate Services	Report regarding further analysis to see how priority neighbourhoods could be assisted with bank fees (March 2019 School Cash Suite Progress Report)	Associate Director of Facilities, Business & Comm. Dev & CFO
4	Apr-19 Corporate Services	TBD	Corporate Services	Report on meeting with staff, Trustee (s) and key members of the O'Connor Heritage House Committee to determine what kind of partnership would be feasible going forward (Senator O'Connor College School Estate Building (Ward 11))	Associate Director of Facilities, Business & Comm. Dev & CFO
5	Aug-18 Regular Board	TBD	Regular Board	Report on a community market or similar 'services-in-kind' approach as an enhancement for fundraising and donations in an attempt to close the wide gap that currently exists between our schools related to learning enhancements available for our students (Consultation Survey Results: Proposed Sharing of School Fundraising Revenue)	Director of Education

6	Jan-19 Regular Board	TBD	Regular Board	Report regarding Website Protocols (Delegation: Teresa de Stefano regarding TCDSB Website Protocols)	Associate Director of Facilities, Business & Comm. Dev & CFO
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2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space & Properties</u> Policy Metric	A.D. Facilities, Business, Community Development
2	February (Q)	Corporate Services	Financial Status Update Report #1	A.D. Facilities, Business, Community Development
3	March (A)	Corporate Services	Budget Series Report: Financial Planning and Consultation Review	A.D. Facilities, Business, Community Development
4	March (A)	Corporate Services	Consensus Student Enrolment Projection	A.D. Facilities, Business, Community Development
5	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric	A.D. Facilities, Business, Community Development
6	April (A)	Corporate Services	Budget Series Report: Grants for Student Needs Update	A.D. Facilities, Business, Community Development
7	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws</u> Policy Metric	A.D. Facilities, Business, Community Development
8	May (Q)	Corporate Services	Financial Status Update Report #2	A.D. Facilities, Business, Community Development
9	May (A)	Corporate Services	Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
10	June (A)	Corporate Services	Budget Series Report: Recommended Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
11	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
12	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	September (A)	Corporate Services	Preliminary Enrolment Report for Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric	A.D. Facilities, Business, Community Development
14	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
15	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
16	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
17	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
18	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
19	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
20	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
21	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
22	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
23	April (A)	Regular Board	Education Development Charges Policy Review	A.D. Facilities, Business, Community Development
24	August (P)	Regular Board	<u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board</u> Metric	Director of Education
25	August (P)	Regular Board	<u>H.M. 19</u> Conflict Resolution Department	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

26	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts Policy Metric</u>	Director of Education
27	October (A)	Regular Board	Ongoing Exit and Entry Surveys for all students either changing schools within the Board or entering or exiting the Board	A.D. Facilities, Business, Community Development
28	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
29	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
30	December (A)	Regular Board	Director's Annual Report	Director of Education
31	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
32	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
33	January (P)	Student Achievement	<u>A.35 Accessibility Standards Policy Metric</u>	Associate Director Academic Services
34	February (P)	Student Achievement	<u>S. 19 External Research Policy Metric</u>	Associate Director Academic Services
35	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
36	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
37	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
38	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free Policy Metric</u>	Associate Director Academic Services
39	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start Policy Metric</u>	Associate Director Academic Services
40	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

41	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
42	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric	Director of Education
43	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
44	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
45	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
46	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
47	October (A)	Student Achievement	<u>S.22 Religious Accommodation</u> Policy Report and <u>S.S.02 Opening or Closing Exercises</u> Policy Report	Associate Director Academic Services
48	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
49	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
50	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools</u> Policy Report	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

51	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
52	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
53	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services