

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

AGENDA October 8, 2019

Ida Li Preti, Chair
Trustee Ward 3

Michael Del Grande
Ex-Officio

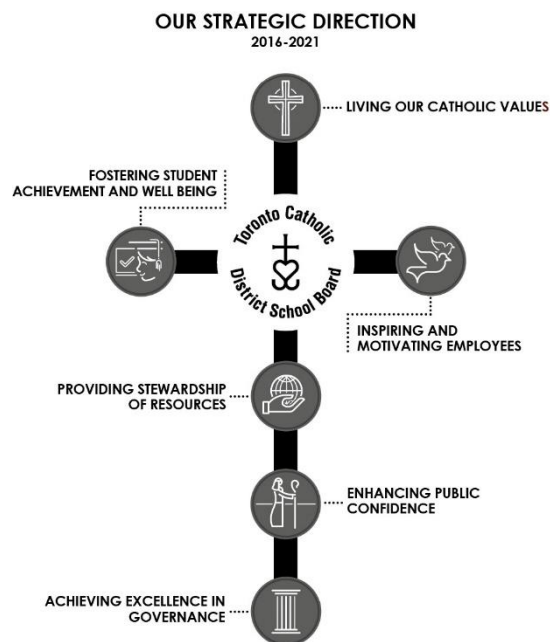
Angela Kennedy, Vice-Chair
Trustee Ward 11

Maria Rizzo
Ex-Officio

Nancy Crawford
Trustee Ward 12

Norman Di Pasquale
Trustee Ward 9

Teresa Lubinski
Trustee Ward 4



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: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board



TERMS OF REFERENCE FOR GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

- A. Ensuring that governance structures, policies, protocols, processes and performance metrics:
 - a. advance the vision of the TCDSB, rooted in Catholic values and teachings.
 - b. support the achievement of our Multi-Year Plan.
 - c. conform to best practices.
 - d. provide strategic cohesion and consistency.
 - e. comply with the Education Act and other pertinent legislation.

- B. Providing a meta policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.

- C. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.

- D. Identifying the supports (e.g. capacity training) needed to implement the governance framework.

- E. Ensuring ongoing governance reviews of the Board.

- F. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.

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AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION

Ida Li Preti, Chair

Angela Kennedy, Vice Chair

Tuesday, October 8, 2019

7:00 P.M.

	Pages
1. Call to Order	
2. Opening Prayer	
3. Roll Call & Apologies	
4. Approval of the Agenda	
5. Declarations of Interest	
6. Approval & Signing of the Minutes of the Meeting held (September 10, 2019 for Public Session.	1 - 14
7. Delegations	
8. Presentation	
9. Notices of Motion	
10. Consent and Review	
11. Unfinished Business	
12. Matters referred or deferred	

13. Staff Reports

13.a	Board Vehicles Policy B.G.04	15 - 34
13.b	Update to Community Planning and Facility Partnerships Policy B.R.07	35 - 50
13.c	Update to Food and Beverage Policy SM.08	51 - 59
13.d	Student and Program Assessment Policy S.P.13 and Appendix A S.P.13 Operational Procedures	60 - 80
13.e	Update to Governance Policy T.20	81 - 92
13.f	Update to Effective Financial Management and Control of Operations Policy F.M.08	93 - 106
13.g	Cursive Writing Policy and Kindergarten Pilot Project	107 - 112
13.h	Elementary French Programming Policy S.P.02	113 - 125

14. Listing of Communications

14.a	From the Toronto Catholic Parent Involvement Committee regarding Catholic Parent Involvement Committee Policy P.04.	126
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15. Inquiries and Miscellaneous

16. Updating of Pending List

16.a	Monthly Pending List	127 - 133
16.b	Annual Policy Priority Schedule	134 - 135

17. Adjournment

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MINUTES OF THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE PUBLIC SESSION

HELD TUESDAY, SEPTEMBER 10, 2019

PRESENT:

Trustees:

I. Li Preti, Chair
A. Kennedy, Vice-Chair
N. Crawford
M. Del Grande
N. Di Pasquale
T. Lubinski

Staff:

R. McGuckin
C. Caldwell
P. De Cock
C. Fernandes
L. Maselli-Jackman
J. Wujek

S. Harris, Recording Secretary
A. Finniss, Assistant Recording Secretary

3. Roll Call and Apologies

An apology was extended on behalf of Trustee Rizzo.

4. Approval of the Agenda

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Item 13b) be deferred.

Results of the Vote taken, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Del Grande	Crawford
Di Pasquale	Li Preti
Lubinski	Kennedy

The Motion was declared

LOST ON A TIE

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Agenda, as amended to include the Addendum, be approved.

Results of the Vote taken, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford	Del Grande
Di Pasquale	Lubinski
Kennedy	
Li Preti	

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval & Signing of the Minutes

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Minutes of the Regular Meeting held June 4, 2019 for PUBLIC Session be approved with the following amendment:

Page 10 – Item 13a) insert *Committee* after *Advisory*.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 13a) be adopted as follows:

- 13a) Proposed Changes to the 2019 Policy Priority Schedule** that the Governance and Policy Committee adopt the new proposed schedule for policy review for the balance of 2019.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that we will aim to bring the Service Animal Policy to the December 2, 2019 Governance and Policy (GAP) meeting if consultation is completed by then.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that the timeline for Policy T.04 Trustees Code of Conduct Policy be delayed to December 2019.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Li Preti

Kennedy
Lubinski

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Del Grande, that the timeline for Policy S.10 Catholic School Parent Councils be delayed to the December 2, 2019 GAP Committee meeting.

Time for business expired and the Chair called for the debate to be extended by 15 minutes, as per Article 12.6, which was unanimously carried.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

Kennedy

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

Kennedy

The Motion, as amended, was declared

CARRIED

- 13b) Update to Trustee Code of Conduct Policy T.04** deferred to the December 2, 2019 GAP Committee meeting – Refer 13a).

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that Item 13c) be adopted as follows:

- 13c) Update to Awards Funds and Scholarships Policy FF.01** that the revised Funds Awards and Scholarships Policy FF.01 be adopted.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Crawford, that *s* ' be removed from *Awards* ', Regulation 1, page 45.

Trustee Li Preti relinquished the Chair to Trustee Kennedy.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *Catholic Graduate Expectations* be replaced with *Ontario Catholic School Graduate Expectations*, Policy, page 45.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *Gospel Values* be capitalized in this policy and all other policies, Policy, page 45; and

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Crawford, that *and* be inserted after *TCDSB*, Policy, page 45.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Lubinski, that *type of individual* be replaced with *attributes of the person*, Regulation 1, page 45.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *scholarship, bursary or award* be replaced with *an award*, Regulation 2, page 46.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *interested* be replaced with *interest*, Regulation 10, page 47.

Results of the Vote taken on Amendment 1, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 1 was declared

CARRIED

Results of the Vote taken on Amendment 2, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 2 was declared

CARRIED

Results of the Vote taken on Amendment 3, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 3 was declared

CARRIED

Results of the Vote taken on Amendment 4, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 4 was declared

CARRIED

Results of the Vote taken on Amendment 5, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 5 was declared

CARRIED

Results of the Vote taken on Amendment 6, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 6 was declared

CARRIED

Results of the Vote taken on Amendment 7, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 7 was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion, as amended, was declared

CARRIED

Trustee Li Preti reassumed the Chair.

13d) Update to Catholic School Parent Councils Policy S.10 deferred to the December 2, 2019 GAP Committee meeting – Refer 13a).

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 13e) be adopted as follows:

13e) Updates to SEAC Policy A.23 From Governance and Policy and SEAC Committees that the revised policy on the Special Education Advisory Committee A.23 be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

13f) Update to Board Vehicles Policy B.G.04 the report will be brought to the October 8, 2019 GAP Committee meeting.

14. Listing of Communications

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

14a) CPIC - OAPCE Response to S.10 Policy received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

16. Updating of Pending List

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

16a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

17. Adjournment

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

REVIEW POLICY B.G. 04 BOARD VEHICLES

“and they put him in custody, until the decision of the Lord should be made clear to them.” – Leviticus 24:12

Created, Draft	First Tabling	Review
September 30, 2019	October 8, 2019	

M. Farrell, Superintendent Environmental Support Services(Acting)
 P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

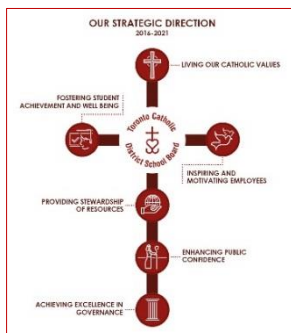
Vision:

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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 adoption of the updated Policy B.G.04 Board Vehicles to conform to current practice and policies.

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

B. PURPOSE

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

C. BACKGROUND

1. The policy on board vehicles was first approved in 1970 and has not been amended since August 27, 2015.
2. The policy reflects current practice and alignment with related policies and no changes are required other than position titles.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Facilities, Risk Management, Transportation and Legal Services.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

That the revised Policy Board Vehicles B.G.04 provided in Report Appendix A, and the accompanying Operation Procedures provided in Report Appendix B, be adopted.



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

Date Approved: August 27, 2015	Date of Next Review: May 2019	Dates of Amendments: B. G. 04: 1970; 1986; 2015 S. 14: 1968; 1988; 2015
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Cross References:

- ~~(Consolidated) S. 14 Vehicles Secondary Schools (Consolidated) B. G. 04 Motor Vehicles on School Property Administrative Procedure: Board Vehicles~~
- Hand-Held (Mobile) Wireless Communication Device – A.31 Ontario Regulation 266/09 Display Screens and Handheld Devices Highway Traffic Act S.78.1
- http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h08_e.htm
Smoke Free Ontario Act
- City of Toronto Idle Bylaw
~~http://www.toronto.ca/health/idling/idling_bylaw.htm~~
- OSBIE Risk Management Advisory for Automobile Insurance Accident Reporting Procedure
- Canadian Standards Association (CSA) ~~Standard Z96-09 "High Visibility Safety Apparel"~~ http://www.ccohs.ca/oshanswers/prevention/ppe/high_visibility.html

Appendix

- Appendix A: B.G. 04 Operational Procedures



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

Purpose:

This Policy recognizes that the Toronto Catholic District School Board is committed to safety and responsibility. This policy requires all employees who operate Board vehicles do so in a lawful and safe manner. The Board also requires that all vehicles ~~assets of the Board~~ are managed responsibly throughout the vehicle’s life cycle, and that vehicles are used solely for the purposes of conducting the business of the Board.

Scope and Responsibility:

This policy applies to all staff of the Toronto Catholic District School Board who are assigned a vehicle and/or who are required to operate a vehicle in conducting his/her job, or for the purpose of transporting groups of students, staff, other employees or visitors. The Director of Education, supported by the Superintendent of Facilities **Environmental Support Services**, is responsible for this policy.

Alignment with MYSP:

- ~~Providing Stewardship of Resources~~
- Strengthening **Enhancing** Public Confidence
- ~~Achieving Excellence in Governance~~
- Inspiring and Motivating Employees



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

Financial Impact:

~~Vehicles represent a significant financial cost to the board, both in terms of initial investment and in relation to maintenance. Adherence to the policy and procedures outlined herein will ensure that TCDSB realizes effective stewardship of their resources. That is, lifespan of vehicles will be maximized and the risk of potential liability will be minimized.~~

Legal Impact:

~~Safe and responsible operation of TCDSB owned vehicles will ensure a minimized legal risk. Strict adherence to the regulations herein will ensure TCDSB operates all vehicles responsibly. Further, the Highway Traffic Act S.78.1 and Board Policy A.31 Hand Held (Mobile) Wireless Communication Device also require the TCDSB to ensure its assets are maintained and operated in a safe and lawful manner.~~

Policy:

The TCDSB is committed to the safe and lawful operation of its vehicles assets, ensuring that all **motor vehicle** standards **and regulations** are upheld and maintained.

Regulations:



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

1. Employees are expected to take all steps necessary to avoid endangering themselves and others while operating Board vehicles.
2. Employees **must have all required licenses and the licenses must be in good standing** ~~are expected to take all necessary steps to ensure all required licences are maintained in good standing.~~
3. Proof of insurance in the form of a liability certificate must be carried in each Board vehicle. If waiting for a liability certificate for a newly acquired vehicle, a facsimile (FAX) or scanned copy of the liability certificate is acceptable.
4. Employees, trustees, **and** volunteers, ~~parents, students and other individuals~~ are protected while operating a **rental** vehicle **in the name of the Board and approved by authorized TCDSB staff.** ~~not owned by them~~ if on board business. Driving to and from work is not considered ~~Board~~ business.
5. Any staff member who is in violation of Board **Policy and Procedures** ~~safety expectations~~ may be subject to disciplinary action by the Board up to and including termination.
6. Recording of Maintenance, Warehouse, Portable Crew and Courier



POLICY SECTION:	Buildings/Plants/Grounds
SUB-SECTION:	School Grounds
POLICY NAME:	Board Vehicles
POLICY NO:	B.G. 04

vehicles' assets information, insurance, safety recalls will be the responsibility of Facilities **Environmental Support** Services Department. ~~Recording of other Board vehicle assets will be the responsibility of the Transportation Department.~~

7. Any school which engages in vehicle rental must ensure that the vehicle has been rented in the name of the TCDSB, in order to ensure appropriate liability insurance.
8. a) Vehicles that are rented as temporary substitute vehicles to replace ~~b~~**B**oard owned vehicles damaged in an accident ~~would~~ **are** be covered by the ~~b~~**B**oard's fleet automobile insurance policy.
- b) Vehicles rented for specified projects, for 30 days or more, need to be ordered through the TCDSB's **Materials Management Department** ~~central office~~ in order for the vehicles to be considered for and obtain coverage through the Board's **insurance** provider, (OSBIE).
9. All TCDSB schools shall adhere to the License Requirements for Vehicles owned and operated as TCDSB vehicles. Vehicles are divided into three categories based on seating capacity, (*see Operational Procedures, 4 b*).



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

10. Before TCDSB schools proceed with accepting donated or borrowed vehicles, the school principal ~~should~~ **must** notify the TCDSB's **Environmental Support Services and Risk Management Departments** Transportation **Department and the Risk Management** Department to ensure that proper insurance coverage is ~~being~~ provided.

11. Maintenance, licensing and registration, plating and vehicle logs will be the responsibility of each department and school that are assigned a Board vehicle. Departments will be responsible for gas, mileage and any costs incurred on tolled highways, and will also be responsible to ensure that vehicles have yearly safety inspections.

12. Board vehicles must adhere to the standard fleet colour and design. The Board logo will be clearly placed on all Board-owned vehicles on each side of the vehicle, on the **door panels** ~~doors panels~~. All vehicles will be clearly numbered and identified by function or location and model year. Exceptions for special circumstances such as vehicle wrapping may be approved by the Superintendent of Facilities **Environmental Support Services**. ~~Individual Departments will be responsible in ensuring vehicle standards will be upheld and maintained.~~



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

Definitions:

Board vehicle:

Board vehicle refers to any motorized vehicle such as car, truck or van that is owned, rented or leased by the Board expressly for the purpose of carrying out Board business.

Maintenance

All work required by vehicle manufacturer to keep the vehicle in proper working order, up to and including gas, oil changes, tire pressure, vehicle fluid levels and changes, safety checks and rust proofing as required.

Evaluation and Metrics:

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

1. Implementation of the Board Vehicle Policy is the responsibility of the Superintendent of Facilities **Environmental Support Services**.
2. In the case of a school which maintain a Board vehicle, it is the joint responsibility of the principal, the school superintendent and the Superintendent of Facilities **Environmental Support Services** to ensure the Board Vehicle Policy is implemented.

*Operational Procedures**TCDSB Board Vehicles***1. PURPOSE:**

The purpose of this procedure is to set forth the requirements applicable to all Board organizations and Board employees who are assigned Board vehicles for conducting Board business. This procedure is intended to safeguard people, protect Board vehicles assets, increase efficiencies and the safety of their operation, and reduce the frequency and severity of accidents, both on and off TCDSB locations, involving Board vehicles operated for Board business.

Driving a Board vehicle is a privilege and the Board reserves the right to deny or revoke the driving privileges of any employee in the event that the employee does not meet the requirements of this procedure.

2. JOB FUNCTIONS / SCHOOL PROGRAMS WHICH REQUIRE A BOARD-OWNED VEHICLE:**A Board-owned vehicle may be assigned:**

- a) To staff whose job function requires a specific type of vehicle, not normally owned by an employee, to deliver services.
- b) To certain supervisory staff who are on-call after hours, i.e., required to respond to emergencies and therefore need to have a vehicle available at all times.
- c) Staff to whom the Board grants the privilege of operating a Board vehicle to conduct Board business.

3. BOARD VEHICLE AND DRIVER LICENSE RECORDS:

Each department will have the responsibility for maintaining a database of authorized drivers for their vehicles, including copies of their licenses as well as vehicle registration information. The types of license required are governed by the Ministry of Transportation. Maintenance vehicles require a type 'G' license and warehouse vehicles require a type 'DZ' license.

- a) Each department must validate the information in their database once a year, at the start of the school year and whenever there is a change in authorized drives or vehicles.
- b) Each department shall provide the Facilities Services Department with current and updated vehicle and driver license information.
- c) Facilities Services Department shall on an annual basis, provide a copy of the current database to the Board's insurance representative in Business Services.

4. LICENSING AND VEHICLE REQUIREMENTS FOR PASSENGER VEHICLES:

5 *Passenger seats plus the driver:* If the vehicle is owned, leased or rented in the name of the Board, must carry a valid "G" class license and vehicle must have safety inspection stickers and carry a logbook.

6 *to 9 passenger seats plus the driver:* If the vehicle is owned, leased or rented in the name of the Board, must carry a valid "G" class license and vehicle must have safety inspection stickers and carry a logbook. As far as the Ministry of Transportation is concerned, any form of remuneration (i.e., mileage, gas allowance, flat fee, etc.) paid by the Board to anyone to transport students enters into a contract with the Board. Therefore, any vehicle in this category owned, leased or rented by a volunteer, teacher, employee, parent, student, etc. used to transport students in return for some form of remuneration is deemed to be under contract with the Board.

10 to 24 passenger seats plus the driver: If the vehicle is owned, leased or rented in the name of the Board, the driver must carry a class "E" license and the vehicle must meet all "school purposes bus" regulations under the Highway Traffic Act. If the vehicle is owned, leased, or rented by a volunteer, teacher, parent, student, employee, etc. and no payment is made by the Board for the occasional transportation of students, then the driver must carry a class "F" license if the vehicle will seat more than 11 passengers and the vehicle need not meet the "school purposes bus" regulations under the Highway Traffic Act.

Regulations under the Highway Traffic Act are very stringent and violation of these regulations could result in a fine, license suspension or such other penalty as permitted by the Highway Traffic Act. a) **Maintenance:**

Each department that has a Board vehicle in its control is responsible for ensuring that such vehicle(s) is/are properly inspected and maintained. The departments with owned vehicles are responsible for all costs of operation including annual vehicle safety inspections, maintenance, repairs, and gas. Repairs and maintenance should only be performed by trained auto professionals.

- i. Vehicles shall be maintained to ensure the safe operation and longevity of the vehicle. Any required repairs are to be reported by the employee assigned to that vehicle, to the employee's supervisor.
- ii. All vehicle repairs shall be approved by the supervisor/manager.
- iii. Each vehicle shall have an annual safety check. iv. All vehicles shall be rust-proofed by-annually.
- v. Maintenance logs shall be maintained for each department Board vehicle.

b) **Safety:**

i. Vehicles shall be operated within the legal speed limits at all times, or at a lower speed as dictated by poor road conditions. ii. Vehicles shall be operated at all times in a proper and safe manner following all provincial and municipal laws. If improper operation of a vehicle results in a traffic infraction, payment of a fine or legal representation is the responsibility of the employee. Vehicle infractions may involve further disciplinary action depending on the severity of the event.

iii. The use of either Board-owned or personal electronic devices will not be permitted while the vehicle is in use consistent with ~~the~~

~~D~~distracted ~~D~~driving ~~L~~law (HWT S.78-1) and as set out in Hand-Held (Mobile) Wireless Communications Device – A.31. iv. At the beginning of each work day, prior to the use of the vehicle, the employee assigned to a vehicle will perform a circle safety check and complete an entry in the vehicle log. The log shall be kept in the vehicle at all times.

- v. All staff who operate a Board vehicle must maintain the appropriate class of driver's license. At any time, the employer may require a Statement of Driving Record from employees assigned to vehicles. Past traffic infractions must be disclosed and subsequent traffic infractions or parking tickets must be immediately reported to the employee's supervisor.
- vi. Board vehicles shall be equipped with a global positioning system (GPS) device to ensure the security and safety of both the operator and the vehicle.
- vii. Individuals not employed by the Board are not permitted to drive Board vehicles, unless for the purposes of servicing the vehicles.

c) **Vehicle Operation:**

The following applies to all drivers of a Board vehicle:

- i. Board vehicles shall be used only for authorized Board business. At no time shall the vehicle be used for an employee's personal use. Should a personal emergency occur, which may require the personal use of the vehicle, the employee's supervisor, or on-call supervisor shall be notified first to obtain approval. Failure to abide by this restriction constitutes improper use of Board assets and may result in disciplinary action up to and including termination of employment.
- ii. Vehicles shall not be left idling for more than 1 minute in a 60 minute period – City of Toronto idling By-Law.
- iii. Vehicles shall be driven in a direct route between assigned workplace sites. Vehicles shall never be used to go to unassigned locations, with the exception of Maintenance staff

that are permitted to use the Board Vehicle during the 1-hour unpaid lunch period.

- iv. Board vehicles shall not congregate at off-Board sites.
- v. All vehicle occupants are required to wear seat belts while the vehicle is in motion. The vehicle must not be operated unless all passengers are properly belted.
- vi. At no time shall the number of occupants exceed the maximum capacity of the vehicle. vii. The speed limit and all provincial and federal traffic laws shall be obeyed at all times.
- viii. Drivers shall refrain from alcohol consumption while on duty or to/from home. It is strongly advised that drivers refrain from alcohol consumption for at least 24 hours before driving. Driver shall take prescription and over-the-counter medication only as prescribed or recommended, and shall heed all warnings with respect to driving or operation of machinery.
- ix. **Drivers shall not drive impaired.**
- x. The use of **any impairing substance, including but not limited to cannabis**, illicit or prescription drugs by a driver or any other vehicle occupant that impair a drivers ability shall be strictly prohibited at all times. **If a medical accommodation is being requested, the request must be made prior to assuming driving duties and written approval must be given by the Sick Leave and Disability Department.**
- xi. Cell phone use by the driver while the vehicle is in motion is not allowed. When appropriate, drivers must pull the vehicle over (only if exiting lane or re-entry into traffic can be done safely) if it is necessary to answer or place a cell phone call, as per the Policy A.31 “Hand-Held (Mobile) Wireless Communication Device –.
- xii. Drivers shall at all times be well-rested and focused on driving duties. No loud music or other driver distractions will be permitted in the vehicle cab.

- xiii. Only Board-affiliated passengers will be permitted to be transported in any Board vehicle. xiii. Drivers will always turn the vehicle off, remove the keys, and lock the vehicle when it is unattended.
- xiv. Drivers shall at all times during operation of a Board vehicle have a valid driver's license on their person and shall ensure that the vehicle's registration documents and insurance card are in the glove compartment.
- xv. Smoking is not permitted in any Board vehicle.

d) **GPS System:**

- i. All Facility Services vehicles will be equipped with a GPS device to ensure the safety and security of Board employees and vehicles.
- ii. Information gathered by the system including vehicle travel, stop, idling, speed and location will be stored in a database while the Board owns the vehicle.
- iii. Weekly reports will be printed and reviewed by the vehicle operations supervisor to ensure the vehicle has been operated in a safe and environmentally responsible manner.
- iv. Online access to the data shall be restricted to the Facility Services Managers.
- v. The GPS system shall be used to provide information in support of the following situations:
 - a. Determination/investigation of missing/stolen vehicle
 - b. Public concern of vehicle activity
 - c. Excessive speed occurrence
 - d. Location of vehicle for emergency response
 - e. Data to improve efficiency

- f. Safety/Vehicle Operation
- g. Excessive idling

5. ACCIDENTS, BREAKDOWNS AND/OR TRAFFIC VIOLATIONS:

In the event of an accident while driving a Board vehicle, drivers should follow these instructions:

- a) Take whatever steps are immediately necessary to render emergency medical care, salvage property, or reduce the further extent of the loss. If possible, do not disturb the evidence or hazard which caused the claim until the conditions are recorded.
- b) Report the accident to your supervisor as soon as you can get to a phone. If it is after normal business hours contact the –on-call supervisor. If you are at-fault, you are also responsible for obtaining a copy of the police report. When you receive the report provide the original to you supervisor.
- c) Report the accident at once to the local police department or highway patrol. Get the police report number, the police officer’s name, badge number, and department. If the information provided at the scene does not have a telephone number, get a number where the police department can be called.
- d) Specify as many facts (not opinions) as you can that will help determine who was at fault. Note any objects that may have impaired your vision. Do not leave the scene without writing down the name, address, phone number and insurance company of all other drivers involved.
- e) Get written driver and witness statements where possible. If you have a camera or a camera cell phone with you, take some pictures. The police may not take pictures and it will be beneficial to all parties involved if the accident scene and damages are documented.

- f) It is the responsibility of the applicable department to get the Board vehicle to a repair shop, if the vehicle needs to be towed contact the Board Vehicle Towing Vendor; if a repair shop has been designated by our claims administrator then the applicable department shall take the Board vehicle to such designated repair shop.

The Board is not responsible for personal cost or inconvenience that may occur because of an accident.

6. TRAFFIC VIOLATIONS:

Drivers shall personally assume responsibility for any and all fines, penalties, or traffic violations associated with use of any Board vehicle or issued while the driver is conducting Board business. The Board will not defend any driver who has operated such a vehicle in violation of traffic laws. Any traffic violation incurred while driving a Board vehicle must be reported to Facilities Service.

7. ENFORCEMENT OF PROCEDURE:

Failure to meet the conditions of this procedure may result in revocation of driving privileges, reassignment to a non-driving position, as well as disciplinary action up to and including termination of employment.

8. VEHICLE TYPE AND STANDARDS:

Vehicle Standards:

- a) The Board fleet colour is burgundy/maroon and/or White with burgundy/maroon (depending on the age of the vehicle).
- b) The Board logo will be clearly placed on all Board-owned vehicles, on each side of the vehicle on the door panels of school board vehicles
- c) All vehicles will be clearly numbered and identified by function or location and model year.
- d) Exceptions for special circumstances such as vehicle wrapping may be proved by the Superintendent of Facilities Services.

CROSS – REFERENCES:

Hand-Held (Mobile) Wireless Communication Device – A.31
<http://www.tcdsb.org/board/policies/pages/A31.aspx>

Highway Traffic Act S.78.1 http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90ho8_e.htm

City of Toronto Idle Bylaw
http://www.toronto.ca/health/idling_bylaw.htm

OSBIE Risk Management Advisory for Motor Vehicles
<http://osbie.on.ca/risk-management/advisories/automobile.aspx#advisories>



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE TO COMMUNITY PLANNING AND FACILITY PARTNERSHIPS POLICY B.R.07

“and they put him in custody, until the decision of the Lord should be made clear to them.” – Leviticus 24:12

Created, Draft	First Tabling	Review
September 20, 2019	October 8, 2019	Click here to enter a date.

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

RECOMMENDATION REPORT

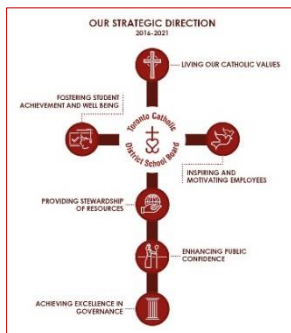
Vision:

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 updating the *Community Planning and Facility Partnerships Policy* to reflect minor edits of content organization and syntax. The Policy has not received major revisions as the Ministry of Education is expected to release updated guidelines that could affect Policy conformity. It is expected that with this release of updates from the Ministry of Education, a subsequent review of the Policy will be required.

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

B. BACKGROUND

1. The *Community Planning and Facility Partnerships Policy* was first approved in January 2007 and was amended in May 2013, February 2014 and May 2016.
2. The Policy amendments (*Appendix 'A'*) proposed reflect minor revisions to content organization and syntax.
3. It is expected that with a forthcoming release of updates from the Ministry of Education a subsequent review and amendment of the Policy will be required and brought to the Governance and Policy Committee for consideration.

C. EVIDENCE/RESEARCH/ANALYSIS

1. The proposed amendments to the policy are minor in nature and intended to provide clarity to the existing policy. There are no significant policy changes proposed at this time.
2. This policy has been amended in consultation with staff from the Communications Departments and Legal Services.

D. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff.

2. Further reports will be brought to Board in accordance with the policy review schedule or sooner if revisions to the associated guidelines are introduced by the Ministry of Education.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The updated policy as approved will be posted on the TCDSB policy register.

F. STAFF RECOMMENDATION

Staff recommends that the Board approve the amendments to the *Community Planning and Facility Partnerships Policy* as outlined in *Appendix 'A'*.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

Date Approved:	Date of Next Review:	Dates of Amendments:
January 2007	May 2019	May 2013 February 2014 May 2016 September 2019
<p>Cross References:</p> <p>Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015.</p> <p>Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015.</p> <p>Pupil Accommodation Review Policy (S.09)</p> <p>H.M. 24 Catholic Equity and Inclusive Education Policy</p>		
<p>Schedule A: Application for Interest in Establishing Community Planning and Facility Partnership</p>		

Purpose:

This Policy has been prepared in accordance with the Ministry of Education’s Community Planning and Partnerships Guidelines (CPPG), March 2015. The purpose of this Policy and its regulations are is to provide direction, and a framework to seek out and support the development of facility partnership opportunities with community partners that are compatible with the Toronto Catholic District School Board’s (Board’s) mandate and Multi-Year Strategic Plan, respect its values and in no way hinder the Board’s ability to achieve its goals and objectives.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

Scope and Responsibility:

This Policy applies to all existing schools and properties of the ~~Toronto Catholic District School Board~~ (the Board), as well as to new construction projects such as new schools and additions. The Director of Education is responsible for this Policy.

Alignment with MYSP:

Living Our Catholic ~~v~~Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

Community partnerships established through the implementation of this Policy may result in a reduction of facility operating costs for the Board. The Board is not expected to absorb additional costs to support facility partnerships. The Board can recover any costs associated with operation, maintenance, administration, renovation and capital improvements (to make space suitable for use by facility partners) arising from the community partnership.

Legal Impact:

The Board could be involved in legal proceedings if community partnerships are not established in accordance with this Policy.

The Education Act requires school boards to maintain a safe learning environment for pupils under its care. The Board must be vigilant in establishing community partnerships to ensure that the safety of students is not compromised.

Policy:



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

The Toronto Catholic District School Board is committed to **equity of opportunity and outcomes for its diverse population of students by creating the best optimal environments for learning.** ~~learning environment in its schools for the elementary and secondary school age population of the City of Toronto.~~ Community partnerships between the Board and community organizations have the potential to reduce facility operating costs and maximize the efficient utilization of Board assets. They also have the potential to improve services and supports available to students. Community partnerships ~~can also~~ **promote equity and inclusion and enhance** ~~between the Board, community partners and the public, and provide a foundation for improved service delivery for communities.~~ The Board will, in accordance with this Policy, endeavor to seek out and support community partnerships that are of benefit to the Board, its students and the wider community.

Principles:

The Board is committed to ~~the~~ **equitable**, responsive, and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board in pursuing and establishing community partnerships.

- i. The Board's primary responsibility is to support and promote student achievement and **wellbeing in a safe, equitable, and inclusive environment.** ~~as well as providing a safe and healthy environment for its students and staff.~~
- ii. Effective community partnerships must respect the core values of each partner.
- iii. The Board will continue to have the authority to make decisions regarding its school facilities and the use of its properties that are consistent with the Education Act.
- iv. This Policy does not prevent the Board from building, renovating or closing schools, or from disposing of surplus assets as necessary.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

- v. Based on criteria contained in this Policy, the Board will have the sole discretion to identify, on an annual basis, buildings and sites that are suitable and available for community partnerships, as well as to determine which future new construction projects may present an opportunity for co-building with community partners.
- vi. The Board will consider, and at its sole discretion determine the eligibility of all potential partners based on criteria contained in this Policy.
- vii. At a minimum, community partnerships will be based on full cost-recovery to the Board.
- viii. The Board will continue to follow Ontario Regulation 444/98 regarding the lease or sale of assets which have been declared surplus.
- ix. This Policy recognizes that facility sharing between publicly funded school boards through co-ownership, lease or other agreements is a priority for the Ministry of Education and school boards; coterminous boards that have priority status under O. Reg. 444/98 shall not be disadvantaged under this Policy.
- x. The Board may choose to enter into a license or joint-use agreement for space that is unused but has not been declared surplus.
- xi. While this Policy focuses on facility based partnerships as opposed to those of a service or program based nature, the Board is encouraged to pursue service/program exchanges that may arise with its facility partners.

Regulations:

1. Identification of Space for Partnership Opportunities

- a) This Policy shall apply to situations in which unused space on all existing school sites or in existing facilities, is to be considered for community partnership purposes. This Policy shall also apply to partnership opportunities involving new construction.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

- b) Based on the Board's Long Term Accommodation Plan (LTAP) and other sources of information available to staff, an annual review of the Board's property assets shall be undertaken to identify underutilized facilities that have suitable spaces for potential partnership opportunities, as well as potential co-building opportunities with respect to new construction.
- c) Locations identified as being suitable for facility partnerships or co-build opportunities shall be subject to Board approval.

2. Partnerships - Underutilized Space

- a) In identifying existing facilities with potential partnership opportunities, the annual review of the Board's assets shall take into consideration, but not be limited to the following factors: site size, school capacity, current and projected enrolment, facility condition, current programming and initiatives.
- b) The following criteria, where applicable, may be considered in determining the suitability of facilities for partnership opportunities. Other criteria may also be considered.
 - i. Facilities that have been at 60% utilization or less for two consecutive years or have 200 or more unused pupil places.
 - ii. Facilities with a 5-year projected utilization rate of 60% or less from the start of the partnership.
 - iii. Ability to identify and create a separate, distinct and contiguous space within the facility, without compromising or detrimentally affecting the remaining space to be used for school programming, and other Board programs or administrative purposes.
 - iv. Facility will not be required for programming purposes or other **Board** uses in the future.
 - v. Identified space can be easily accessed as required without disruption to the existing use of the facility or building.
 - vi. Site constraints and limitations.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

- vii. Compliance with planning controls such as the City of Toronto Official Plan and Zoning By-law (eg. permitted land use, parking requirements, other performance standards).
- c) In addition to identifying underutilized facilities with potential partnership opportunities, the annual review will also provide details regarding the available space at those facilities, such as location and area of space, facility amenities, and required renovations or improvements if needed.

3. Partnerships - New Construction

- a) Construction of new schools, additions and significant renovations may be considered as opportunities for partnerships. Site size, topography and other physical constraints may limit partnership opportunities.
- b) When considering building a new school or undertaking a significant addition or renovation, the Board shall notify potential partners one to three years prior to the potential start date of construction.
- c) To support potential partners in determining the project's suitability for their purposes, the Board shall provide them with sufficient information regarding the project plans.
- d) The Board does not require an identified source of funding or Ministry approval for the project prior to notifying potential partners.
- e) Potential community partners are to be encouraged to notify the Board (by way of letter to the Director of Education) about their proposals or plans to build new facilities.
- f) Partnership opportunities involving new construction shall be evaluated on a case-by-case basis to determine if the partnership is appropriate for, and in the best interests of the Board.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

4. Community Consultation and Notification Requirements

- a) The Board shall hold one public meeting annually to discuss potential partnership opportunities with the public and community organizations. The public meeting may be a dedicated meeting specifically for this purpose, or may be held as part of a regularly scheduled Board meeting.
- b) Additional information meetings may be held by staff and potential partners for purposes of clarification, responding to further inquiries, or to discuss supplementary information.
- c) Results of the annual review of underutilized facilities that have suitable spaces for potential partnership opportunities, as well as potential co-building opportunities with respect to new construction (Regulation 1(b)), will be used as the basis to inform the annual public meeting as well as other meetings between staff and potential partners.
- d) For purposes of community consultation and the annual public meeting, the Board shall create a notification list to include, but not limited to the public sector and community agencies identified below. The Board may, at its discretion, add other entities to the notification list, as well as prioritize the entities that appear on the list.
 - i. Agencies listed under Ontario Regulation 444/98:
 - Co-terminus School Boards
 - City of Toronto
 - Local colleges and universities
 - Provincial Government
 - Federal Government
 - ii. Agencies required under the Ministry CPPG
 - District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s)



POLICY SECTION: BUILDING/PLANT/GROUNDS

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POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

- Public Health Boards, Local Health Integration Networks and Children’s Mental Health Centres
 - Child care operators and government funded organizations (if requested by same)
- iii. Other agencies as approved by the Board
- To be determined, including all relevant charitable non-profit organizations as well as existing local and Board-wide TCDSB partnerships.
- e) ~~For purposes of this Policy, the following organizations are not considered eligible partners:~~
- i. ~~entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, adult education programs similar to those run by the Board, and credit offering entities that are not government funded;~~
 - ii. ~~political organizations;~~
 - iii. ~~others deemed ineligible by the Board.~~
- f) The Board shall notify via email the organizations and agencies on the notification list at least 20 calendar days in advance of the meeting about the location and date of the annual public meeting, and post this information on the Board website for broader public access.
- g) Organizations and agencies interested in being on the Board’s notification list or interested in partnering with the Board for the use of space in existing facilities, or in co-building with the Board, are ~~to be~~ encouraged to contact the Director of Education directly via letter, instead of waiting for the annual public meeting.
- h) For purposes of notification, the Board shall post on its website, information regarding:



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

- i. its intention to build new schools and to undertake significant renovations (to be updated as necessary);
 - ii. unused space in open and operating schools, and in administrative buildings that is available for facility partnerships (to be updated at least annually); and
 - iii. contact information to assist with inquiries related to facility partnerships.
- i) The Board shall inform via email those on the notification list when important information regarding community planning or facility partnerships is updated.
- j) The annual public meeting shall be informed about:
- i. all or a portion of the Board's LTAP;
 - ii. details of any schools or facilities deemed eligible for facility partnerships; and
 - iii. relevant information available on the Board's website, and any supplementary information related to community planning and partnerships.
- k) Potential partners invited to attend the annual public meeting shall be requested to have available for the meeting relevant information such as population projections, growth plans, community needs, land-use and green space/park requirements, as applicable, and shall inform the Board of their plans and needs.
- l) The notification list, those in attendance at the annual public meeting and any information exchanged shall be formally documented by the Board.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

5. Partnership Selection and Proposals

- a) The Board shall consider, and at its sole discretion, evaluate the eligibility of an applicant for purposes of establishing a community partnership with the Board.
- b) Applicants that satisfy the selection criteria in Regulation 5(c) below, are invited to submit proposals for the use of space in existing facilities (as identified by the Board), or for partnering in new construction (co-build) projects. Application forms can be accessed from the Board website. ~~A sample application form is provided as Schedule 'A' to this Policy.~~
- c) The Board shall have full discretion when evaluating applicants and in assessing their compatibility and suitability for a community partnership with the Board. Evaluation of submissions shall be based on how well the proposal satisfies the selection criteria below.

The community partner/partnership shall:

- i. respect the values of the Board and the Catholic faith, expressions and symbols;
- ii. support the health and safety of students and staff;
- iii. support the student achievement strategy of the Board;
- iv. be compatible with the host facility and the Board;
- v. not interfere with the day-to-day operations and activities of the host facility and the Board;
- vi. not be a competing education service provider;
- vii. at a minimum, be based on full cost-recovery to the Board;
- viii. provide financial statements showing financial viability of its organization;
- ix. agree to operate in accordance with Board policies;
- x. enter into a lease, license, or joint-use/partnership agreement with the Board;



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

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- xi. agree to all staff working on Board premises being subject to a criminal background check;
- xii. if it is the City of Toronto, provide population projections, growth plans, community needs, land-use and green space/park requirements.

d) For purposes of this Policy, the following organizations are not considered eligible partners:

- i. **entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, adult education programs similar to those run by the Board, and credit-offering entities that are not government-funded;**
- ii. **political organizations;**
- iii. **others entities deemed ineligible by the Board.**

e) The Board may, at its discretion, consider both, for-profit and non-profit entities.

f) A report shall be prepared for the consideration of Trustees, which summarizes partnership applications and evaluation, and provides recommendations on whether or not to proceed with a partnership.

6. Cost Recovery

a) Based on cost-recovery, fees charged to partners for the space they occupy shall, at a minimum, cover operating costs, capital costs, administrative costs including legal fees, and property taxes (if applicable).

b) Costs for minor renovations and capital improvements required as a result of making space suitable for use by facility partners, such as those associated with obtaining municipal approvals, the enhancement of student safety and the provision of appropriate washroom facilities, shall be borne by partners.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

- c) With respect to new construction or co-building, facility partners shall be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space.

7. Partnership Agreements

- a) The Board shall provide clear instructions to potential facility partners regarding their rights and responsibilities as tenants, including maintenance standards where applicable, and the Board's user policies, such as accessibility and inclusiveness policies.
- b) With respect to new construction or co-building partnerships, partnership agreements cannot be finalized until both the Board and co-build partners have an approved source of funding.
- c) The successful partner shall be expected to enter into appropriate agreements for the use of space within Board facilities. The Board shall ensure that all legal agreements protect its rights and respect the Education Act.

Definitions:

Coterminous Board

Refers to the Toronto District School Board, Conseil scolaire de district catholique Centre-Sud, or Conseil scolaire Viamonde.

Co-build/Co-building Partnership

Refers to a legally binding arrangement between, and of mutual benefit to, the Board and a public sector or community agency/organization, in which the Board and other public sector or community agency/organization proportionately share in the cost of new construction or significant renovations/capital improvements. Common areas are to be cost-shared on a proportional basis.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Facility

Any vacant site, or site upon which a school and/or administrative building is situated, that is owned and operated by the Board.

Facility/Community Partnership

Refers to a legally binding arrangement between, and of mutual benefit to, the Board and a public sector or community agency/organization, with respect to the use of underutilized Board owned/operated facilities.

Notification List

Refers to a list of potential organizations with which the Board could establish partnerships, including but not limited to public sector (Municipal, Provincial, Federal) and community agencies, that would be used for notification purposes for community consultation and the annual public meeting. This list would include those organizations identified in Ontario Regulation 444/98.

Utilization/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:

The effectiveness of the policy will be determined by measuring the number of suitable partnerships the Toronto Catholic District School enters prior to the next review of this policy.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON FOOD & BEVERAGE POLICY S.M.08

“Here is what I have seen to be good and fitting: to eat, to drink and enjoy oneself in all one’s labour.”

Ecclesiastes 5:18

Created, Draft	First Tabling	Review
September 30, 2019	October 8, 2019	

J. Charles, Manager Purchasing, Materials Management
 D. Reid, Sr. Coordinator, Material Management
 P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

Vision:

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

Mission:

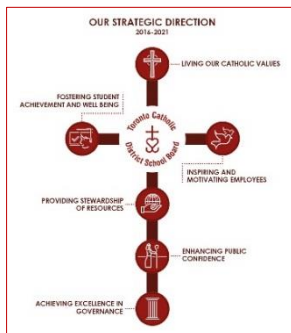
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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 reviews and proposes revisions to the Food and Beverage for Sale in Schools Policy S.M.08 in order to better align with Ministry of Education policies, and as required by the Policy Review Calendar.

This report recommends the Governance and Policy Committee recommend to the Board of Trustees approval of the revised Food and Beverage for Sale in Schools Policy S.M.08.

B. PURPOSE

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

C. BACKGROUND

1. The Food and Beverage Sold in Schools Policy S.M.08 approved in January 2015 requires a review as per the Annual Policy Review calendar.
2. Changes to this policy reflect current practice and alignment with related Ministry of Education policies, i.e. Program Policy 150.
3. This report contains amendments to the Food and Beverage Sold in Schools Policy arising from consultation with staff from Facilities, Communications, Field Superintendents, Materials Management and Legal Services.

D. EVIDENCE/RESEARCH/ANALYSIS

The changes made to the policy reflect changes and updates from the Ministry of Education.

E. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB policy register.

F. STAFF RECOMMENDATION

That the Governance and Policy Committee recommend to the Board of Trustees approval of the proposed revisions to the Food and Beverage for Sale in Schools Policy S.M.08 provided in Report Appendix A.



POLICY SECTION: Students
SUB-SECTION: Miscellaneous
POLICY NAME: Food and Beverage Sold in Schools
POLICY NO: S.M. 08

Date Approved: January 29 th , 2015	Date of Next Review:	Dates of Amendments: December 1987; September 1981; May 1967; March 1966; January 2015
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Cross References

Policy Program Memorandum 150: School Food and Beverage Policy
 Ministry of Education Nutritional Standards for Ontario Schools
 Ministry of Education School Food and Beverage Policy Resource Guide
 Education Act Part XIII.1 Nutritional Standards
 Ontario Regulation 200/08 “Trans Fat Standards”
 Online learning Modules at <http://healthy.apandrose.com/>
 Ministry of Education Quick Reference Guide www.ontario.ca/healthyschools
 EatRight Ontario (ERO) www.ontario.ca/eatright
www.UnlockFood.ca
Ministry of Education Online learning Modules at <http://hs.curriculum.org/sb/>
 Institute for Catholic Education Resource Curriculum Links Between the Ontario Curriculum, Grades 1-8 Health and Physical Education and Fully Alive Program, Ontario
 S. M. 04 Fund Raising in Schools
~~S. M. 15 Anaphylaxis~~ **S.M. 17 Prevalent Medical Conditions**
 Sabrina’s Law, An Act to Protect Anaphylactic Pupils, 2005
PPM 161- Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools.

Appendix A— PPM 150 and Ministry of Education Nutritional Standards for Ontario Schools



POLICY SECTION: Students
SUB-SECTION: Miscellaneous
POLICY NAME: Food and Beverage Sold in Schools
POLICY NO: S.M. 08

Purpose

The health and well-being of all students of the TCDSB is foundational to all children realizing their full potential, consistent with our Catholic Graduate Expectations and it is a key priority for all schools of the board. Consistent with our Catholic Social Teaching and the papal encyclical *Centesimus Annus (1996)*, this policy has a foundation in the tenet that, “*Our environmental ‘common goods’ are not only available for careful use and enjoyment today, but are held in trust for the use and enjoyment of future generations.*” Educating students on healthy active living practices and social responsibility in our eating habits is critical. Schools can teach students by modelling good choices and responsible practices. This policy identifies the nutritional standards for food and beverages sold in all schools of the TCDSB, in alignment with Ministry Policy Program Memorandum 150.

Scope and Responsibility:

This policy applies to all schools of the TCDSB. The Director of Education is responsible for this policy.

Alignment with MYSP:

Student Achievement and Well-Being
Living Our Values

Financial Impact

There is no notable financial impact (positive or negative) to ensuring schools are selling and promoting nutritionally sound food choices.

Legal Impact

There is no notable legal impact (positive or negative) to ensuring schools are selling and promoting nutritionally sound food choices.



POLICY SECTION: Students
SUB-SECTION: Miscellaneous
POLICY NAME: Food and Beverage Sold in Schools
POLICY NO: S.M. 08

Policy

Food and beverages are permitted to be sold to pupils in Toronto Catholic District School Board schools and should promote and sustain a healthy school environment in which students have the ability to achieve to their full potential. The nutritional value of such sustenance must be consistent with the development of sound health habits and align with all relevant Ministry of Education directives.

Regulations

1. All food and beverages sold in all venues (for example, cafeterias, vending machines, tuck shops), through all programs and at all events are subject to the scope of this policy.
2. The TCDSB Physical Education and Health Department will support the inservicing and distribution of educational materials for both staff and students to support implementation of this policy.
3. a) All food and beverages sold on school premises for school purposes must comply with the Ontario Nutritional Standards found in the appendix to Program Policy Memorandum 150.
b) The standards do not apply to food and beverages that are:
 - i) offered in schools at no cost
 - ii) brought from home or purchased off school premises and not for resale in schools
 - iii) available for purchase during field trips off school premises sold in schools for non-school purposes (e.g., sold by an outside organization that is under a permit).
 - iv) sold for fundraising activities that occur off school premises
 - v) sold in staff rooms to staff



POLICY SECTION: Students
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4. Schools of the TCDSB are encouraged to:
 - a) choose Ontario food and beverages first (e.g., offer Ontario grown and/or produced food and beverages when available and practical),
 - b) be environmentally aware (e.g., reduce food waste, reuse containers, recycle food scraps),
 - c) avoid offering food and beverages as a reward or incentive for good behavior, achievement or participation,
 - d) ensure that drinking water is freely available and accessible throughout the school day, and
 - e) ensure that all foods sold in a TCDSB school is reasonably priced.
 - f) choose products from industries which do not mis-treat animals and respect the bounty of God's creation.
 - g) to limit the selling of **G**enetically **M**odified **F**oods, where possible.
 - h) to purchase fair trade products where possible.

5. That schools should not distribute or sell bottled water in alignment with our Bottle Water Free zone vision for the Board.

6. a) Schools shall sell ~~the most (equal to or greater than 80%)~~ **80% or more** of products found within the Nutrition Standards for Ontario Schools, that fall within **the "Sell Most"** ~~that~~ category (per PPM 150, Appendix A)
 - b) Schools shall sell ~~less (equal to or less than 20%)~~ **20% or less** of products found within the Nutritional Standards for Ontario Schools, that fall within **the "Sell Less"** ~~that~~ category (per PPM 150, Appendix A)
 - c) Schools Products not permitted for sale are also found within the Nutritional Standards for Ontario Schools appendices, and are those foods and beverages that generally contain few or no essential nutrients and/or contain high amounts of fat, sugar and/or sodium.



POLICY SECTION: Students
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- d) When assessing the food and beverage choices offered for sale, all food choices are assessed together, all beverage choices are assessed together and food choices are assessed separately from beverage choices.
- e) There are separate standards for elementary and secondary schools as to limits on serving sizes and limitations on particular items (e.g., coffee, tea, sports drinks).
7. The school principal may designate up to 10 days (or fewer) as “special event days”. On such days, the school would be exempt from the nutritional standards. School principals must consult with the school council, and are encouraged to consult with students, prior to designating special-event days.
8. TCDSB Policy S. M 15 Anaphylaxis must be enforced in the application of this policy.
9. Schools are highly encouraged to implement **S**tudent nutrition **P**rograms (healthy breakfast / snack programs) to ensure all students are ready to learn.
10. School staff will also work with parents and guardians, encouraging and educating them regarding healthy, nutritious eating. Schools can assist through school communication tools and through modelling.
- 11.a) All elementary students will receive nutrition education within the Physical Education Curriculum (Grades 1-8), Healthy Living Strand.
b) All secondary school students will receive nutrition education within Physical Health Education courses, and other relevant areas of the curriculum, as they develop decision making skills, in keeping with the Catholic Graduate Expectations.



POLICY SECTION: Students
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POLICY NO: S.M. 08

12. Every effort will be made to promote strategies to involve students, families, parish and the community in healthy eating education, and in endorsing and sustaining a healthy school nutrition and well-being environment, consistent with TCDSB strategic priorities.

Definitions

Healthy Eating

Eating adequate portions to provide the body with all the nutrients required. Students' physical, mental and social well-being will be strengthened through regular implementation of healthy eating habits.

Nutritional Standards for Food

All food sold in schools must meet the standards set out in Ontario Regulation 200/08, "Trans Fat Standards", made under the Education Act. PPM 150 also provides Nutrition Standards criteria for three categories: Sell Most, Sell Less and Not Permitted for Sale.

Maximum Nutritional Value

Foods which meet or exceed the PPM 150 Nutritional Standards

Metrics

1. Central staff will review the results of the school climate surveys administered to ascertain student perceptions regarding matters of their well-being.
2. Special event day templates will be completed by schools in order to track the number of special event days occurring at each school throughout the year.



POLICY SECTION: Students
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3. Curriculum-linked learning and assessment related to healthy active living will be infused into the classroom to help reinforce and support the healthy eating messages in the policy and promote changes to a school environment that support the selection of nutritional foods.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

POLICY ON STUDENT AND PROGRAM ASSESSMENT S.P.13 AND APPENDIX A S.P.13 OPERATIONAL PROCEDURES

If a king judges the poor with equity, his throne will be established forever. Proverbs 29:14

Created, Draft	First Tabling	Review
September 25, 2019	October 8, 2019	Click here to enter a date.
Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education		

RECOMMENDATION REPORT

Vision:

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

Mission:

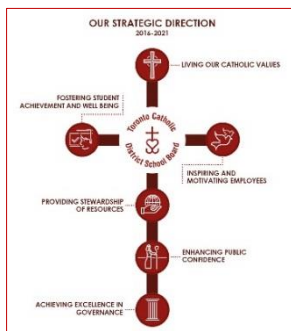
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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 Policy on Student and Program Assessment S.P.13 and Appendix S.P.13 Operational Procedures to conform to current practice and policies.

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy on Student and Program Assessment S.P.13 was first approved in 1996 and was last amended August 2015. It was due for review May 2019.
2. Changes to this policy reflect current practice and alignment with the following documents:
 - Ontario Ministry of Education Policy: Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, First edition, Covering Grades 1 to 12, 2010;
 - Ontario Ministry of Education Policy: Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the following departments:

- Student Success
- Curriculum, Leadership and Innovation
- Equity, Diversity Indigenous Education
- Special Services
- Communication
- Legal Services

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. STAFF RECOMMENDATION

Staff recommends that the revised policy on Student and Program Assessment S.P.13 (**Appendix A to the Report**) and S.P.13 Operational Procedures (**Appendix B to the Report**) be adopted.



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: Student and Program Assessment
POLICY NO: S. P. 13

Date Approved:
August 27, 2015

**Date of Next
Review:**
May 2019

Dates of Amendments:
1996; 2006; 2015, **2019**

Cross References:

- Ontario Ministry of Education Policy/Program Memorandum No. 155: Diagnostic Assessment in Support of Student Learning, January 2013
- Ontario Ministry of Education Policy: Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, First edition, Covering Grades 1 to 12, 2010;
- **Ontario Ministry of Education Policy: Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016**
- TCDSB Assessment for Learning, Assessment & Evaluation of Student Achievement in Catholic Schools, Intermediate and senior Divisions Grades 9 – 12, Policy 2005
- **H.M. 24 Catholic Equity and Inclusive Education Policy**
- **Learning for All, 2013**
- **Special Education in Ontario K-12 Policy and Resource Guide, 2017**
- **Effective Educational Practices for Students w/ ASDs, A Resource Guide, 2007**
- **Accessibility for Ontarians Act, 2005**

Consolidated:

TCDSB Policy P. 01 Reporting to Parents

Appendix A – S.P. 13 Operational Procedures



POLICY SECTION:	Students
SUB-SECTION:	Programs
POLICY NAME:	Student and Program Assessment
POLICY NO:	S. P. 13

Purpose:

Each student is a child of God and the purpose of assessment, evaluation and reporting is to support each child in fulfilling his/her God-given potential, according to **his/her** ~~their~~ interests, abilities and goals. This primary purpose of Catholic Education is found in the common vision and focus of the Ontario Catholic School Graduate Expectations which assist students in the acquisition of the expectations contained in the Ontario Curriculum. This policy outlines how the results of assessment and evaluations will be reported to students, parents, and other stakeholders to provide appropriate feedback on proficiency and progress in an accurate, relevant and accountable manner.

Scope and Responsibility:

The policy extends to students while in attendance at TCDSB day schools, while in Continuing Education, while involved in e-learning and/or while engaged in other TCDSB learning environments. The Director of Education, supported by Supervisory Officers, Principals and Teachers, is responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Fostering Student Achievement and Well-being

Enhancing Public Confidence

Financial Impact:

Generally there is no financial impact associated with this policy.

Legal Impact:

The Ontario Ministry of Education requires school boards to implement its student assessment and evaluation policy, allowing for flexibility of boards to develop some



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locally focused guidelines and implementation strategies. Failure of a school board to implement the policy on assessment, evaluation and reporting of student achievement would be a contravention of the Education Act.

Policy:

The primary purpose of Catholic Education is to assist all students, ~~regardless of age,~~ to develop the fullness of humanity of which our Lord Jesus Christ is the model. The TCDSB is committed to student assessment, evaluation and reporting that is comprehensive, valid, informative, equitable, ethical, collaborative, and redemptive in nature and focused on the pursuit of enabling students to reach their potential as 21st century learners. Effective student assessment and evaluation in TCDSB will provide educators with the information needed to improve student learning and the effectiveness of programs. TCDSB Operational Procedures on assessment, evaluation and reporting practices provide direction to schools of the board in the development of their local plans, consistent with TCDSB policies and *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, (2010)* and *Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016*.

Regulations:

- 1) Assessment, Evaluation and Reporting practices at TCDSB will be consistent with our Catholic beliefs and values, and will support the delivery of a distinctly Catholic curriculum, respect the worth and dignity of students and challenge them to reach their potential.



POLICY SECTION: Students
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- 2) The foundation for the implementation of this policy is ~~the Assessment, Evaluation and Reporting Operational Procedures.~~ ***Growing Success: Assessment, Evaluation and Reporting in Ontario, Covering Grades 1 to Grade 12, 2010 and Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016***
- 3) In alignment with Ministry requirements and TCDSB protocol, each school will ~~develop an Assessment, Evaluation and Reporting Action Plan connected to their School Learning Improvement Plan (SLIP) that will guide the implementation and regular review of these Policies and Procedures.~~ **follow this Student and Program Assessment Policy.**
- 4) Assessment and evaluation of student achievement must include a variety of strategies so that students, regardless of their special needs and learning styles, are given an opportunity to demonstrate their progress and achievement, and allow for the information gathered by teachers to be used for assessment as, of and for learning. **As outlined in *Growing Success as well as in the Special Education in Ontario K-12 Policy and Resource Guide 2017 and Effective Educational Practices for Students with ASDs, A Resource Guide, 2007,* Where required, modifications and accommodations shall be provided in accordance with a student’s Individual Education Plan (IEP). In addition, assessment materials must comply with the section entitled “Accessible Information in Education” in the *Accessibility for Ontarians with Disabilities Act, 2005.***
- 5) **In accordance with *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, Covering Grades 1 to 12, 2010 and Growing Success: The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016,* the following will be the evaluation and reporting structure for ~~grades 1–~~ **Kindergarten to Grade 12:****
- i. **For Kindergarten, at the end of each reporting period, educators will use the appropriate template to communicate information about the child's learning in three categories: *Key Learning, Growth in Learning, and Next Steps in Learning.***



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- ii. For Grades 1 – 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades, with the exception of Religion which is reported solely through teacher comments.
 - iii. For Grades 7 to 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.
 - iv. For Grades 9 to 12, a final grade (percentage mark is recorded for every course. ~~based in accordance with the policy in Growing Success – Evaluation.~~
- 6) Outside of the standard reporting cycles at TCDSB, information about assessment and evaluation activities will be communicated regularly to students and parents.
- 7) The principal **will use a variety of modalities to communicate the TCDSB assessment, evaluation and reporting procedures.** ~~will publish, using a variety of modalities, an overview of the assessment, evaluation and reporting procedures used at the school.~~
- 8) In the assessment or evaluation of a student’s work, should the teacher discover elements of cheating or plagiarism, the teacher will determine the most appropriate response, taking the following into consideration:
- i. The particular student circumstances (e.g., mitigating factors like student age and/or maturity etc.); and



POLICY SECTION: Students

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- ii. The nature and severity of the cheating and plagiarism. (*See Section D of Operational Procedures*)
- 9) Students shall be provided with multiple opportunities to demonstrate achievement of curriculum expectations. Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of learning skills and work habits. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late assignment. (*See Section E of Operational Procedures*)
- 10) Assessment and evaluation tools shall be free of bias. Leadership and professional development opportunities to build capacity and ensure the use of effective, bias-free assessment and evaluation strategies and tools will be provided.
- 11) Assessment and evaluation practices will continually be refined and include professional learning opportunities for staff members in schools.
- 12) Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.
- 13) Superintendents of Education will be responsible for the provision of instruction for teachers in student evaluation techniques and for the development of skills to conduct teacher-parent conferences.
- 14) All schools will schedule times for parent-teacher conferences to discuss their children's academic achievement.



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Definitions:

Accommodation

Accommodation is used to refer to the “unique teaching and assessment strategies, human supports, and/or individual equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.”

Achievement

Achievement refers to the learning and skills that students are able to demonstrate.

Accommodations:

The special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade level or course.

Assessment

The process of gathering and recording information, from a variety of sources, over time, that accurately reflects how well a student is achieving the curriculum expectations in a subject or course, as well as providing students with descriptive feedback to guide their improvement.

Bias

Bias refers to an inaccurate and limited view of the world, a given situation, or individuals or groups. A bias against or towards members of a particular cultural, racial, religious, or linguistic group can be expressed through speech, nonverbal behaviour, and written and other materials.



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Continuous Assessment:

Essential to the provision of Special Education programming is the continuous assessment and evaluation of specific educational objectives and special services provided to meet the needs of each exceptional pupil.

Diagnostic Assessment

Assessment that is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations.

Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Evaluation

The process of collecting and interpreting evidence for the purpose of summarizing and judging the quality of student learning on the basis of established criteria and assigning a value to represent the quality.

Judgement

Judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Modification

Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.



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Plagiarism

The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.

Reporting

Reporting is the process of communicating the results of assessment and evaluation to students and parents/guardians.

Universal Design for Learning (UDL):

A teaching approach that focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of age, skills, or situation.

Evaluation and Metrics:

1. All academic superintendents will support the implementation and oversee the compliance of the policy and its related operational procedures.
2. Assessment and evaluation information (both school and system) will be used to inform Multi-Year Strategic Plan and the Board Learning Improvement Plan, **and the School Professional Learning Plan.**
3. The TCDSB Data Integration Platform will be used to support the school and system in monitoring its progress against all stated goals and will be a source for all assessment data.
4. Per **Ontario Regulation 612/00, subsection 19(1) 3, the Board will solicit the view of school councils on Board** ~~.19. (1) 3, local schools share Board and School action plans for improvement based on EQAO reports on the results of tests of pupils.~~

S.P. 13 OPERATIONAL PROCEDURES

The primary purpose of assessment and evaluation is to improve student learning. The Ministry of Education Growing Success document (2010) identifies Seven Principles of assessment and evaluation that will ensure that assessment, evaluation and reporting are valid and reliable.

Teachers will use practices and procedures that:

- i) Are fair transparent, and equitable for all students
- ii) Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;
- iii) Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students;
- iv) Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- v) Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- vi) Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- vii) Develop students' self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning.

Teachers will use a variety of criteria for the evaluation, assessment and reporting of student achievement as prescribed by the TCDSB Procedural Guideline for Student Assessment, Evaluation and Reporting.

The following criteria, consistent with the principles of Assessment, Evaluation and Reporting will be applied to ensure appropriate assessment practices:

a) Criteria for Student Assessment, Evaluation and Reporting Practices

- i. Assessment and evaluation practices must honour and respect the worth and dignity of each student and challenge students to realize their potential.
- ii. Since assessment and evaluation must be an integral part of the teaching and learning process, assessment and evaluation activities must be ongoing and timely.
- iii. Assessment and evaluation activities and methods must aim to gather information that can be used for diagnostic, formative, and summative purposes.
- iv. Assessment and evaluation must draw upon a variety of methods so that students, regardless of their special needs and learning styles, are given an opportunity to demonstrate their progress and achievement.
- v. Assessment and evaluation activities and methods must collect information on a range of knowledge, skills, attitudes, and values; they must assess both the process and product(s) of learning.
- vi. The assessment and evaluation methods used must be appropriate for the information required and the instructional approaches used.
- vii. Assessment and evaluation practices must be free of bias and must take into account factors and/or circumstances that affect student performance.
- viii. Assessment practices must encourage and include opportunities for student self-assessment. Opportunities for peer assessment should also be included.
- ix. Assessment and evaluation must be appropriately criterion-referenced, or self-referenced, in keeping with the purpose of the assessment or evaluation.
- x. Assessment and evaluation practices may include both individuals and groups.
- xi. Information about assessment and evaluation activities must be communicated regularly to students and parents. The information should

include the purpose of the assessment and evaluation; the criteria used, which should be communicated to students in advance of the assessment and evaluation; and the results obtained.

- xii. Reporting procedures must meet the needs of students, parents, and other stakeholders.
- xiii. Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of learning skills and work habits. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late assignment. (See section e) of the Operational Procedures)

b) Criteria for Program Assessment

- i. Assessment practices must support the delivery of a distinctively Catholic curriculum.
- ii. Assessment practices must allow for ongoing program review at the school and system levels.
- iii. Assessment activities must aim primarily to effect improvements in programs and student learning progress, and must include action plans for undertaking such improvements.
- iv. The purposes and outcomes of assessment initiatives must be clearly defined and understood by all those involved in the assessment.
- v. The procedures, methods, and approaches used in the assessment activity must be appropriate for the purposes of the assessment and responsive to community needs.
- vi. Assessment activities must be supported by those involved, or having a stake, in program assessment.
- vii. Assessment practices must include the use of an appropriate variety of assessment methods.
- viii. Assessment practices must include provision for students with special needs, including accommodation and modification.

c) Guidelines for Course Weightings

The Ontario Curriculum for Grades 1 to 12 comprises Content Standards (the curriculum expectations) and Performance Standards (outlined in the Achievement Chart). The Achievement Chart provides a common framework

to guide the development of high-quality assessment tasks and help in the planning of instruction, as well providing a basis for consistent feedback and performance standards. The categories of knowledge and skills are as follows:

- a) **Knowledge and Understanding:** subject specific content acquired in each grade;*
- b) **Thinking:** The use of critical and creative thinking skills or processes;*
- c) **Communication:** the conveying of meaning through various forms;*
- d) **Application:** The use of knowledge and skills to make connections with and between various contexts.*

The achievement chart also identifies four levels of achievement, which are identified by specific qualifiers to help describe what constitutes student performance at each of the four levels of achievement.

The relative emphasis/weightings of the categories in the Achievement Chart will apply to all credit granting courses and be guided in accordance with the following listed in priority order:

- i. For all courses in all subject areas across the TCDSB the relative emphasis/weightings of any of the four categories must not exceed 40 out of the possible 70 marks (57.14%) nor fall below 10 out of the possible 70 marks (14.28%) for the student reported course evaluation;
- ii. Subject to section (i) above, Senior staff and/or principals, in collaboration with the respective subject department heads, may further refine the upper and lower limits or establish specific relative emphasis/weightings of any of the four categories for any course and such limits will apply to all;
- iii. Subject to (i) and (ii), at the school or department level further refining of the upper and lower limits may take place to establish more specific relative emphasis/weightings of any of the four categories; in such cases, the limits must apply to all sections of the particular course.
- iv. The relative emphasis/weightings of the categories in the Achievement Chart for all courses at a school once finalized will be published and

accessible to students and parents in September and stay in effect for the full school year until the annual review.

d) Cheating and Plagiarism

In considering the most appropriate response to address cheating and plagiarism, the following must be taken into consideration:

- i. the particular student and circumstances (e.g., mitigating factors like student age and/or maturity etc.); and,
- ii. the nature and severity of the cheating and plagiarism.

In the event that a student chooses to cheat or submit a plagiarized assignment for evaluation, the teacher, using professional judgement, will determine which, if any, of the following consequences may be an appropriate response to the specific incident of cheating and/or plagiarism:

Grades 1 to 8

- reprimand;
- assignment of reflection activity/think paper;
- provision for alternative assignments or tests where, in the teacher’s professional judgement, it is reasonable and appropriate to do so;
- parent notification;
- conference with the parent and student; or,
- referral to a school administrator.

Grades 9 to 12

It is recognized that students in Grades 9-12, depending on any mitigating circumstances, should be increasingly more aware of the serious nature of cheating and/or plagiarism. While in some instances of cheating/plagiarism a reprimand, assignment of reflection activity or provision of alternative assignments might be an appropriate response, there will likely be a need for greater consequences for older and more mature students. If, in the professional judgement of the teacher, and in consultation with the appropriate Department Head and/or school administrator, there is evidence of cheating and/or plagiarism of a more serious nature teachers may:

- deduct marks, up to and including the full value of the assignment;

- request a meeting with the student and parent, if appropriate;
- request documentation to be kept by school administration.

Repeated or particularly grievous incidents of cheating and plagiarism, as determined by school administration, may result in the suspension of the student.

Recognizing the unique nature of all our school communities schools will develop and publish, either in a student agenda, course information sheet or principal letter to students and parents the procedure and process that they will follow in dealing with cheating and plagiarism in the evaluation process. This locally developed procedure and process will be in effect in all classes of the school.

e) Late and Missed Assignments

Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

- i. While absences and lates significantly impact on student achievement, attendance and punctuality are learning skills and will not be used to determine the student's grade.
- ii. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late evaluation.
- iii. In the case of late or missing evaluations, an "incomplete" will be reported until such time as the teacher determines that the final due date has passed and the expectation cannot be met. At that point, generally at the end of the course, the mark becomes a zero.
- iv. It is the responsibility of the student to explain to the teacher the reasons for late and missed demonstrations of achievement and undertake actions prescribed by the teacher to provide alternative demonstrations of achievement.

- v. It is the responsibility of the teacher to assist students with poor Learning Skills such as poor time management and organizational skills in the prevention of late and missed assignments, including communication with students and parents on appropriate strategies.
- vi. For mid-course evaluation, calculations will be based on the student's term evaluations. The teacher will judge the extent to which the student has demonstrated achievement of the course expectations in each of the four categories and will assign a percentage to represent the student's most consistent overall achievement.
- vii. If a student has missed one or more evaluations and an "incomplete" has been recorded to indicate that evaluation is incomplete, the teacher will review the student's progress and consider: whether the student demonstrated achievement of the expectations on the missed evaluations through other evaluations deemed appropriate by the teacher; the student's most consistent level of achievement on the completed evaluations with particular emphasis on those which are more recent; the student's motive or reason for the missed evaluations.
- viii. If, in the teacher's professional judgment, the student has demonstrated achievement of the missed expectations through other assessments; the teacher will determine that sufficient evidence has been provided to make a valid evaluation of student achievement. The teacher will determine the student's level of achievement based on this evidence.
- ix. If, in the teacher's professional judgment, the student has not demonstrated achievement of the missed expectations through other evaluations and/or the student's motive or reason for the missed evaluations is unsatisfactory, the teacher will determine that insufficient evidence of achievement has been provided to make a valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations and will use professional judgment to adjust the level and corresponding percentage to reflect the lack of demonstrable evidence of achievement.

- Missing assignments and assessments should be recorded as “P” for “incomplete”.
 - If these affect the student’s percentage grade, use the comment “This mark reflects incomplete assignments” on the report card.
- x. At mid-term reporting, or at any other reporting period prior to the final grade, a teacher will be provided with two grades to present to the student and/or parents.
- The true running average - This will calculate the mark translating all of the incompletes into zeros.
 - The running average - This will omit the incompletes. It will indicate the potential mark if the incompletes are completed at a level equivalent to the completed assignments.
- xi. For the final grade, barring extenuating circumstances and the teacher’s professional judgment, all incompletes will be translated to zero. The mark appearing on the report card will reflect the true running average.

~~Recognizing the unique nature of all our school communities schools will develop and publish, either in a student agenda, course information sheet or principal letter to students and parents the procedure and process that they will follow in dealing with late and missed assignments in the evaluation process. This locally developed procedure and process will be in effect in all classes of the school.~~

All schools will communicate to students and parents procedures dealing with late and missed assignments as reflected in *Growing Success*. This may be done through the use of any of the following: student agenda, course information sheet, principal letter, or school website.

f) Determining Lower Limits of Marks

For Grades 7 and 8, teachers will use the codes “P” (Insufficient evidence) or “R” (Remediation required) to indicate when student achievement has fallen below 50%. See *Growing Success*, p.42 for detailed meaning and use of these codes. Through consultation with parents, strategies to address the student’s specific learning needs will be developed in order to support the student in achieving success in his or her learning.

For students in Grades 9 to 12 the final report percentage mark (0 to 100%) assigned on the final report card will reflect the student's actual achievement in the course as determined by the classroom teacher. Note that the mark on any student's first report (or second report in non-semester schools) does not reflect the complete achievement to be calculated on the overall student expectations for any course the report mark may not be lower than 35%. In the case of Grade 9 or 10 courses a Ministry of Education approved code of "I" or "R" may also be used.

50% is the passing grade for a course. For students whose achievement has fallen below 50%, it is expected that clear and ongoing communication with the student and his/her parents (where appropriate) regarding ways to support success in learning has occurred. It is further expected that, when appropriate, collaboration with Guidance Counsellors, Student Success teachers and school administration has also taken place as a means of supporting the student.

g) Course Failure

- i. A course is deemed to be unsuccessfully completed if achievement is below 50%.
- ii. The school should establish a consistent and publicized minimum attendance percentage. Unexcused absence from or absence of that percentage of summative evaluation may result in failure or removal from the course by the Principal if the expectations cannot be met in an acceptable alternative way.
- iii. Students with persistent lates, absence or non-submissions are to be referred to the administration, guidance.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE TO GOVERNANCE POLICY T.20

For the kingdom is the Lord's And he rules over the nations – Psalm 22:28

Created, Draft	First Tabling	Review
September 30, 2019	October 8, 2019	Click here to enter a date.
Paul Matthews, General Legal Counsel		
RECOMMENDATION REPORT		

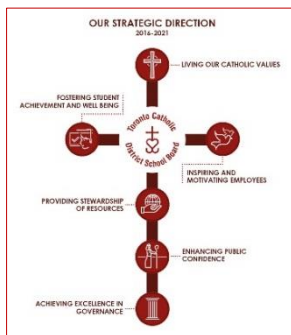
Vision:

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 identifies and recommends that the *Governance Policy*, Policy T.20 be updated as proposed in Appendix A to conform to current practice and policies.

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 and Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Policy on Policy was first approved in June 2015 and has not been amended since.
2. Changes to this policy align with current guidelines, industry best practices and other Board policies.
3. All stakeholders must have confidence in the governance of the Toronto Catholic District School Board.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This policy has been amended in consultation with staff from the Facilities and Communications Departments, Field Superintendents and Legal Services.
2. The proposed amendments to the policy are minor in nature and intended to provide clarity to the existing policy. There are no significant policy changes proposed at this time.

E. METRICS AND ACCOUNTABILITY

1. The Board is kept informed through professional memberships in various governing bodies and associations.

2. Recommendations in this report will be monitored by policy development staff.
3. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

1. The Board of Trustees and Senior Management are updated on all changes to legislation, professional standards and requirements at the first opportunity.
2. The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommends that the revised Governance Policy T. 20 as revised in Appendix A be adopted.



POLICY SECTION: Trustees

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T.20

Date Approved: June 11 th , 2015	Date of Next Review: 2019	Dates of Amendments:
<p>Cross References: T. 04 Trustees Code of Conduct M. 01 Meta-Policy Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities, (O.E.S.C. 2014) (O.E.S.C. 2018) The Education Act R.S.O. 1990, c.E.2</p>		

Purpose

In order for the Toronto Catholic District School Board to achieve its stated mission to be an inclusive learning community rooted in the love of Christ, educating students to grow in grace and knowledge so as to lead lives of faith, hope and charity, it is necessary for the Board to have policies and practices which are faithful to that mission and which represent good governance. Governance provides a framework and a process for the allocation of decision making powers.

Scope and Responsibility

This policy extends specifically to Trustees and the Director of Education, but has implications for how all decisions of the TCDSB are made. The Director of Education is responsible for this policy.



POLICY SECTION:	Trustees
SUB-SECTION:	
POLICY NAME:	Governance
POLICY NO:	T.20

Alignment with MYSP

Achieving Excellence in Governance
 Strengthening **Enhancing** Public Confidence
 Living Our **Catholic** Values
Fostering Student Achievement and Well-Being
Providing Stewardship of Resources
Inspiring and Motivating Employees

Financial Impact

One of the more crucial tasks that the Board of Trustees undertake is the process of budget development. The decisions made must reflect the available funds and reflect the Board's vision. The most significant requirement set out in the *Education Act* is that the Board must submit a balanced budget.

Legal Impact

The *Education Act* sets out ~~denominational rights~~ the duties and powers of Catholic school boards. There is potential liability if the Board intentionally or inadvertently acts beyond the scope of its legal authority. To reduce the risk of liability, school boards need clear and accessible policies. It is also notable that the Director of Education has a statutory obligation to bring attention to the Board of Trustees any act or omission by the Board of Trustees that may result in or has resulted in a contravention of the *Education Act*, regulation, guideline or Board policy.

Policy

The school board is a distinct corporate entity. The TCDSB Board of Trustees will act upon powers provided to them through the *Education Act*. Specifically, the Board of Trustees is responsible for the governance of the Board, while the Director of Education carries out the operational function. The Board of Trustees may only exercise its authority as a group at a formal meeting, as legislation gives no authority



POLICY SECTION:	Trustees
SUB-SECTION:	
POLICY NAME:	Governance
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to individual trustees. In sum, the Board of Trustees is responsible for the development of policy and the Director of Education is responsible for the implementation of policy. In their role as governors of the TCDSB, Trustees will abide faithfully by the teachings of the magisterium and uphold the teachings of the Catholic Church in our schools.

Regulations

1. The Toronto Catholic District School Board has a corporate responsibility to set policy. Therefore, the Board of Trustees will develop, revise, approve and implement policies guided by the mission, vision and values of the TCDSB.

The Board of Trustees responsibilities and authority is prescribed in the *Education Act*.

2. The Board Policies, Procedures and Supporting Documents should support the strategic priorities of the Multi-Year Strategic Plan by ensuring that all Board policies are aligned with Board priorities.
3. All Board policies and procedures shall be accessible to all members of the community.
4. The Board of Trustees may recommend policies for review to the appropriate committee.
5. The Board of Trustees has a clearly stated mission that includes high expectations for student achievement.
6. The Board of Trustees shall allocate its resources in support of the goals it has set, by establishing a budget consistent with the priorities set out in the vision and policies.
7. The Board of Trustees shall monitor its own performance and take action to continually improve its governance processes.



POLICY SECTION: Trustees

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T.20

8. Consistent with Section 218.1 (e) of *The Education Act*, duties of board members, a member shall uphold the implementation of any board resolution after it is passed by the board.
9. Consistent with Section 207 (3) TCDSB policy on Trustee Code of Conduct, T. 04, the Chair may expel or exclude from any meeting any person who has been guilty of improper conduct at a meeting, by refusing to comply with the rules of the Board, using offensive language, disobeying the decisions of the Chair of the Board on points of order, or by making any disorderly noise or disturbance.
10. The Board of Trustees may engage with constituents when developing policy, as ultimately policy work is complex, and it requires a broad perspective, with a recognition that policies shall apply to the whole board.
11. The Board of Trustees has Statutory Responsibilities as outlined in **Section 169.1 of *The Education Act*** (Section 169.1):
 - a. Promote student achievement and well-being;
 - a.1 Promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;**
 - a.2 Promote the prevention of bullying;**
 - b. Ensure effective stewardship of the Board's resources;
 - c. Deliver effective and appropriate educational programs to its pupils;
 - d. Develop and maintain policies and organization structures that, promote the goals referred to above and encourage pupils to pursue their education goals;



POLICY SECTION:	Trustees
SUB-SECTION:	
POLICY NAME:	Governance
POLICY NO:	T.20

- e. Monitor and evaluate the effectiveness of policies developed by the Board in achieving the Boards' goals and the efficiency of the implementation of those policies;
 - f. Develop a multi-year plan aimed at achieving the goals of the board;
 - g. Annually review the plan with the board's Director of Education
 - h. Monitor and evaluate the performance of the board's Director of Education in meeting the director's duties under the *Education Act*, policy guideline or regulations made under the *Education Act*;
 - i. Other duties assigned by the Board that reside within the realm of policy;
 - j. Creation of a multi-year plan. This plan includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations.
12. The Chair of the Board has the following additional duties, as outlined in **Section 218.4 of The Education Act (Section 218.4)**:
- a. Preside over meetings of the Board;
 - b. Conduct meetings in accordance with the Boards' procedures and practices for the conduct of board meetings;
 - c. Establish agendas for board meetings **in consultation** with the Board's Director of Education or the supervisory officer who is acting on behalf of the director;
 - d. Ensure members of the Board have the information they need for an informed discussion;
 - e. Act as a spokesperson to the public on behalf of the Board; **, unless otherwise determined by the Board;**
 - f. Convey the decisions of the Board to the Board's Director of Education or supervisory officer acting on behalf of the Director;
 - g. **Provide leadership to the Board in maintaining the Board's focus on the multi-year plan;**
 - h. **Provide leadership to the Board in maintaining the Board's focus on the Board's mission and vision; and**



POLICY SECTION:	Trustees
SUB-SECTION:	
POLICY NAME:	Governance
POLICY NO:	T.20

i. Assume such other responsibilities as may be specified by the Board.

13. The Director of Education is responsible for implementing and operationalizing all Board policies. The senior team and designated staff, along with trustees, are jointly responsible for the content and implementation of Board policies and procedures. The Director of Education also has a statutory obligation to bring to the attention of the Board of Trustees any act or omission by the board of Trustees that may result in or has resulted in a contravention of the Education Act, regulation, guideline or board policy.
14. The Director of Education is the Chief Education Officer and the Chief Executive Officer and Secretary of the Board by which he or she is employed. At the first meeting in December of each year, the Director shall submit to the Board a report on the action undertaken during the preceding 12 months, and a copy of the Director's Report must be submitted to the Minister on or before the 31st of January.
15. The Director of Education is responsible for the implementation of policy and is accorded the latitude within the policies and budget, as established, to select the personnel and the means required to fulfill that legal responsibility and accountability.
16. In addition to his/her duties under the Act, the Director of Education is required to:
- Annually review with the Board the multi-year plan developed under ~~section 169.1;~~
 - Ensure that the multi-year plan developed establishes the board's priorities and identifies specific measures and resources that will be applied in achieving priorities, particularly as it applies to student achievement;
 - Implement and monitor the implementation of the multi-year plan;



POLICY SECTION:	Trustees
SUB-SECTION:	
POLICY NAME:	Governance
POLICY NO:	T.20

- d. Report periodically to the Board on the implementation of the multi-year plan.
- e. **Act as secretary to the Board;**
- f. **Immediately upon discovery bring to the attention of the Board any act or omission by the Board that in the opinion of the Director of Education may result in or has resulted in a contravention of this Act or any policy, guideline or regulation made under this Act; and**
- g. **If a Board does not respond in a satisfactory manner to an act or omission brought to its attention under clause (f), advise the Deputy Minister of the Ministry of the act of omission.**

17. The Governance and Policy Committee or designated standing committee is responsible for:

- a. Ensuring that governance structures, policies, protocols, processes and performance metrics:
 - i. Advance the vision of the TCDSB, rooted in Catholic values and teachings
 - ii. Support the achievement of our Multi-Year Plan
 - iii. Conform to best practices
 - iv. Provide strategic cohesion and consistency
 - v. Comply with the Education Act and other pertinent legislation.
- b. Providing a meta-policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.
- c. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.
- d. Identifying the supports (e.g., capacity training) needed to implement the governance framework.
- e. Ensuring ongoing governance reviews of the Board.
- f. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.



POLICY SECTION:	Trustees
SUB-SECTION:	
POLICY NAME:	Governance
POLICY NO:	T.20

Definitions:

Governance:

Provides a framework and a process for the allocation of decision making powers

Policy:

Board policies are belief statements of the Toronto Catholic District School Board that support student learning, achievement and well-being. A policy is primarily a principle or rule that guides decisions that will achieve the organizations goals.

Procedure:

Board procedures are operational documents for Board staff implementation. Procedures and protocols spell out how policies will be implemented. Procedures outline specific actions that must be taken by staff at various levels of the organization. Procedures may also include specific responsibilities of stakeholders such as trustees, staff, students and parents.

Supporting documents:

Supporting documents are aligned with board policies and/or procedures and provide additional information about the implementation of policies and/or procedures. Supporting documents include, but are not limited to: external resource documents, forms, guidelines, presentations, protocols, samples, and system communications.

Metrics

~~The Director of Education has a statutory obligation to bring to the attention of the Board of Trustees any act or direction that would have the effect of contravening the Education Act, regulation, guideline or board policy. If the matter is not satisfactorily resolved, the Director of Education has a further statutory obligation to advise the Deputy Minister of Education.~~



POLICY SECTION: Trustees

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T.20

1. The Board of Trustees shall monitor its own performance and take action to continually improve its governance processes.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

**UPDATE TO EFFECTIVE FINANCIAL MANAGEMENT AND CONTROL OF OPERATIONS
F.M. 08**

*Whatsoever thy hand findeth to do, do it with all thy might.
- Ecclesiastes 9:10*

Created, Draft	First Tabling	Review
September 20, 2019	October 8, 2019	

D. Bilenduke, Senior Coordinator, Finance
 P. Matthews, Legal Counsel
 P. De Cock, Comptroller for Business Services & Finance

RECOMMENDATION REPORT

Vision:

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

Mission:

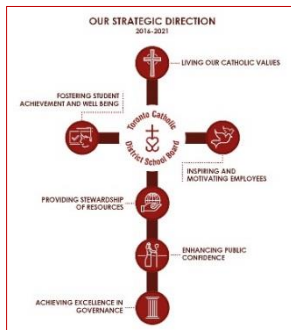
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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 identifies and recommends that the *Effective Financial Management and Control of Operations Policy*, policy F.M. 08 and the corresponding *Operating Procedures* be updated as proposed in Appendix A & B.

The cumulative staff time required to prepare this report was 8 hours.

B. PURPOSE

1. This recommendation report is on the Order paper of the Governance & Policy Committee as it recommends a policy revision.

C. BACKGROUND

1. This policy was originally approved in May 2013 and previously amended in May 2016.
2. It is important that the policy align with current legislation, Public Sector Accounting Board (PSAB) guidelines, industry best practice and other Board policies.
3. All stakeholders must have confidence in the efficiency and control of the Boards financial assets.

D. EVIDENCE/RESEARCH/ANALYSIS

After a thorough review of the policy (Appendix A), the following has been identified for revision:

1. Reference to Canadian Generally Accepted Accounting Principles (GAAP) has been updated to International Financial Reporting Standards (IFRS). Reference has also been made to the Public Sector Accounting Board (PSAB) who provide public sector financial guidance in Canada.
2. Banking Services is exempt under the Broader Public Sector (BPS) Procurement Directive and has been updated for *review as required* instead of every five years.

3. Bill 100 received Royal assent on May 29, 2019. This bill amended the wording and conditions regarding Board deficits in Section 231 of the Education Act. This policy has been amended to reflect this change.
4. The Board of Trustees has made major amendments to the Purchasing Policy (F.P. 01). These changes are now reflected in this policy.
5. The restriction on using one-time revenues for ongoing operating expenditures has been deleted.
6. Various grammar and minor edits.

After a thorough review of the operating procedure (Appendix B), the following has been identified for revision:

- I. The Ministry no longer provides debenture financing for approved capital projects. Funds are cash flowed twice a year as they are spent. Procedures have been amended to account for this change.
- II. Business Services has eliminated the position of Administrative Assistant. Cheque continuity and control is the sole responsibility of the Senior Coordinator, Finance.
- III. Various grammar and minor edits.

E. METRICS AND ACCOUNTABILITY

1. The Board is kept informed through professional memberships in various governing bodies and associations.
2. Regular attendance at regional meetings and systematic review of legislative, provincial, professional and trade bulletins keeps the Business Services department informed of changes in a timely and strategic manner.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The Board of Trustees and Senior Management are kept abreast of all changes to legislation, professional standards and requirements at the first opportunity.

2. The Boards external auditors review financial controls annually and will test and report to the Audit Committee on any deficiencies.

G. STAFF RECOMMENDATION

That Board approve the revised Effective Financial Management and Control of Operations policy F.M. 08 as written in Appendix A and the corresponding revised Operating Procedures as written in Appendix B.



POLICY SECTION: FINANCE
SUB-SECTION: MISCELLANEOUS
POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS
POLICY NO: F.M. 08

Date Approved: May 2013	Date of Next Review: May 2019 November 2022	Dates of Amendments: November 13, 2013- Board May 2016- Board November 21, 2019 - Board
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Cross References:

- (1) Education Act, Section 231
- (2) Education Act, Section 232
- (3) Education Act, Section
243 Ontario Regulation
41/10

Consolidated policies: FM05 Signature-Facsimile, FB01 Banks, FB02 Bank Line of Credit, FB03 Short Term Financing and FM06 Cheque Register

Purpose

To provide greater financial accountability and a higher standard for financial controls in alignment with ~~current~~ the Education Act Statutes and Ontario Regulations of Ontario. This policy requires the maintenance of a comprehensive set of operating procedures that will be sensitive to changes in generally accepted accounting principles, new legislation and best business practices.

Scope and Responsibility

The purpose of ensuring financial accountability and effective internal controls is the responsibility of administrators throughout the Toronto Catholic District School Board (TCDSB) organization. The Director of Education, supported by the Chief Financial Officer, is responsible for this policy.

Alignment with MYSP:

Providing Stewardship of Resources
Strengthening **Enhancing** Public Confidence



POLICY SECTION:	FINANCE
SUB-SECTION:	MISCELLANEOUS
POLICY NAME:	EFFECTIVE FINANCIAL MANAGEMENT AND CONTROL OF OPERATIONS
POLICY NO:	F.M. 08

Policy

The Toronto Catholic District School Board (TCDSB) will achieve effective utilization and protection of its financial resources through sound application and management of financial systems and internal controls. These objectives will be achieved by adherence to ~~generally accepted accounting principles~~ **International Financial Reporting Standards (IFRS) as determined by the Public Sector Accounting Board (PSAB)**, sound business practices and applicable Provincial and Federal Statutes and Regulations. Management will maintain comprehensive operational procedures to guide and safeguard both TCDSB staff and assets in its day-to-day operations.

Regulations

Financial Management:

1. The Chief Financial Officer (CFO) for the TCDSB will develop and maintain appropriate, and where required, confidential procedures pertaining to funds disbursement and financial control.
2. A funds disbursement register will be produced on a monthly basis and made available to Trustees of the Board for review.
3. The **provision of** banking services **of to** the TCDSB will be reviewed **every five years as required** by the Audit Committee and any change **in provider** will be made through TCDSB's public tendering process.
4. The Board of Trustees will set an upper limit for short term borrowing by way of a bylaw as required by Ontario Regulation 41/10 and Section 243 of the Education Act.



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

POLICY NAME: EFFECTIVE FINANCIAL MANAGEMENT AND CONTROL OF OPERATIONS

POLICY NO: F.M. 08

5. Investment and borrowing strategies will conform to Ontario Regulation 41/10 of the Education Act and will be reviewed annually by the Audit Committee **and Board of Trustees as part of the annual treasurers report.**
6. The Treasurer to the Board will prepare an annual financial report to the Board of Trustees as required by Ontario Regulation 41/10 ~~of the Education Act.~~

Budget Management:

1. Under **Section 232 of** the Education Act ~~(Section 232)~~, the Board is required before the beginning of each fiscal year to prepare and adopt estimates of its revenues and expenses for the fiscal year.
2. Section 231 of the Education Act ~~states no~~ **prohibits** in-year deficits.
 - (1) **A board shall not have an in-year deficit for a fiscal year unless,**
 - (a) **A regulation made under subsection (2) authorizes the board to have an in-year deficit; or**
 - (b) **The Minister approves the deficit in accordance with any regulations made under subsection (3).**

~~A board shall not without the ministry's approval, have an in year deficit for a fiscal year that is greater than the amount determined as follows:~~

 - 1) ~~Take the board's accumulated surplus for the preceding fiscal year. If the board does not have an accumulated surplus, the number determined under this paragraph is deemed to be Zero.~~
 - 2) ~~Take 1 % of the Board's operating revenue for the fiscal year.~~
 - 3) ~~Take the lesser of the amounts determined under paragraph 1 and 2.~~
3. Annual budgets will ~~continue to show fiscal responsibility~~ **be monitored and reviewed for financial risks.** In any given year when revenue shortfalls or



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS**

POLICY NO: F.M. 08

unforeseen expenditures appear to be more than temporary, both the Capital and Operating Budgets will be reviewed by staff and reported to Trustees as appropriate. A number of strategic alternatives will be identified to minimize TCDSB's exposure including reallocating budgets and spending constraints.

4. ~~As per the TCDSB Purchasing Policy (F.P.01), the Board delegates to the Director of Education, the authority to approve the award of all contracts and expenditures where the budget, project or report has been approved by the Board with the exception of:~~

- ~~1) New school construction and major school additions;~~
- ~~2) Contracts which have exceeded the approved budget;~~
- ~~3) Significant strategic initiatives.~~

The Board of Trustees delegates to the Director of Education the authority to approve the award of all contracts and expenditures up to \$50,000. All other contracts and expenditures greater than \$50,000 must be approved by the Board of Trustees before any money is spent.

~~5. Reallocation of funds may be done between departments and among programs within a department with the approval of the Director of Education.~~

6. Monthly financial reports will be distributed to the respective department heads to enable them to manage their budgets and enable the monitoring and control of the budget as authorized by the Board.

7. Financial and budget status reports, ~~including decisions made under regulations 4 and 5 above,~~ will be presented quarterly to the Board by the Business Services Department. Such reports will be in a format that will enable the Board to understand the budget and the financial status of the TCDSB.



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS**

POLICY NO: F.M. 08

8. ~~TCDSB staff shall not use one-time revenues for ongoing operating expenditures. One-time revenues may be used to fund non-recurring expenditures or services that can be completed within a specific amount of time without long-term cost implication to TCDSB, provided it is duly approved by the Director of Education.~~
9. TCDSB will not as an ongoing practice depend on prior year's surplus to balance the current year's budget. The prior year's surplus will be transferred to ~~the~~ an operating reserve. In the event of a **an in-year** deficit, it will be funded through this reserve **in accordance with Section 231 of the Education Act.**
10. The tangible Capital assets of TCDSB are capitalized at historical costs and are amortized over the asset's useful life.
11. The ~~T~~TCDSB prepares its financial information in accordance with the local government accounting standards of the Public Sector Accounting Board of the Chartered Professional Accountants Canada (CPA).
12. Sources of financing and expenditures are reported on the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned, and expenditures are recognized as they are incurred as a result of goods or services received and the creation of a legal obligation to pay.
13. The TCDSB prepares budgets for the operating and capital funds. **Budgets are prepared on the accrual basis of accounting.** ~~The basis of budgeting is the same as the basis of accounting, i.e. the accrual basis.~~



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS**

POLICY NO: F.M. 08

Evaluation & Metrics

- 1) Audit Committee, the TCDSB **internal and external** Auditors, and the Regional Internal Audit Team (RIAT) will provide input on ~~the~~ **this** policy to the Board of Trustees as required; ~~All audits conducted would be relevant to the budget services which will be measured against the effectiveness of this policy and other relevant Board policies;~~
- 2) The Report of the External Auditors on Internal Financial Controls will be provided annually to the Board of Trustees; and
- 3) **An u**Unqualified opinion from **the** external auditors will demonstrate effective financial management and control of operations.

TCDSB Finance and Accounting Operating Procedures

Updated: ~~27/08/2018~~ **21/11/2019**

BANK LINE OF CREDIT & BORROWING

The Board of Trustees are required to pass a borrowing bylaw for each fiscal year of the Board. The bylaw may be in effect for more than one year but must not exceed the term of the Trustees.

1. The bylaw must set an upper limit for short term borrowing by the Board.
2. An original copy of the borrowing bylaw must be filed with our bank before any short term funds are extended.
3. The TCDSB Finance Department are responsible for maintaining a timely and accurate cash flow and will distinguish between Line of Credit and Bankers Acceptance financing. They will also be responsible for analyzing and recommending any new financing vehicles offered.
4. TCDSB may borrow funds from time to time to meet current expenditures until current revenues have been received in accordance with Ontario Regulation 41/10 of the Education Act.
5. Expenditures on approved capital projects are considered current expenditures until the project is eligible for ~~debenture~~ **EDU** financing.
6. **EDU funded cashflows** ~~Debentures for capital projects financing will be issued at the first opportunity by the Ontario Financing Authority in accordance with Ontario Regulation 41/10 of the Education Act and the proceeds of the issue will be used to offset~~ **applied to** any short-term borrowing required for the project ~~debentured~~ **funded**.

SHORT TERM INVESTING

The TCDSB shall minimize investment risk and determine the limit of its investments in any one eligible investment by diversifying its portfolio.

1. Funds not required for the day to day operation of the Board will be invested in accordance with section 241 ~~of the Education Act (“the Act”); and Ontario Regulation 41/10 of the Education Act~~ where the best rates are obtained using an eligible investment as defined in Part IV of the act. The Board may make investments in Schedule I and Schedule II banks on its own and will use an experienced investment broker for all other investments eligible under the ~~Act~~.
2. Short term investments will be made in varying terms and amounts wherever possible in order to mitigate risk; the maximum term will be 90 days unless requested by the Chief Financial Officer (CFO) ~~Associate Director of Business Services~~.
3. Trust Funds will also be regulated by this procedure however; a longer term may be used when it is advantageous to do so.

SIGNATURES

An electronic cheque signature may be used to produce “Facsimile signatures” on TCDSB cheques, electronic transfers of funds, investment and borrowing activities.

A signature stamp may be used by a Director or Associate Director level signing officer only, provided a verbal authorization has been received prior to its use.

A. Automated Cheques

1. The cheque production and signing process is controlled in Financial Services by segregated and non-conflicting individuals.
2. A proposed cheque run will be produced prior to the cheques being run. The proposal will list all vendors, corresponding invoices and amounts selected for payment and will be approved by the Senior Coordinator, Finance or their designate. The signed document will be filed in the Finance department for audit purposes.
3. The ~~Administrative Assistant, Business Services~~ **Senior Coordinator of Finance** will be responsible for ensuring the continuity of cheque numbers and accounting for any missing cheque numbers.
4. A cheque register will be maintained indicating:
 - Cheque number
 - Cheque date
 - Cheque amount
 - Vendor and vendor number
 - All void or destroyed cheques
5. All approvals for payment will be received prior to the invoice being entered for payment as per the Purchasing Policy.
6. Payroll and Gratuity cheques (non EFT) will be entered in the Payroll department and produced by the Finance Department using the above procedures.

B. Manual Cheques

1. The Board will keep a unique range of cheque numbers reserved for manual cheques.
2. A minimal number of manual cheques will be stored in the Finance Department in a safe and secure area.
3. Manual cheques will be issued on an emergency basis only as a last resort.
4. Manual cheques under \$5,000 will require the signature of at least one signing authority. Cheques greater than \$5,000 will require the signatures of two signing authorities. Copies of the cheque and original documentation must be sent to the Finance Department and entered into the automated system at the first opportunity.

5. All approvals for payment will be received prior to the manual cheque being issued as per the Purchasing Policy.

C. Electronic Funds Transfers (EFT's)

1. Electronic funds transfers will be batch processed once per week.
2. Only permanent approved vendors will be eligible for EFT.
3. The same procedures for automated cheques above will apply to EFT's. An EFT register will also be maintained.

D. Investing and Borrowing

1. The Finance department will seek the best rates of return on surplus cash within the investing guidelines legislated by the Education Act.
2. The recommended investment along with comparative alternatives will be presented to the Treasurer or their designate for approval. A designate must be a signing authority of the Board.
3. The approved document will be used to instruct the bank to wire the funds to the appropriate investment.
4. An investment register will be maintained indicating:
 - Investment amount
 - Investment date
 - Investment term
 - Investment holder
 - Matured investments
5. The Finance Department will utilize the bank line of credit for any short term cash shortfalls. As cash shortfalls become fixed over longer periods of time (but less than one year) the Finance Department will investigate lower cost fixed term borrowing instruments.
6. A borrowing proposal will be approved by the Treasurer and one other signing officer of the Board before the request is made.

E. School Cheques

1. All school cheques must have two signatures for amounts over five thousand dollars. The Principal; or designate in his absence, must always be the first signature and the second signature would be a Vice Principal. In schools without Vice Principals the Area Superintendent would be responsible for the second signature.

2. Due to logistics it is not possible to have the superintendent's signature on file at all banks in his area nor is it reasonable to expect them to be physically present to sign the cheque.
3. In situations where only one signing officer is in a school it will suffice to have an email from the superintendent approving the release of the cheque on file or their signature on the original supporting document approving the payment.

E. Signature Stamps

1. A signature stamp may be used by a Director or Associate Director level signing officer of the Board and the signatory for charitable donation receipts.
2. No other employee of the Board; including signing officers for school cheques, will possess or use a signature stamp.
3. An authorized signature stamp will be stored in a safe and secure area accessible only by the signatory and their designate.
4. A signature stamp will only be used after receiving verbal approval from the signatory.
5. A copy of the signed document will be retained for the signatories review.

DISBURSEMENTS REGISTER

1. An alphabetical list of disbursements issued by the Board shall be made available on a monthly basis for information to the Board of Trustees. The list will include both cheques and electronic funds transfers (EFT's).
2. The list will be posted each month to the electronic Agenda's site under Financial Reports.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

CURSIVE WRITING POLICY AND KINDERGARTEN PILOT PROJECT

*The tablets were the work of God, and the writing was the writing of God, engraved upon the tablets.
Exodus 32:16*

Created, Draft	First Tabling	Review
September 23, 2019	October 8, 2019	Click here to enter a date.

Joanne Melo, Coordinator, School Effectiveness and Staff Development
 Marina Vanayan, Sr Coordinator, Research
 Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT
 Cristina Fernandes, Superintendent, Area 4 Schools: Policy Development

RECOMMENDATION REPORT

Vision:

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

Mission:

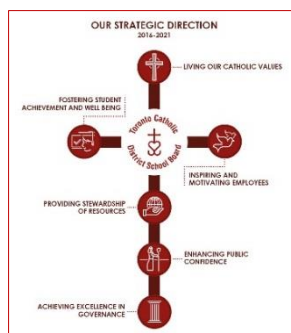
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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

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 implementation of a cursive writing policy for Grade 3 and outlines a pilot project for cursive writing in Kindergarten for the 2019-2020 academic year in three schools: St Antoine Daniel, Bishop Macdonell, Holy Child.

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

B. PURPOSE

1. This report is a response to the motion arising out of the Student Achievement and Well-Being, Catholic Education and Human Resources committee meeting on April 4, 2019 (16g):

“That the Board create a policy that cursive writing will have direct instruction in Grade 3; and that a one-year pilot of cursive writing begin in Junior Kindergarten (JK)/Senior Kindergarten (SK).”

C. BACKGROUND

1. The following motion was approved at the March 6, 2014 Student Achievement and Well-Being, Catholic Education and Human Resources meeting:

“The Board will investigate opportunities in the curriculum to reintroduce the skill of cursive writing to students at the earliest possible grade.”

2. At the Special Meeting of the TCDSB: Student Achievement and Well-Being, Catholic Education and Human Resources on September 11, 2014, the recommendation report written in response to item #1 above, was referred to the Regular Meeting of the Board on September 25, 2014. The recommendations in the report were:

- 1) *“That the curriculum department, during professional learning opportunities, discuss the importance of cursive writing and natural entry points for its introduction and increased usage so that it is used regularly as a learning tool across the curriculum. Resources for the teaching of cursive writing will be shared during professional development sessions.*

- 2) *That at appropriate professional learning opportunities, our resource staff will embed cursive writing using an integrated approach through centrally delivered workshops (e.g. the Arts, Religion, Literacy, etc.) and provide take away tools and programs back to schools.*

- 3) *That the curriculum department encourage the use of cursive writing during implementation of the grade 3 curriculum and support cursive writing as a tool throughout the junior, intermediate and senior divisions across all subjects.*
 - 4) *That the literacy team explore ways of communicating the importance of cursive writing to parents and offer additional supports to parents who wish to have their children practise the skill of cursive writing at home.”*
3. At the regular meeting of the Board on September 25, 2014, the recommendation report was received and the following amendment was passed:
“That an evaluation tool be added to measure the success of Cursive Writing.”
 4. At the February 14, 2019 meeting of the Corporate Services, Strategic Planning and Property Committee, a request for an update was made with regard to the application of cursive writing in elementary schools.
 5. At the April 4, 2019 meeting of Student Achievement and Well-Being, Catholic Education and Human Resources, an Information Report was tabled with regard to #4 above. The report was received and referred to staff to:
 - 1) “Create a policy that cursive writing will have direct instruction in Grade 3;
 - 2) Begin a one-year pilot of cursive writing in Junior Kindergarten (JK)/Senior Kindergarten (SK).”

D. IMPLEMENTATION PLAN

1. The Cursive Writing Policy (Report Appendix A) be adopted and put into action immediately.
2. Cursive Writing Pilot Project
 - a) The pilot project has been developed based on the following:
 - The Kindergarten Program (2016) states “that as children progress through the Kindergarten Program, they:
 - “demonstrate control of small muscles (e.g., use a functional grip when writing) while working in a variety of learning areas...” (Expectation 8.4)
 - “experiment with a variety of simple writing forms for different purposes and a variety of contexts.” (Expectation 10.5)

- In The Kindergarten Program (2016) neither printing nor cursive writing is mentioned.
 - The Kindergarten Program discourages any paper and pencil worksheets.
 - In The Ontario Curriculum Grades 1-8: Language (Revised 2006) the first reference to legible printing is in Grade 2. Cursive writing is not mentioned explicitly as a required expectation, however, it is listed as an option in the specific expectations related to publishing, beginning in Grade 3 (Writing Expectation 3.7)
- b) The 3 schools that have agreed to be part of the cursive writing pilot project in Kindergarten are: St. Antoine Daniel, Bishop Macdonnell, Holy Child.
- c) Within the context of the play based Kindergarten Program, in 3 schools educator teams will:
- participate in a collaborative inquiry designed to build capacity with regard to creating developmentally appropriate activities for Kindergarten, that do not use traditional paper and pencil worksheets.
 - discuss 2 of 4 frames of the Kindergarten Program where there are potential connections to cursive writing:
 - Literacy behaviours;
 - Self-regulation and well-being (hand muscle development).
 - explore implementing common cursive writing related activities within the program, for example:
 - independent exploration using kinesthetic materials (e.g., sand paper, modelling clay, etc.);
 - small group guided instruction using white boards and markers;
 - independent practice for mastery.
- d) The Curriculum Department will document the successes of the pilot project and post useful resources on the Early Years portal page for use by Kindergarten educator teams.

E. STAFF RECOMMENDATION

Staff recommends that:

- the Cursive Writing Policy be adopted immediately; and
- the cursive writing pilot project as outlined in this report be carried out in the 2019-2020 academic year at St. Antoine Daniel, Bishop Macdonnell and Holy Child; and resources used be shared via the Early Years portal page.



POLICY SECTION: Student Programs
SUB-SECTION: ...
POLICY NAME: ... Cursive Writing
POLICY NO: ... S.P.14

Date Approved:	Date of Next Review:	Dates of Amendments:
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Cross References:

The Ontario Curriculum Grades 1 – 8 Language (2006)

The Kindergarten Program (2016)

The Addendum to the Kindergarten Program (2019)

Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016

Learning for All (2013)

Purpose:

The purpose of this policy is to provide the direct instruction of cursive writing for all students in Grade 3.

Scope and Responsibility:

This policy applies to Grade 3 students in all elementary schools of the Board. The Superintendent of Curriculum Leadership & Innovation, along with each school's Principal are responsible for this policy.

Alignment with MYSP:

Fostering Student Achievement and Well-Being
Enhancing Public Confidence

Policy:

This policy requires that cursive writing be taught through direct instruction in all Grade 3 classrooms.

Regulations:

1. During regular school hours, Principals will ensure that grade 3 classes include the direct instruction of cursive writing.
2. Under the topic of calligraphy, cursive writing could be part of art activities.



POLICY SECTION: Student Programs

SUB-SECTION: ...

POLICY NAME: ... Cursive Writing

POLICY NO: ... S.P.14

3. For extra practice and to engage parents, families will be made aware of the TCDSB Literacy portal and the internet links which provide further learning/practice activities.

Definitions:

Cursive is a style of writing in which all the letters in a word are connected. It is also known as script (as opposed to printing).

Evaluation and Metrics:

The effectiveness of the policy will be determined by gathering feedback from Principals during K-8 Principal meetings.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

POLICY ON ELEMENTARY FRENCH PROGRAMMING S.P.O2

Created, Draft	First Tabling	Review
September 30, 2019	October 8, 2019	
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT		
RECOMMENDATION REPORT		

Vision:

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

Mission:

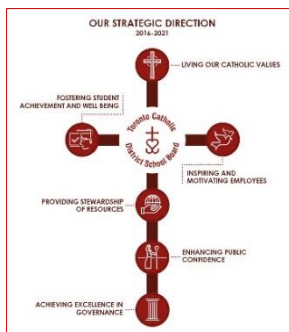
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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 Policy on Elementary French Programming S.P. 02 to conform to current practice and policies.

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy on Elementary French Programming was first approved in October 1986 and was previously amended in April 2006 and June 2015.
2. Changes to this policy reflect current practice and alignment with related policies:
 - Elementary School Admissions S.A. 01
 - Transportation S.T. 01
 - Program Transportation S.T. 05
 - School Accommodation Review S. 09

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Facilities and Communications Departments, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

That the revised POLICY ON ELEMENTARY FRENCH PROGRAMMING S.P. 02 provided in Report Appendix A be approved.



POLICY SECTION: **SCHOOLS**
SUB-SECTION: **PROGRAM**
POLICY NAME: **ELEMENTARY FRENCH PROGRAMMING**
POLICY NO: **S.P. 02**

Date Approved: June 11 th , 2015	Date of Next Review: 2024	Dates of Amendments: October 1986; April 2006; June 2015
<p>Cross References: Elementary School Admissions S.A. 01 S.T. 01 Transportation S.T. 01 S.T. 05 Program Transportation S.T. 05 School Accommodation Review S. 09</p> <p>To be Consolidated: French As A Second Language (FSL) S.P. 02 Establishment of an elementary Extended French Centre (FSL) S.P. 03 Review of Elementary Extended French Centre (FSL) S.P. 04 Elementary French Immersion S.P. 10</p>		
<p>Appendix A – Elementary Extended French Boundaries Appendix B - Elementary French Immersion Boundaries</p>		

Purpose:

This Policy provides the conditions by which all Elementary French programming in the Toronto Catholic District School Board shall be governed. The policy considers how children shall be admitted to Toronto Catholic District School Board for placement in an Elementary French Immersion or Extended French program.

Scope and Responsibility:

This policy extends to all elementary schools of the board offering French as a Second Language programming, and more specifically also to those schools designated as French Immersion or Extended French program learning centres. The Director of Education is responsible for this policy.

Alignment with MYSP:



POLICY SECTION: **SCHOOLS**
SUB-SECTION: **PROGRAM**
POLICY NAME: **ELEMENTARY FRENCH**
 PROGRAMMING
POLICY NO: **S.P. 02**

Living Our Catholic Values
Strengthening **Enhancing** Public Confidence
Fostering Student Achievement and Well-Being

Financial Impact

~~May have financial impact based on enrolment. Further there are noteworthy costs associated with expanding the number of French Immersion or Extended French program learning sites. The board receives funding for Core French instruction beginning in grade 4.~~

Legal Impact

~~The board has a legal obligation to provide Core French instruction commencing in grade 4. There are no obligations under the Education Act for the provision of Extended French and French Immersion programs.~~

Policy:

This policy provides the conditions that govern French language and French culture instruction in all elementary schools of the Toronto Catholic District School Board. This policy further provides the conditions by which children shall be admitted and placed into the Elementary Extended French and French Immersion Centres of the Toronto Catholic District School Board. It further establishes the criteria for the review of Elementary Extended French and French Immersion programs.

Regulations:

1. The Core French program shall be taught in all TCDSB English language schools, per the collective agreement requirements for grades 1 to 4 and grades 5 to 8.
2. All students from grades 1 to 8 shall be required to participate in the Core French program.
3. All student-teacher pupil ratios within a French as a Second Language program will be consistent with contractual obligations under the current collective agreement with the Toronto Elementary Catholic Teacher (TECT) federation.



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
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4. a) Notwithstanding regulation 2, the temporary exemption of certain elementary students from Core French instruction may be approved by the local supervisory officer, in conjunction with the Superintendent of Special Services, where it is established that the student is not profiting from the French program and would be better served by differentiated special education programming. Such an exemption should be determined through the Identification and Program Review Committee (IPRC). This does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.

b) The principal shall arrange and be responsible for a profitable learning experience on the part of the student being exempted from the French Core program, during the French period.

5. All French language based instruction in Core French classes, in Extended French classes and in French Immersion classes will be consistent with the Ministry of Education A Framework for French as a Second Language in Ontario Schools K-12, (2013).

6. All Elementary Extended French As a Second Language Centers for students attending English language schools shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of Education. Factors that shall be considered in their development are:

- a) Potential to populate the program based on students desiring to attend a bilingual program.
- b) Financial implications of implementing the program
- c) Availability of classroom space in the proposed host school.
- d) Availability of staff to deliver the program.**

7. The Elementary Extended French as a Second Language program shall begin in grade 5, and each site shall serve a regional boundary area, as identified in Appendix **AB**.



POLICY SECTION: **SCHOOLS**
SUB-SECTION: **PROGRAM**
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8. The minimum number of students recommended to commence an Elementary Extended French as a Second Language program the first year in grade 5 will be consistent with the Ministry of Education ~~Pupil Teacher Ratio (PTR) average for the junior-intermediate division,~~ **average junior/intermediate (grades 4- 8) class size and maximum class loadings**, as per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.

9. Students attending the Elementary Extended French As a Second Language program may be drawn from the host school in which the program will be located and/or from within the regional boundary area (per Appendix **AB**). Admission shall be administered by the following considerations:

a) All students of the TCDSB will fall into a boundary for one of the identified Elementary Extended French as a Second Language Centres. The TCDSB Community School Locator will identify the appropriate Elementary Extended French Centre based on residential address of the pupil. (Per Appendix **AB**)

b) All students in grade 4 have the opportunity to declare an interest in attending an Elementary Extended French as a Second Language Centre.

c) It is recommended that as parents make their determination regarding programming for their child, that consultation take place with the grade 4 FSL and classroom teacher, to assess the likelihood that any pupil applying to an Elementary Extended French as a Second Language Program will experience success studying within an Extended French as a Second Language program. Parents shall be informed of teacher recommendation. Per regulation 4a) this does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.

d) Pupils who will be admitted into the Extended French as a Second Language Program will be placed in accordance with normal registration protocol from those endorsed as candidates per the protocol identified in regulation 9c). The order of applications will be determined by date and time



POLICY SECTION: SCHOOLS
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of completion of initial application for registration. Pupils applying to the Extended French Program within the first ~~month~~ **three weeks** of registration, who have an older sibling returning to the Extended French Program the following year, will be given first priority regardless of date and time stamp.

e) Resident pupils who live within the regional boundary for a particular Extended French as a Second Language Program who are applying to the English stream of the Extended French Centre, and who have a sibling enrolled in the regional program, will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.

f) Subject to availability of space, non-resident pupils will be considered subsequent to the placement of all resident pupils who have expressed interest in admission to the Extended French as a Second Language program, per Regulations a) through e) above.

10. If a pupil is admitted to a regional Extended French as a Second Language Program and the host school for the program is not their English language home school, and the pupil does not remain in the Extended French program, he/she may be asked to return to their “home school” if there is not space available in the English stream of the host school.

11. Provision of transportation for pupils attending this program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute a commitment of the Board to provide transportation.

12. The viability of an Elementary Extended French Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school review committee will be established in November of the school year upon the recommendation of the Director of Education if:



POLICY SECTION: SCHOOLS
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- a) enrolment of the Extended French Centre has declined to fewer than 80 students (grades 5-8), **and at least 20 per class based on one class per grade**, on the 30th of September;
- b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process.

13. A review committee for an Elementary Extended French Centre per Regulation would consist of the following individuals:

- a) The area Superintendent (Chair)
- b) The Principal of the Extended French Centre
- c) Two parents of a students enrolled in the center; one from the English track and one from the Extended French track.
- d) A representative from the Catholic School Parent Advisory Council
- e) A student in the program (non-voting member)
- f) A trustee in whose ward the school is located.

14. The advisory review committee will make a recommendation based upon the following considerations:

- a) The projected enrolment of the school/regional family of schools;
- b) The ability of the Centre to provide an effective, viable Extended French program;
- c) The effect that the Extended French program has on the overall school;
- d) The effect the phasing out of the program will have on the school/family of schools.
- e) The budget and fiscal considerations as a result of the program.

15. Where the school review committee concludes that the Extended French Centre should be phased out, a recommendation will be made to the Board of Trustees through the Director.

16. Elementary French Immersion programs in schools of the Toronto Catholic District School Board shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of



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Education. Factors that shall be considered in establishing French Immersion Centres are:

- a) Potential to populate the program based on students desiring to attend a French Immersion program.
- b) Financial implications of implementing the program
- c) Availability of classroom space in the proposed host school.
- d) Availability of staff to deliver the program.
- e) Consultation with the school community and community-at large to assess desire for the program, consistent with the Community Engagement policy.

17. a) Where a French Immersion program is established it will be introduced at the Junior Kindergarten level.

b) When a French Immersion program is established in a school currently operating as an Extended French Centre, the Extended French program will be phased out as the French Immersion program is phased in throughout all grades.

18. Where a decision is made to proceed with offering a French Immersion program, the following enrolment criteria will be met by June 1st, for the following September:

- a) The recommended minimum number of students to commence an Elementary Immersion program in ~~the~~ pre-primary in the first year will be consistent with **the Ministry of Education average Kindergarten class size; and****
- b) the** Board pupil-teacher ratio average loading for the Early Learning Program, per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.

19. Location of French Immersion Programs are regional **(see Appendix B)** and ~~should serve families of schools~~ **and act as Centres which serve a larger family of schools.** ~~for a larger geographic area.~~ Students attending ~~—~~ **applying for** the Elementary French Immersion program ~~may be drawn from the regular school boundary will be given priority in which the program will be located and from a larger family of schools.~~ TCDSB supports a dual track vision for the delivery of



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~~French Immersion~~ will be placed based on established priorities as outlined in this regulation (19 a, b, c and e) where space permits. Admission caps for each of the two tracks will be set on an annual basis in conjunction with the Planning department, **Human Resources**, the Superintendent of the school and the local staff, with a goal of maintaining a healthy, viable programs in both tracks. Admission shall be administered **based on eligibility in accordance with “S.A.01 Admissions and Placement of Elementary Pupils”** and by the following considerations:

- a) Priority 1: ~~Resident pupils who are applying to the French Immersion Program who have a~~ **Siblings of students already** enrolled in the same French Immersion School who will be returning the next year.
- b) Priority 2: Pupils who live within the regular school **fixed attendance** boundary of the French Immersion School.
- c) Priority 3: All pupils who live within the larger regional family of schools may apply for admission, but placement in the French Immersion Program will only occur if space permits, and based on a date, time stamp process (per regulation 19e).
- d) Any pupil may be a candidate for admission to an Elementary French Immersion program when entering at a pre- primary grade level.
- e) Pupils who will be admitted into the French Immersion Program will be placed in accordance with normal registration protocol. The order of applications will be determined by date and time of completion of initial application for registration.
- f) Resident pupils who live within the regional boundary and who request the English stream in the dual track French Immersion school, who have a sibling enrolled in the regional program will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.
- g) If application has been made to a French Immersion Program that has exceeded capacity, redirection will be offered to both the closest French Immersion Program site with space and/or to the home school or closest proximate school to the pupil’s residential address, with space in English track programming.
- h) All single track French Immersion schools established before the adoption of this policy will be grandfathered.



POLICY SECTION: **SCHOOLS**
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~~201~~. Provision of transportation for pupils attending the French Immersion programs will be in accordance with the transportation policy. At the present time TCDSB provides no transportation for French immersion.

~~212~~. The viability of an Elementary French Immersion Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school accommodation review committee will be established in November of the school year upon the recommendation of the Director of Education if:

- a) the minimum number of junior and/or senior kindergarten registrants falls below twenty students in a given year; and/or
- b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process. The School Accommodation Review Committee will be guided by Policy S. 09 School Accommodation Review.

Definitions:

Core French:

Students learn French as a subject. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8. Note: *At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12.*

Dual Track:

Schools which offer core programming in two languages, French and English.

Extended French:

Students learn French as a subject and French serves as the language of instruction in at least one other subject. At the elementary level, a minimum of 25 per cent of all instruction is provided in French. In TCDSB Extended French as a Second Language Centres begin in grade 5.



POLICY SECTION:	SCHOOLS
SUB-SECTION:	PROGRAM
POLICY NAME:	ELEMENTARY FRENCH PROGRAMMING
POLICY NO:	S.P. 02

Note: At the secondary level, academic courses are offered for Grades 9 and 10; university preparation courses are offered for Grades 11 and 12. In the Extended French program, students accumulate seven credits in French: four are FSL language courses and three are other subjects in which French is the language of instruction.

French Immersion:

Students learn French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, **at least approximately 50 per cent of all instruction is provided in French in order to meet the total number of hours required for the French Immersion certificate.** In TCDSB French Immersion programs begin at Junior Kindergarten.

Note: At the secondary level, academic and applied courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are FSL language courses and six are other subjects in which French is the language of instruction.

Single Track:

School which offer core programming in only one language: English or French.

Evaluation and Metrics:

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

1. A review of all French programming will occur within the cycle of curriculum review and will be consistent with all Ministry of Education curriculum Guideline revisions.
2. The viability and cost-effectiveness of all Extended French and French Immersion program sites will be reviewed and considered with the context of the board's Long Term Program Plan.



Toronto Catholic Parent Involvement Committee
CEC • 80 Sheppard Avenue East • North York, ON • M2N 6E8 • www.tcdsb.org/cpic

September 30, 2019

Governance & Policy Committee
TCDSB Board of Trustees

GAP Members:

I had written to this Committee back in April requesting that the planned review of Policy P.04 - Catholic Parent Involvement Committee be deferred. I thank the Committee for your positive vote in response.

I am pleased to advise that CPIC has now concluded our work in revising our Bylaws including substantial changes made in modernizing our membership & election practices, simplifying wording, removing redundant sections and aligning closer to relevant TCDSB policies & practices.

Consistent with our previous recommendation, we do not believe P.04 requires wide consultation as its generally administrative in nature. We would be pleased to either work with staff on joint recommended updates OR providing any formal recommendations back to this committee after the draft staff revisions are complete.

Thank you in advance for your Committee's consideration.

A handwritten signature in black ink, appearing to read "John Del Grande".

John Del Grande
CPIC Chair

**GOVERNANCE AND POLICY COMMITTEE
PENDING LIST TO OCTOBER 8, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 Governance and Policy	TBC	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Superintendent Fernandes
2	June-2017 GAP	TBC	Governance and Policy	Staff to bring back after the Ministry of Education's Transportation report is considered (Update to Transportation Policies S.T.01, 03, 04 and 05)	Superintendent Fernandes
3	Sep-2017 Governance and Policy	TBC	Governance and Policy	Staff to look at options to improve efficiencies for Trustees, staff and the public to gain greater Order Paper, report and back-up materials (Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe)	Director of Education
4	Jan-2018 Corporate Services	TBC	Governance and Policy	That the report and related policy be referred to the Governance and Policy Committee for consideration (Non-Qualifying Transportation Students by Trustee Ward (All Wards))	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5	Jan-2018 Governance and Policy	TBC	Board	That staff look at various lobbying policies of the City of Toronto and other school Boards and draft a lobbying policy for the TCDSB (Policy Priority Update January 2018)	Superintendent Fernandes
6	Mar-2018 Regular Board	TBC	Governance and Policy	That the matter be referred to the Governance and Policy Committee (Photographing and Filming of Individuals at Board and Committee Meetings)	Superintendent Fernandes
7	May-2018 Governance and Policy	TBC	Governance and Policy	Staff was requested to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy (Update to School Events Communications and Invitee Protocols Policy (S.02)).	Superintendent Fernandes
8	Jun-2018 Corporate Services	TBC	Governance and Policy	That the Pupil Accommodation Review Policy and Operating Procedures be referred to the Governance and Policy Committee to be updated to reflect changes to the Pupil Accommodation Review Guidelines with extensive community and Section E Implementation, Strategic Communications and Stakeholder Engagement Plan (Ministry Memo 2018: B10 – Final Pupil	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				Accommodation Review Guidelines and Updated on Integrated Planning and Supports for Urban Education)	
9	Jan-2019 Governance and Policy	Jan-2020	Governance and Policy	Review the Director Performance Appraisal policy in one year, including the challenges during an election year and the “parked” items from the November 21, 2018 Special Board meeting, TRIPLE PRIVATE Session (Review of the Director Performance Appraisal)	Superintendent Fernandes
10	Jan-2019 Governance and Policy	TBC	Governance and Policy	That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion)	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
11	Mar-2019 Special Board	TBC	Governance and Policy	<p>That the TCDSB establish a comprehensive policy regarding the refusal to admit special education students and those with special needs and disabilities to school; and</p> <p>That a refusal to admit policy should depend on the TCDSB ensuring that students excluded from attending school are provided an equivalent educational program; and</p> <p>That students should not be excused unless it can be demonstrated that the student presents an imminent risk to health or safety; and</p> <p>That the policy include:</p> <p>Circumstances when a refusal to admit is permitted, and when it is not permitted;</p> <p>Procedures that must be followed when refusing to admit a student;</p> <p>Timelines dictating the maximum number of consecutive days a student can be excused from school;</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>An appeal process; and</p> <p>Data documentation and process for reporting to SEAC and Board.</p> <p>That the policy should include where the TCDSB refuses to accommodate students with special education disabilities in regular classrooms without needed supports or services, the principal be required to provide written notice and rationale of this to the family and that the Superintendent be copied; and</p> <p>That a refusal to admit policy be referred to the Governance and Policy Committee; and that staff prepare a comprehensive report on the implementation of a refusal to report policy.</p>	
12	Apr-2019 Student Achievement	TBC	Governance and Policy	That staff create a policy regarding Forms of Acceleration for Gifted and Talented Students and that it be presented to the Governance and Policy Committee for consideration	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
13	Apr-2019 Student Achievement	Nov-2019	Governance and Policy	That the policy and the regulations governing Admissions and French Programming be sent to the Governance and Policy Committee for revisions that more accurately reflect the delivery and availability of regional programs with equity in mind (St. Brigid Catholic School Admissions Inquiry: Junior Kindergarten French Immersion).	Superintendent Fernandes, Student Achievement and Well Being
14	May-2019 Governance and Policy	TBC	Governance and Policy	Report stating Staff's position on a policy on Catholic Curriculum (Recommendation from the March 26, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting)	Superintendent Fernandes
15	Sep-2019 Governance and Policy	Dec-2019	Governance and Policy	That the Service Animal Policy will be brought to the December 2 meeting if consultation is completed by them (2019 Policy Priority Schedule)	Superintendent Fernandes
16	Sep-2019 Governance and Policy	Dec-2019	Governance and Policy	Trustee Code of Conduct Policy T.04	Superintendent Fernandes
17	Sep-2019 Governance and Policy	Dec-2019	Governance and Policy	Catholic School Parent Councils Policy S.10	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To

Governance and Policy Committee
2019 Policy Priority Schedule
Policy titles are linked to policy documents

GAP Date	Policy	Policy #
January 16	<u>Alcohol and Other Drugs</u>	S.S.03
	<u>Concussion Policy</u>	S.26
	<u>Religious Accommodation</u>	S.22
	<u>Fresh Start</u>	S.S. 12
	<u>Copyright and Fair Dealing Guidelines</u>	A.15
February 12	<u>Victim's Rights</u>	S.S.13
	<u>Suspension and Expulsion Policy</u>	S.S.01
	<u>Filling a Trustee Vacancy</u>	T. 18
	<u>Trespass</u>	S.S.14
	<u>Smoke & Vapour Free Space</u>	B.B.04
	<u>AIDS (Acquired Immune Deficiency Syndrome)</u>	H.M.17
	<u>Year-End Celebrations for Kindergarten Children S.M.18</u>	S.M.18
	<u>Employee PhotoIdentification (ID) Cards</u>	B.B.06
March 19	<u>Code of Conduct Policy</u>	S.S.09
	<u>Progressive Discipline</u>	S.S.10
	<u>Permits</u>	B.R.05
	<u>Environmental Practice--Waste Management and Purchasing</u>	B.M.06
	<u>Purchasing Policy</u>	F.P.01
April 9	<u>School Excursions</u>	S.E.01
	<u>Communications Policy</u>	A.37
	<u>Good Neighbour</u>	S.25
	<u>Trustee Services & Expenditures</u>	T.17
May 7	<u>Bullying Prevention and Intervention</u>	S.S.11
	<u>Blessing and Official Opening of Schools</u>	S.08
	<u>Combined (Split) Grade Classes for Elementary Schools</u>	S.24
	<u>Elementary Admission and Placement Policy</u>	S.A.01
	<u>Elementary School Attendance Boundary Review Policy</u>	S.A.03
	<u>Partisan Activities and Campaigning</u>	TBD
June 4	<u>Business Cards</u>	A.17
	<u>Freedom of Information and Privacy</u>	A.38

	<u>Video Security Surveillance</u>	B.M.07
September 10	<u>Awards, Funds and Scholarships</u>	F.F.01
	<u>Special Education Advisory Committee</u>	A.23
October 8	<u>Student and Program Assessment</u>	S.P.13
	<u>Effective Financial Management and Control Operations</u>	F.M.08
	<u>Elementary French Programing</u>	S.P. 02
	<u>Accessibility Standards for Services and Facilities</u>	A.36
	<u>Governance</u>	T.20
	<u>Community Planning and Partnerships</u>	B.R.07
	<u>Board Vehicles</u>	B.G.04
	<u>Food and Beverage Sold in Schools</u>	S.M.08
	<u>Cursive Writing</u>	S.P.14
November 12	<u>Guidelines For Trustees, Parents and Staff in Addressing School Related Concerns</u>	A.33
	<u>Pupil Accommodation Review</u>	S.09
	<u>Workplace Accommodation for Employees with Disabilities</u>	H.M.38
	<u>Service Animal Policy</u>	TBD
	<u>Acceleration and Retention</u>	TBD
	<u>Catholic Parent Involvement Committee</u>	P.04
December 2	<u>Catholic School Parent Councils</u>	S.10
	<u>Code of Conduct</u>	S.S.09
	<u>Trustees Code of Conduct</u>	T.04