

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA December 12, 2019

Joseph Martino, Chair
Trustee Ward 1

Angela Kennedy, Vice Chair
Trustee Ward 11

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Taylor Dallin
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Michael Del Grande
Trustee Ward 7

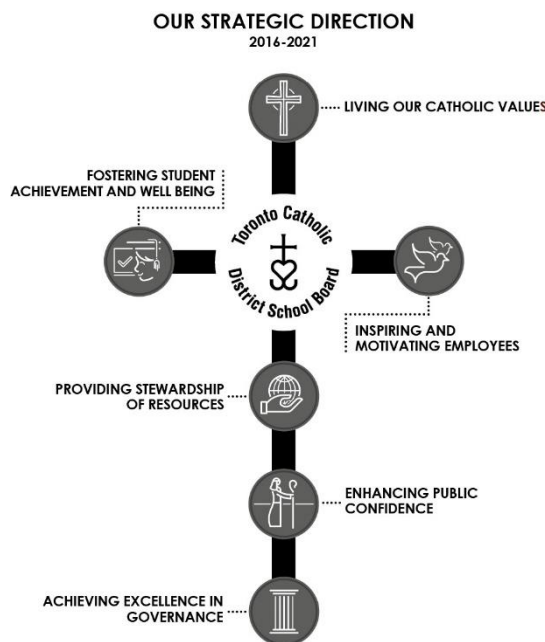
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Kathy Nguyen
Student Trustee



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293

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

Rory McGuckin
Director of Education

Joseph Martino
Chair of the Board



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

Joseph Martino, Chair

Angela Kennedy, Vice Chair

Thursday, December 12, 2019

7:00 P.M.

Pages

1. Call to Order
2. Memorials and Opening Prayer
St. John the Evangelist Catholic School (Ward 10, Trustee Di Giorgio)
3. Singing of O Canada
4. Roll Call & Apologies
5. Approval of the Agenda
6. Reports from Private Session
7. Notices of Motions
 - 7.a From Trustee Di Pasquale regarding Land Acknowledgement 1 - 2
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9.	Approval and Signing of Minutes of the Previous Meetings	
9.a	Special Board (Student Achievement) Held November 7, 2019	4 - 9
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9.d	Special Board Held November 28, 2019	49 - 56
10.	Presentations	
10.a	From the Chair of the Board	57
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10.c	From the Student Trustee(s)	60 - 63
10.d	Information and Technology Strategic Plan (Refer Item 18b)	
11.	Delegations	
12.	Consideration of Motions for which previous notice has been given	
13.	Unfinished Business from Previous Meetings	

14. Matters recommended by Statutory Committees of the Board

14.a Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held November 20, 2019

64 - 77

Recommendations from SEAC to Board:

1. Consideration of Motion from Tyler Munro regarding Gap in Individual Education Plan (IEP) Process that SEAC recommend to the Board that an IEP completion date be added to the Case Conference or School Based Support Learning Team (SBSLT) form (Item 11c).

2. Consideration of Motion from Tyler Munro regarding Special Education Graduation Rate:

WHEREAS: The mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: Completing high school successfully is a critical component for a full and productive life beyond high school;

WHEREAS: The Ministry of Education has reported a high incidence of students with IEP not completing high school across the province; and

WHEREAS: The OHRC has raised concerns about the high level of people with disabilities who did not complete high school in the correctional system.

BE IT RESOLVED: That SEAC recommend to the Board that an annual “Special Education Needs Students (SENS) Graduation report” be prepared for the Board and SEAC on Special Needs students starting with the 2018-19 year Grade 12 students with an IEP excluding gifted with the following:

- 1. Total number of students who enrolled and attended;**
- 2. Number of students who graduated with an Ontario Secondary School Diploma (OSSD);**
- 3. Number of students who graduated with an Ontario**

Secondary School Certificate (OSSC);

4. Number of students who graduated with a Certificate of Attendance;
5. Number of students who enrolled in the next school year. (fifth year, sixth year, seventh year);
6. Number of students who did not return due to aging restrictions and did not graduate with an OSSD, OSSC or Certificate of Attendance;
7. Number of students who did not graduate and did not return for other reasons than above but completed the school year; and
8. Number of students who did not complete the school year.

We ask that the report be prepared annually and include the five most recent years of accumulated history listed by school year going forward. (i.e. in the first years, report will only have 2018-19 results, the second year will have 2018-19 and 2019-20, etc...) and Board-wide results for all students and, if possible, Provincial comparable (Item 11d).

3. Consideration of Motion from Tyler Munro regarding New Member Recruitment for SEAC (Community and Association Reps):

WHEREAS: Education Act Regulations 464/97 “Special Education Advisory Committees” (SEAC) allow the TCSDSDB to have 19 members composed of three Trustees, 12 association representatives and four community representatives;

WHEREAS: TCDSB’s current SEAC, as of the September 18, 2019 meeting, has 12 members composed of three Trustees, seven association representative and two community representatives; and

WHEREAS: There are currently vacancies for five association representatives and two community representatives on the TCDSB’s SEAC;

BE IT RESOLVED: That SEAC recommend to the Board that the posting below go out in all Board-wide email blasts for the month of

January and we request that it be included in all the January 2020 monthly school newsletters to parents and placed prominently on the Board's website with appropriate links to volunteer forms (Item 11e).

- 14.b Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting - Nil
- 15. Matters recommended by Standing Committee of the Board
 - 15.a Approved Minutes of the Governance and Policy Committee Meeting held November 12, 2019 78 - 100
- 16. Matters referred/deferred from Committees/Board
- 17. Reports of Officials for the Information of the Board of Trustees
 - 17.a Exit and Entry Surveys 2019 101 - 115
 - 17.b 2018-2019 Director's Annual Report (Copies will also be distributed) 116 - 167
- 18. Reports of Officials Requiring Action of the Board of Trustees
 - 18.a Revised Annual Calendar of Reports and Policy Metrics 168 - 181
 - 18.b Information and Technology Strategic Plan (Refer 10d) 182 - 207
 - 18.c From the Governance and Policy Committee: Guide Dogs/Service Dogs and Service Animals for Students Policy S.12 208 - 260
 - 18.d From the Governance and Policy Committee: Update to Admission and Placement of Elementary Pupils S.A.01 261 - 273
 - 18.e From the Governance and Policy Committee: Update to Effective Financial Management and Control of Operations Policy F.M.08 274 - 290
- 19. Reports from External Committees / Organizations
- 20. Listing of Communications

- 21. Inquiries and Miscellaneous
- 22. Updating of Pending Lists
 - 22.a Master Pending List and Rolling Calendar 291
 - 22.b Annual Report (Revised - Refer 18a)
- 23. Closing Prayer
- 24. Adjournment



*Norm Di Pasquale
Trustee Ward 9*

E-mail: Norm.DiPasquale@tcdsb.org

Voicemail: 416-512-3409

To: Regular Board Meeting , December 12, 2019

From: Norm Di Pasquale, Trustee Ward 9

Subject: Notice of Motion – Land Acknowledgement

MOVED BY: Norm Di Pasquale, Toronto Catholic District School Board

WHEREAS: Recognition of the Traditional Territories of Indigenous Peoples is a part of an acknowledgement that we are working and living on land that is their ancestral territory;

WHEREAS: Territorial land acknowledgement is a formal statement of recognition and is an extension of the Truth and Reconciliation Commission's recommendations and Calls to Action;

WHEREAS: Acknowledging the traditional territory at the commencement of our Board meetings reflects an awareness of and respect for the specific Indigenous Peoples' Land, Nation and Treaty;

WHEREAS: In TCDSB Policy SS 02 Opening and Closing Exercises, Section 10, states that our schools must include a land acknowledgement as part of the daily opening exercises;

THEREFORE BE IT RESOLVED THAT: The TCDSB Board add to Standing Committees and Regular Board opening exercises a land acknowledgment, acting as a recognition of the Traditional Territory on which the meeting is occurring.

Norm Di Pasquale
Trustee, Ward 9



Norm Di Pasquale
Trustee Ward 9

E-mail: Norm.DiPasquale@tcdsb.org

Voicemail: 416-512-3409

To: Regular Board Meeting , December 12, 2019

From: Norm Di Pasquale, Trustee Ward 9

Subject: Notice of Motion – Hiring of Integrity Commissioner

MOVED BY: Norm Di Pasquale, Toronto Catholic District School Board

WHEREAS: Elected officials must maintain high standards of ethical behaviour, as outlined in the TCDSB Trustee Code of Conduct, in order to be an effective and credible governing body;

WHEREAS: The Municipal Conflict of Interest Act recommends the hiring of an integrity commissioner to help establish an accessible and open complaints process for codes of conduct as well as for reviewing and updating existing codes of conduct;

WHEREAS: The City of Toronto and our coterminous board employ the services of an Integrity Commissioner to both advise elected officials on their obligations and responsibilities under their Code of Conduct, and investigate complaints on alleged breaches of their Code of Conduct;

THEREFORE BE IT RESOLVED THAT: The TCDSB begin the process of hiring an Integrity Commissioner with the intended engagement date of no later than February 28, 2020, using funds from our budgetary surplus.

Norm Di Pasquale
Trustee, Ward 9

OUR MISSION

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

HELD THURSDAY, NOVEMBER 7, 2019

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

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

Student Trustee:

K. Nguyen

Staff:

R. McGuckin
D. Koenig
A. Della Mora
L. Noronha
P. Aguiar
S. Camacho
S. Campbell
M. Eldridge

F. Cifelli
N. D'Avella
P. De Cock
L. Di Marco
C. Fernandes
L. Latham
K. Malcolm
G. Iuliano Marrello
L. Maselli-Jackman
M. Meehan
J. Shanahan
S. Vlahos

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

1. Call to Order

The Director introduced Lavinia Latham, recently-appointed Equity and Human Rights Advisor at the Toronto Catholic District School Board (TCDSB), to the meeting.

4. Roll Call & Apologies

An apology was extended on behalf of Student Trustee Dallin.

7. Declarations of Interest

Trustees Del Grande, Kennedy, and Rizzo declared a conflict of interest in PRIVATE Session.

Trustee Kennedy declared an interest in Item 16b) Annual Report on the International Languages Elementary (ILE) as she has family members who are employees of this Board. Trustee Kennedy indicated that she would neither vote nor participate in discussion regarding that Item.

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

MOVED by Trustee, seconded by Trustee de Domenico, that all Items discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Li Preti, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico

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

The Motion was declared

CARRIED

PRESENT: (Following DOUBLE PRIVATE Session):

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

Staff: R. McGuckin
D. Koenig
M. Eldridge

S. Harris, Recording Secretary

MOVED by Trustee Tanuan, seconded by Trustee D'Amico, that all matters discussed in DOUBLE PRIVATE Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Li Preti, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Pasquale
Kennedy

Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

HELD THURSDAY, NOVEMBER 14, 2019

Corporate Services

PRESENT:

Trustees:

N. Crawford, Chair
N. Di Pasquale, Vice Chair
F. D'Amico – via Teleconference
M. de Domenico
M. Del Grande
D. Di Giorgio
A. Kennedy
I. Li Preti
J. Martino
M. Rizzo
G. Tanuan

Student Trustees:

T. Dallin
K. Nguyen

Staff:

R. McGuckin
D. Koenig
L. Noronha
M. Eldridge
S. Camacho
P. De Cock
M. Farrell
D. Friesen

M. Loberto

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

7. Declarations of Interest

There were none in PRIVATE Session.

Trustee Kennedy declared an interest in Item 15a) Non-Resident Student Visa Fees as she has family members who are employees of the Board.

Trustee Kennedy did not vote nor participate in discussions regarding that Item.

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

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

Results of the Vote taken, as follows:

In favour

Opposed

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

Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

**(PUBLIC and PRIVATE Sessions Minutes Distributed
at the December 11, 2019 Meeting)**

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

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

PRESENT: (Following DOUBLE PRIVATE Session):

Trustees: N. Di Pasquale, Acting Chair
N. Crawford
F. D’Amico – via Teleconference
M. de Domenico
D. Di Giorgio
A. Kennedy
I. Li Preti
T. Lubinski
J. Martino
M. Rizzo
G. Tanuan

Staff: R. McGuckin

S. Harris, Recording Secretary

7. Declarations of Interest

There were none in DOUBLE PRIVATE Session.

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

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

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

**(DOUBLE PRIVATE Session Minutes Distributed at the
December 11, 2019 Meeting)**

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

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

THURSDAY, NOVEMBER 21, 2019

Trustees:

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

Student Trustees:

T. Dallin – via Teleconference
N. Nguyen

Staff:

R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
P. Aguiar
M. Caccamo
S. Camacho
N. D'Avella
L. DiMarco

M. Eldridge
C. Fernandes
D. Friesen
M. Loberto
K. Malcolm
M. Meehan
J. Shanahan
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

5. Approval of the Agenda

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that the Agenda, as amended to include the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

6. Reports from Private Session

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that all matters dealt with in PRIVATE and DOUBLE PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

8. Declarations of Interest

There were none.

Trustee D'Amico joined the meeting via Teleconference at 7:15 pm.

9. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Items 9a) and 9b) be adopted as follows:

- 9a) Special Board (Student Achievement) Held October 2, 2019** approved;
- 9b) Special Board (Teleconference) Held October 4, 2019** approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee de Domenico, that Items 9c), 9d) and 9e) be adopted as follows:

- 9c) Special Board (Corporate Services) Held October 10, 2019** approved;
- 9d) Regular Board Held October 17, 2019** approved; and
- 9e) Special Board Held October 28, 2019** approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

10. Presentations

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Items 10a) and 10b) be adopted as follows:

- 10a) Monthly Report from the Chair** received; and
- 10b) Monthly Report from the Director** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

10c) Monthly Report from the Student Trustees received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

- . Trustee Rizzo relinquished the Chair to Trustee Del Grande and left the horseshoe at 7:35 pm.

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 10d) be adopted as follows:

10d) CODE Summer Program received.

Trustee Di Giorgio left the horseshoe at 7:46 pm.

Trustee Rizzo returned to the horseshoe at 7:46 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Di Giorgio returned to the horseshoe at 7:47 pm.

Trustee Rizzo reassumed the Chair.

Trustee Li Preti left the horseshoe at 7:47 pm and returned at 7:49pm.

11. Delegations

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

- 11a) Joshua Bertini, representative of CUPE Local 1280), regarding Education Workers Alliance (EWA) Plan** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

11b) Domenico Paglia regarding Long Term Disability (LTD) Plan received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Martino, that Item 11c) be adopted as follows:

- 11c) Lina Naccarato regarding Toronto Catholic District School Board's (TCDSB) Long Term Disability (LTD) Renewal for CUPE Local 1328** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

- 11d) Val DiGregorio, representative of Local 3155, regarding International Languages** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Di Giorgio left the horseshoe at 8:41 pm and returned at 8:42 pm.

12. Consideration of Motions for which Previous Notice has been Given

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Item 12a) be adopted as follows:

12a) From Trustee Del Grande regarding Review of Delegation Policy

WHEREAS: There are current TCDSB policies on Trustee Code of Conduct (Policy T.04) and Delegations that must be followed; and

WHEREAS: There is no current protocol to handle delegates who violate the delegation policy.

BE IT RESOLVED: That a review of the policies and their implementation should be conducted at the Governance and Policy meeting.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Di Pasquale
Li Preti

The Motion was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Trustee Li Preti, that Item 12b) be adopted as follows:

12b) From Trustee de Domenico regarding making all Public Meetings Accessible to the Deaf and Hard of Hearing Community:

WHEREAS: The TCDSB is committed to providing an environment that fosters independence, dignity and respect and is committed to ensuring that everyone has the same opportunity of access to our Board meetings;

WHEREAS: We strive to make all discussions and decision making in PUBLIC sessions to be transparent and to encourage parent participation; and

WHEREAS: Currently there are no measures in place to accommodate the Deaf and Hard of Hearing community in our PUBLIC Board meetings and online access to these meetings.

BE IT RESOLVED: That all videos posted online including, but not limited to, all Board meetings and Board videos by the TCDSB be closed captioned for the Deaf and Hard of Hearing Community and include described video;

BE IT RESOLVED: That the Information Technology (IT) and accessibility team take the needs for proper access for the Deaf and Hard of Hearing Community into consideration when designing the updates for the Boardroom;

BE IT RESOLVED: That, if requested and with sufficient notice, the Board provide a sign language interpreter to attend all PUBLIC Committee meetings, including but not limited to: Regular Board, Student Achievement and Well Being, Catholic Education and Human Resources Committee, Corporate Services, Strategic Planning and Property Committee. This will ensure access to content and encourage parent participation in the Deaf and Hard of Hearing Community; and

BE IT FURTHER RESOLVED: That Staff look into costs involved and timelines.

Trustee Di Giorgio left the horseshoe at 8:58 pm and returned at 9:04 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustee Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Item 12c) be adopted as follows:

12c) From Trustee Lubinski regarding the Creation of a new Catholic Education and Living Our Catholic Values Standing Committee

WHEREAS: The mission of Catholic Education is to live and teach the Catholic Faith, in partnership with the Roman Catholic Church;

WHEREAS: Catholic Schools educate the whole person in mind, body and spirit;

WHEREAS: “At the heart of Catholic Education is the person of Jesus. Faith development is integral to every part of Catholic Education as students are called to respect the dignity of all human persons within a caring community.” (Ontario Catholic School Trustees’ Association, 175 Years of Success);

WHEREAS: The Religious Education Department and Catholic Teachers’ Centre of the TCDSB need a strong policy-making Committee to implement Faith-based activities and events that reflect our Catholic faith and values; and

WHEREAS: The Catholic Education model today has been designed to be the extension of the Teaching Ministry of the Church and must not be away from the teachings of the Magisterium.

BE IT RESOLVED THAT: The Board of Trustees strike a new Catholic Education and Living Our Catholic Values Standing Committee with the Terms of Reference taken from the said Sub-Committee and the Student Achievement and Well Being, Catholic Education and Human Resources Committee.

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that the Question be called.

Results of the Vote taken to Call the Question, as follows:

In Favour

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

Opposed

Crawford
Del Grande
Lubinski
Tanuan

The Motion to Call the Question was declared

CARRIED

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

In Favour

Trustees Crawford
Del Grande
Lubinski
Tanuan

Opposed

D'Amico
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Martino
Rizzo

The Main Motion was declared

LOST

MOVED by Trustee Martino, seconded by Trustee Li Preti, that the Catholic Education and Living our Catholic Values Sub-Committee be dissolved.

Trustee Kennedy joined the meeting via Teleconference at 9:26 pm.

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that the Question be called.

Results of the Vote taken to Call the Question as follows:

In Favour

Trustees D'Amico
de Domenico
Di Giorgio

Opposed

Crawford
Del Grande
Lubinski

Di Pasquale	Tanuan
Kennedy	
Li Preti	
Martino	
Rizzo	

The Motion to Call the Question was declared

CARRIED

Trustee Kennedy disconnected via Teleconference at 9:33 pm.

Student Trustee Dallin connected via Teleconference at 9:34 pm.

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

In Favour

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

Opposed

Crawford
Del Grande
Lubinski
Tanuan

The Main Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Martino, that Item 12d) be adopted as follows:

12d) Consideration of Motion from Trustee Del Grande regarding Redirected Students and Busing

Trustee Kennedy reconnected via Teleconference at 9:35 pm.

Trustee de Domenico left the horseshoe at 9:36 pm and returned at 9:37 pm.

Trustee D'Amico disconnected via Teleconference at 9:50 pm.

Trustee Rizzo relinquished the Chair to Trustee de Domenico.

Trustee Kennedy disconnected via Teleconference at 9:55 pm.

WHEREAS: Some TCDSB schools have waitlists due to oversubscription and class size caps and;

WHEREAS: Students and families are often redirected to schools other than their home schools.

BE IT RESOLVED THAT: When students are redirected to out of area schools, bussing be provided.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Del Grande
Lubinski
Tanuan

Opposed

de Domenico
Di Giorgio
Di Pasquale
Li Preti

Martino
Rizzo

The Motion was declared

LOST

Trustee Rizzo reassumed the Chair.

Trustee Del Grande left the horseshoe at 10:03 pm and returned at 10:05 pm.

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that Item 12e) be adopted as follows:

12e) Consideration of Motion from Trustee Li Preti regarding Urgent Action Needed to Address Dangers of Youth Vaping:

WHEREAS: The use of e-cigarettes, commonly referred to as vapes, mods and Juuls, has dramatically increased in Canadian youth ages 16 to 19 by 74% between 2017 and 2018;

WHEREAS: A recent study from the University of Waterloo on Canadian youth vape use indicates that high schools across Canada are struggling to respond to the rapid increase in youth vaping;

WHEREAS: On September 13, 2019 the US Centre for Disease Control (CDC) reported that there are currently 380 confirmed and probable cases of vape-related illnesses and six deaths, and the CDC has also declared youth vaping an “epidemic”;

WHEREAS: The US Food and Drug Administration will soon unveil plans to remove flavored e-cigarette products from the US market, including menthol and mint products;

WHEREAS: E-cigarettes contain aerosol that users breathe from the device which can contain harmful and potentially harmful substances, including high concentrations of nicotine, ultrafine particles that can be inhaled deep into the lungs, flavoring such as diacetyl, a chemical linked to a serious lung disease, volatile organic compounds, cancer-causing chemicals and heavy metals such as nickel, tin and lead; and

WHEREAS: School Boards have an important role to play in addressing this youth public health epidemic;

BE IT RESOLVED THAT:

- (a) The Chair write to Health Canada, the Ontario Ministry of Health, and the Toronto Board of Health to plead for urgent action to address the youth public health epidemic of vaping, including:
 - (i) a full ban on e-cigarettes in Canada until the science about the adverse health impacts is known, to ensure that these devices can be properly regulated to protect youth from severe pulmonary disease that has resulted in death in some cases;
 - (ii) a removal of flavored e-cigarette products from the Canadian market;
 - (iii) additional regulations on the sale of e-cigarettes and nicotine containing vape products, similar to the regulations in effect for the sale of alcohol, and increased funding for enforcement;
 - (iv) advertising restrictions that are identical to those in effect for tobacco products to ensure that children and youth are protected; and
 - (v) the provision of funding for schools to install vape detectors as a deterrent for youth vaping in schools.

Trustee Crawford left the horseshoe at 10:15 pm.

Trustee Tanuan requested that the Question be split.

Results of the Vote taken on Parts (a) and (i), as follows:

In Favour

Opposed

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

Parts (a) and (i) were declared

CARRIED

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

Results of the Vote taken on Part (ii), as follows:

In Favour

Opposed

Trustees de Domenico
Del Grande
Di Giorgio
Di Pasquale
Li Preti

Tanuan

Lubinski
Martino
Rizzo

Part (ii) was declared

CARRIED

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

Results of the Vote taken on Part (iii), as follows:

In Favour

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

Opposed

Tanuan

Part (iii) was declared

CARRIED

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

Results of the Vote taken on Part (iv), as follows:

In Favour

Opposed

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

Tanuan

Part (iv) was declared

CARRIED

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

Results of the Vote taken on Part (v), as follows:

In Favour

Opposed

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

Part (v) was declared

CARRIED

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

The Chair declared a recess.

The meeting resumed with Trustee Rizzo in the Chair.

Trustees: M. Rizzo, Chair
M. Del Grande, Vice Chair
N. Crawford
M. Del Grande
D. Di Giorgio
T. Lubinski
G. Tanuan

CONSENT AND REVIEW

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

Trustees de Domenico, Li Preti and Martino returned to the horseshoe at 10:45 pm.

15a);

16a) Trustee Rizzo;

- 16b) Trustee Rizzo;
- 17a) Trustee Lubinski;
- 17b) Trustee Martino;
- 17f) Trustee de Domenico; and
- 19c) Trustee Martino

MOVED by Trustee Martino, seconded by Trustee Lubinski, that the Items not held be received and that the Staff recommendations be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MATTERS NOT HELD AS CAPTURED IN ABOVE MOTION

- 14a) Approved Minutes of the October 8, 2019 Governance and Policy Committee;
- 15b) Approved Minutes of the Audit Committee Meeting Held September 17, 2019;
- 15c) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held September 16, 2019;
- 17c) TCDSB K-12 Professional Learning Plan to Support Student Achievement and Well Being 2019-2020;
- 17d) Policy S.24 – Combined Grade Classes and September Re-Organization for Elementary Schools;
- 17e) Update on the HR Strategy for the Recruitment of French Teachers;
- 17g) Board Learning Improvement Plan Annual Report 2018-2019;
- 17h) Education Quality and Accountability (EQAO) Primary Division, Junior Division, Grade 9 and Ontario Secondary School Literacy Test (OSSLT) Assessment Results;
- 19a) Multi-Year Strategic Plan Annual Update for 2018-2019;
- 19b) 2020 Calendar of Board and Committee Meetings that the Board approve the 2020 Calendar of Board and Committee Meetings as per Appendix A of the report in order to best meet the needs of the Board;
- 19d) From the Governance and Policy Committee: Update to Board Vehicle Policy B.G.04 that the revised policy on Board Vehicles B.G.04 provided in Report Appendix A and the accompanying Operational Procedures provided in Report Appendix B be adopted;
- 19e) From the Governance and Policy Committee: Update to Food and Beverage Policy S.M.08 that the Board approve the proposed revisions to the Food and Beverage Sold in Schools Policy S.M.08 provided in Report Appendix A;
- 19f) S.S.11 Bullying Prevention and Intervention Policy Update Recommendations that the Board approve the S.S.11 Bullying Prevention and Intervention Policy as amended and proposed in Appendix A of the Report;
- 19g) Updated Recommendation for Board Approval of the Terms of Reference for the Ukrainian-Canadian Advisory Committee that the Board approve the correct version of the Terms of Reference for the Ukrainian-Canadian Advisory Committee Appendix A of the report;
- 21a) Development and Peace - Caritas Canada Boiling Over After- Launch Event, November 27, 2019;
- 21b) Ontario Catholic School Trustees' Association (OCSTA) 2019

- Ratification of Memorandum of Settlement of Central Terms -
CUPE;
- 21c) Ontario Association of Parents in Catholic Education (OAPCE)
Toronto Year-End Report 2018-2019;
 - 21d) OAPCE Toronto Delegation to the TCDSB Board on November 7,
2019; and
 - 21e) OAPCE Toronto Press Release November 19, 2019

MOVED by Trustee Martino, seconded by Trustee Lubinski, that the
Agenda be reopened to reorder Items 19c) Annual Review of Long-Term
Disability and 17f) Revised Ontario Catholic School Trustees Association
(OCSTA) Annual Fees as the next Items of business, as a matter of urgency.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

19c) Annual Review of Long-Term Disability

Trustee Crawford left the meeting at 11:04 pm.

Time for business expired.

MOVED by Trustee de Domenico, seconded by Trustee Di Giorgio, that the meeting be extended, as per Article 12.6, to complete the debate on the Item.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Tanuan

The Motion was declared

CARRIED

Trustee Tanuan left the horseshoe at 11:15 pm and returned at 11:26 pm.

Trustee Tanuan left the meeting at 11:30pm.

MOVED by Trustee Martino, seconded by Trustee Del Grande, that Item 19c) be adopted as follows:

19c) Annual Review of Long-Term Disability received.

Trustee D'Amico reconnected via Teleconference at 11:40 pm.

Trustee Tanuan connected via Teleconference at 11:45 pm.

MOVED in AMENDMENT by Trustee Del Grande that the Board of Trustees approve the annual renewal of the existing Long Term Disability Benefit Plan on a stand-alone refund basis at the projected cost of \$5,062,700 (75% TCDSB/25% Union co-pay format) for the 2019-20 fiscal year.

MOVED in AMENDMENT by Trustee de Domenico, seconded by Trustee Martino, that Staff request an extension, without penalty, to meet the deadline; otherwise that a Special Board Meeting be called.

Results of the Vote taken on the AMENDMENT as follows:

In Favour

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

Opposed

Del Grande
Di Giorgio
Lubinski

The AMENDMENT was declared

CARRIED

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

In Favour

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

Opposed

Del Grande
Di Giorgio
Lubinski

The Motion, as amended, was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Trustee Martino, that all Items not dealt with be referred to the December 5, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

ITEMS NOT DEALT WITH AS CAPTURED IN ABOVE MOTION

- 15a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held October 16, 2019;
- 16a) Update from the By-Law Review Ad Hoc Committee: Changes to the Toronto Catholic District School Board Operating By-Law Number 175;
- 16b) By-Law Review Ad Hoc Committee Meeting of September 9, 2019;
- 17a) Approved Minutes and Recommendation of the Catholic Education and Living Our Catholic Values Sub Committee Meeting held September 25, 2019;
- 17b) Approved Minutes and Recommendation of the Catholic Education and Living Our Catholic Values Sub-Committee Meeting held August 29,

- 2019;
- 17f) Revised Ontario Catholic School Trustees Association (OCSTA) Annual Fees; and
- 17i) Annual Report on the International Languages Elementary (ILE) Program for 2018-2019

25. Adjournment

MOVED BY Trustee Del Grande, seconded by Trustee Li Preti, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR 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.*

OUR VISION

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



MINUTES OF THE SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION HELD THURSDAY, NOVEMBER 28, 2019

PRESENT:

Trustees:

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

Staff:

R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
S. Camacho
N. D'Avella
M. Eldridge
D. Friesen
S. Vlahos

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

5. **Approval of the Agenda**

MOVED by Trustee Martino, seconded by Trustee Crawford, that the Agenda, as amended to include the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford

D'Amico

de Domenico

Del Grande

Di Giorgio

Di Pasquale

Kennedy

Li Preti

Lubinski

Martino

Rizzo

Tanuan

The Motion was declared

CARRIED

8. **Declarations of Interest**

Trustee Kennedy declared an interest in Items 11a) Delegation: Lina Naccarato, representative of CUPE Local 1328, regarding Long Term Disability Renewal and 16a) Annual Renewal of Long Term Disability Plan as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither vote nor participate in discussions regarding those Items.

11. **Delegations**

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

- 11a) Lina Naccarato, representative of CUPE Local 1328, regarding Long Term Disability Renewal** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Kennedy did not vote.

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

MOVED BY Trustee Di Giorgio, seconded by Trustee Martino, that Item 16a) be adopted as follows:

16a) Annual Renewal of Long Term Disability Plan received.

Trustee Li Preti left the horseshoe at 6:42 pm.

Trustee Kennedy disconnected via Teleconference at 6:43 pm and arrived at 6:43 pm.

Trustee Kennedy did not join the horseshoe due to a Declaration of Interest in Item 16a), as earlier indicated.

Trustee Li Preti returned to the horseshoe at 6:44 pm.

MOVED by Trustee Martino that the Item be referred to the January 16, 2020 Corporate Services, Strategic Planning and Property Management Committee Meeting.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Del Grande, that the Board of Trustees approve the annual renewal of the existing Long Term Disability Benefit Plan on a stand-alone refund basis at the projected cost of \$5,062,700 (75% TCDSB/25% Union co-pay format) for the 2019-20 fiscal year.

Trustee Rizzo relinquished the Chair to Trustee Li Preti.

Trustee de Domenico left the horseshoe at 7:06 pm.

Time for business expired.

The Chair called for 15-minute extension, as per Article 12.6, to complete the debate on the Item that was approved by majority vote as follows:

In Favour

Opposed

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

Crawford
Del Grande

The Motion was declared

CARRIED

Trustee Crawford left the horseshoe at 7:18pm and returned at 7:21 pm.

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

In Favour

Opposed

Trustees Crawford
Del Grande

D'Amico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

LOST

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Giorgio, that that the existing Long Term Disability Benefit Plan be terminated and the Toronto Catholic District School Board enter into the EWO pooled risk plan with Great-West Life prior to December 1, 2019.

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

In Favour

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

Opposed

Del Grande
Lubinski

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

22. Adjournment

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR



Chair's Monthly Report December 2019

**Following are highlights for the period of
December 1st – December 12th, 2019**

December 3

- The Vice Chair delivered greetings at the Ontario Association of Parents in Catholic Education 14th Annual Commissioning Ceremony recognized parent volunteers for contributions to Catholic Education in Toronto at the CEC

December 4

- The Vice Chair attended and delivered remarks at the 5th Block 20 Year celebration held at the CEC



Director's Monthly Report November – December 2019

**Following are highlights for the period of
November 22nd, 2019 – December 13th, 2019**

November 22

- Along with the Minister of Education, Chair of the Board, other Trustees, senior staff, and school staff, attended the Commemoration of the Holodomor Awareness Tour at Chaminade College Secondary School
- Along with Trustee Lubinski, staff, students, clergy and Ukrainian Canadians at St. Josaphat Catholic School attended the Commemoration of the Holodomor

November 25

- Had the pleasure of participating at Sacred Heart's Hockey event sponsored by Toronto Police Service at Malvern Arena

November 26

- Spoke to teachers at the Foundations Series leadership discernment session at Quigley hall
- Participated in the annual Board-wide Memorial Mass at the CEC

November 27

- Participated Pastoral Plan *We Believe* In-service for Areas 7-8 staff at St. Mother Teresa Catholic Academy

November 28

- Attended the English Catholic Council of Directors of Education Annual General Conference in Toronto

December 2

- Brought opening remarks and participated in the Elementary TCDSB Stop the Stigma event for Areas 1,2,5,6 at Montecassino Conference Centre
- Attended the Secondary School Principals Association meeting at Loretto Abbey Secondary School

December 3

- Brought opening remarks and participated in the Elementary TCDSB Stop the Stigma event for Areas 3,4,7,8 at Montecassino Conference Centre
- Along with the Vice Chair delivered greetings at the Ontario Association of Parents in Catholic Education 14th Annual Commissioning Ceremony recognized parent volunteers for contributions to Catholic Education in Toronto
- Brought greetings and participated in the York University Teachers Candidates Advent Mass at the CEC

December 4

- Brought opening remarks and participated in the Secondary TCDSB Stop the Stigma event for Areas 1,2,7,8 at Montecassino Conference Centre
- Along with central staff met with Toronto Public Health at the CEC
- Had the pleasure of attending and delivering remarks at the 5th Block 20 Year celebration held at the CEC

December 13

- Will attend the Christmas Sing-Along celebration at St. Josyf Cardinal Slipyj Catholic School

December Student Trustee Board Report

Update from the Student Trustees:



- On November 26, the Student Trustees led the November CSLIT General Assembly meeting at Cardinal Carter Academy for the Arts. Students from across the TCDSB gathered to become better leaders and learn about exciting new opportunities regarding community involvement. The featured guest speakers, Audrey Ferrer and Celia Ieradi, spoke about environmental stewardship. Greg Rogers from Camp Olympia shared an opportunity for students to get involved as camp counsellors.
- On December 3, the Student Trustees led a CSLIT Executive Council meeting. The main objective of this meeting was to plan for the annual Presidents' Council Annual General Meeting.
- On December 3, Trustee Kathy Nguyen attended the OAPCE 14th Annual Commissioning Ceremony.
- On December 13, the Student Trustees will be attending the annual CSLIT Christmas Social. This social is open to all TCDSB students and will allow them to celebrate their leadership, meet new people, and get in the Christmas spirit by giving back to others. The proceeds from the entrance fee and the raffle will be going towards the Angel Foundation for Learning.
- On December 17, the Student Trustees will be acting as emcees for the annual Presidents' Council Annual General Meeting. This conference will provide professional development to student council presidents and members and allow them to network with student councils from other schools.

CSLIT:

Administrative Affairs

The Director of Administrative Affairs has continued to help coordinate and facilitate the general activity of the CSLIT. This includes tasks such as taking minutes, preparing necessary documents for meetings and general assemblies, and assisting the Student Trustees when needed. For the upcoming Presidents' Council Annual General Meeting, the Director of Administrative Affairs is overseeing expected attendance and general preparation. Alongside other members of the CSLIT Executive, the Director of Administrative Affairs will be running a

workshop regarding the importance of healthy communication between Student Council and their respective school communities.

Social Affairs

The Director of Social Affairs alongside their subcommittee have commenced planning for CSLIT's annual Christmas Social on Friday, December 13th. The goal of the event, similar to Spooky Fiesta, is to bring Catholic student leaders from schools across the TCDSB together to make unforgettable memories. The Director of Social Affairs has also partnered with the Director of AFL to host a raffle ticket contest during the Social, and all of the money collected in admissions will go to the Angel Foundation for Learning. The Director of Social Affairs has also worked alongside The Directors of Public Relations to advertise for this event.

Angel Foundation for Learning

The Angel Foundation for Learning subcommittee has met with some of its members and has recently announced that the annual AFL raffle is now open to selling tickets. The draw will be held on December 13th at CSLIT's annual Christmas Social Event. Currently, members of the subcommittee have been serving as student ambassadors, selling raffle tickets at their schools and in their own communities. The raffle is expected to make over \$500 for the Angel Foundation for Learning. With all prizes donated, there aren't any reimbursements to worry about. Continuing with multiple monthly meetings, AFL has received new members and is starting to announce its meetings on social media to increase their presence in the community. Moving forward, AFL's goal is to organize an AFL-run event for Valentine's Day. After deciding not to host "CSLIT on Ice" this year due to revenue problems, the subcommittee hopes to run a successful event in upcoming months. The focus is to increase social media presence and to maintain our number of subcommittee members by hosting meetings on days that are available to everyone and advertising for AFL. High hopes for the rest of the school year.

Elementary Affairs

The Elementary Catholic Student Leadership Impact Team held their third meeting of the year on December 5 2019. Attendance is at an all-time high. Stephanie Arieras's presentation on spreading love and charity fell in line with December's virtue of the month. It was engaging, interactive, and inspiring. Also

on December 5th, the Directors of Elementary Affairs presented a report regarding ECSLIT's three pillars to the Board of Trustees. Environmental Stewardship, Mental Health and Well Being, and Inclusion, Belonging, and Respecting Differences are ECSLIT's pillars of focus for the 2019-2020 school year.

Equity

During the past month the equity team has been furthering the planning of the Inclusion and Belonging conference. An action plan has been drafted for the retreat, and will be reviewed at the next equity subcommittee meeting. The equity and social justice subcommittees will be temporarily joining to work on future collaborations. The equity subcommittee was also present in supporting the TCDSB's decision to include 4 new terms in the board's Code of Conduct. The students took independent initiative to support the decision, which will protect people within the board who identify with the terms from discrimination, effectively instilling more equitable practices in our boards policy.

Faith

The CSLIT Executive Team's Faith Ambassador successfully created the introduction and concluding prayer for the month of November; both for CSLIT and ECSLIT meetings. As well as hosted the Faith subcommittee meeting for the month where the topic of God's love and his plan for us was discussed. In December, the Faith Ambassador plans on collecting donations at the Christmas Social. All proceeds will go to students attending the service trip to the Philippines and will be handed to families in need. Future prayers will be created and meetings will be hosted by this year's Faith Ambassador.

Public Relations

The last Catholic Student Leadership Impact Team General Assembly of the decade was held on November 26th at Cardinal Carter! The Public Relations Coordinators advertised this meeting before, during, and after on the CSLIT's Instagram and Twitter accounts. Posters were made to inform all the secondary students across the TCDSB of this meeting, live-tweeting occurred during, and a recap video of the GA was released. The blog post highlighting this momentous occasion will be released within two weeks after the general assembly was held. The Public Relations Coordinators will continue to promote all Catholic Student Leadership events through Instagram, Twitter, and blog posts.

Social Justice

The Director of Social Justice has recently partnered with the Director of Equity to form a joint subcommittee. Future subcommittee meetings have been planned. The Director of Social Justice will discuss with their respective subcommittee to review the success of the previous Newcomer Conference and work on future events, including the Inclusion and Belonging retreat alongside the Director of Equity. As well, the Director of Social Justice has been planning for related CSLIT events, such as the President's Council.

Moving forward, the Director of Social Justice will continue to work alongside other members of Executive Council, the Student Trustees and with their subcommittee. They will plan and execute events with the purpose of promoting values of social justice within the TCDSB and the local community.

OUR MISSION

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

OUR VISION

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



MINUTES OF THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

HELD WEDNESDAY, NOVEMBER 20, 2019

PRESENT:

Trustees: N. Crawford, Acting Chair
D. Di Giorgio
A. Kennedy, via Teleconference

External

Members: Melanie Battaglia
Lori Mastrogiuseppe
Tyler Munro
Mary Pugh – via Teleconference
Glenn Webster – via Teleconference

Staff: D. Koenig
L. Maselli-Jackman
V. Cocco
R. Macchia
J. Mirabella
D. Reid

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

2. Roll Call & Apologies

Apologies were extended on behalf of Sandra Mastronardi, Lori Ciccolini, and George Wedge.

Absent was Gizelle Paine.

3. Approval of the Agenda

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that the Agenda, as amended to reorder Items 12d) Policy on Guide Dogs, Service Dogs and Service Animals and 12e) Accountability Framework for Special Services 2019, after Item 8a) Notice of Motion from Tyler Munro regarding Individual Education Plan Completion Rate - Report Request; and defer Presentations, Items 7a) Special Education Advisory Committee By-Laws on Agenda Setting and 7b) Exclusion Process to the next earliest available meeting to facilitate Committee members not in attendance at today's meeting, be approved.

On the Vote taken, the Motion was declared

CARRIED

4. Declarations of Interest

There were none.

5. Approval & Signing of the Minutes of the Meeting

MOVED by Lori Mastrogiuseppe, seconded by Trustee Di Giorgio, that the Minutes of the Regular Meeting held October 16, 2019 be approved.

On the Vote taken, the Motion was declared

CARRIED

7. Presentations

7a) Special Education Advisory Committee By-Laws on Agenda Setting deferred to the next available earliest meeting.

7b) Exclusion Process deferred to the next available earliest meeting.

8. Notices of Motion

8a) From Tyler Munro regarding Individual Education Plan Completion Rate - Report Request will be considered at the December 4, 2019 Meeting.

12. Communications

Glenn Webster disconnected via Teleconference at 8:20 pm.

MOVED by Trustee Di Giorgio, seconded by Tyler Munro, that Item 12d) be adopted as follows:

12d) Policy on Guide Dogs, Service Dogs and Service Animals received and referred to staff.

Trustee Kennedy disconnected via Teleconference at 8:29 pm.

Quorum was lost and the Chair declared a five-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

Trustee Kennedy and Glenn Webster reconnected via Teleconference at 8:30 pm.

The attendance list remained unchanged.

12d) Policy on Guide Dogs, Service Dogs and Service Animals (continued).

On the Vote taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 12e) be adopted as follows:

- 12e) Accountability Framework for Special Services 2019-20** received and referred to staff.

Trustee Kennedy disconnected at 8:59 pm.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Glenn Webster, seconded by Melanie Battaglia, that Item 12f) be adopted as follows:

- 12f) Advent Dinner – Wednesday, December 4, 2019 at 8:00 pm** that the mass commence at 6 pm, the SEAC meeting at 7:00 pm and the advent dinner at 8:00 pm.

On the Vote taken, the Motion was declared

CARRIED

9. Unfinished Business

MOVED by Lori Mastrogiuseppe, seconded by Trustee Di Giorgio, that Item 9a) be adopted as follows:

- 9a) Proposed Timeline for Review of Special Education Plan during the 2019-2020 Academic Year** received.

On the Vote taken, the Motion was declared

CARRIED

10. Consent and Review

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

- 11a) Tyler Munro;
- 11b) Tyler Munro;
- 11c) Tyler Munro;
- 11d) Tyler Munro;
- 11e) Tyler Munro;
- 11f) Tyler Munro;
- 11g) Melanie Battaglia;
- 11h)
- 12a) Tyler Munro;
- 16a.i) Melanie Battaglia;
- 16.a.ii) Melanie Battaglia;
- 16b) Tyler Munro;
- 16c) Tyler Munro; and
- 16d) Tyler Munro

MOVED by Melanie Battaglia, seconded by Lori Mastrogiuseppe, that the Items not held be received.

On the Vote taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

- 12b) Special Education Superintendent Update;
- 12c) Conseil Scolaire Catholique Providence Letters to the Minister of Education regarding Fetal-Alcohol Syndrome Disorder (FASD), Class Size Changes, Funding Cuts to Students with Autism Spectrum Disorder (ASD) and Teacher/Student Ratio;
- 14a) Progress Report on Auditor General of Ontario Recommendations; and
- 19a) Pending List as at November 20, 2019

11. Considerations of Motions

MOVED by Tyler Munro, seconded by Glenn Webster, that Item 11a) be adopted as follows:

11a) From Tyler Munro regarding Special Needs Children's Participation in Advanced Programs:

WHEREAS: The mission of the Toronto Catholic District School Board (TCDSB) is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: The Ontario Human Rights Commission's (OHRC) policy on accessible education for students with disabilities prohibits systemic discrimination; and

WHEREAS: The Ministry of Education's data indicates a disproportionately high number of gifted students are in some advanced programs, and a disproportionately low number of students with other identification are not in advanced programs (St. Michaels Choir and Cardinal Carter Academy for the Arts, Appendix A of the report);

BE IT RESOLVED THAT: SEAC recommend to the Board that a report be prepared for the end of the 2018/19 school year, and subsequent school years, with the total enrolment in each type of advanced program, the number of Individualized Education Program (IEP) students enrolled and the percentage of students with IEPs in those programs which include, and are not limited to, Arts programs, Advanced programs, Cardinal Carter, French Immersion, French Extended, International Baccalaureate, International Language, Geography, English, Mathematics and Science (GEMS), Specialist High School Major (SHSM) programs, St. Michael's Choir and Science, Technology, Engineering, Art and Mathematics (STEAM), and similar programs to determine if the programs have a reasonably proportional mix of students who are gifted and have other exceptionalities to demonstrate the TCDSB practices are compliant with OHRC policy and the TCDSB's Mission Statement.

On the Vote taken, the Motion was declared

LOST

Melanie Battaglia, Trustee Di Giorgio, Lori Mastrogiuseppe and Mary Pugh voted in opposition of the Motion.

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 11b) be adopted as follows:

11b) From Tyler Munro regarding Special Equipment Amount (SEA)

Processing Time:

WHEREAS: The mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: The Provincial Auditor, the OHRC and other organizations have reported concerns about significant delays in SEA claims at some Boards;

WHEREAS: The sooner a SEA claim is processed and the equipment is being used in the classroom, the smaller the education gap is for the special needs student and the easier it is for a teacher to maintain an inclusive classroom;

WHEREAS: A large majority of SEA claims are technology related and can be processed in a few days to a week; and

WHEREAS: SEAC is getting inconsistent reports on delivery of SEA computers from parents and staff;

BE IT RESOLVED THAT: SEAC recommend to the Board that a report be created for the 2018/19 school year and presented to SEAC and the Board annually; thereafter, a list of the number of SEA claims by type (Computer and other) and the average days to process all completed claims by each type of claim using the following points in time:

1. School identifies need for a claim;
2. SEA desk receives claim;
3. SEA equipment shipped to school;
4. Date student training is completed and they are actively using equipment in the classroom and following the sample report laid out below:

Year 2018/19 Claim Type	No. of Claims Completed	Average Days from Need Identified to Claim Accepted	Average days from accepted to shipped to school	Avg. days from shipped to school to actively in use.	Total Days*
Computer	1223	17	23	20	60
Other	35	19	35	5	59

Where “Number of claims completed” is the total completed claims during the school year.

The “Average days from need identified to claim accepted” is the total days between point two less point one for all claims of that type divided by the number of that type of claim completed.

The “Average days from accepted to ship to school” is the total days between point three less point two for all claims of that type divided by the number of that type of claim completed.

The “Average days from ship to school to actively in use” is the total days between point four less point three for all claims of that type divided by the number of that type of claim completed.

The “Total days” is the total days between point four less point one for all claims of that type divided by the number of that type of claim completed.

Lori Mastroguseppe left the table.

Quorum was lost and the Chair declared a five-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

Lori Mastroguseppe returned to the table.

The attendance list remained unchanged.

On the Vote taken, the Motion was declared

LOST

Trustees Crawford and Di Giorgio, Melanie Battaglia, Lori Mastrogiuseppe and Glenn Webster voted in opposition of the Motion.

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 11c) be adopted as follows:

- 11c) From Tyler Munro regarding Gap in Individual Education Plan (IEP) Process** that SEAC recommend to the Board that an IEP completion date be added to the Case Conference or School Based Support Learning Team (SBSLT) form.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 11d) be adopted as follows:

- 11d) From Tyler Munro regarding Special Education Graduation Rate:**

WHEREAS: The mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: Completing high school successfully is a critical component for a full and productive life beyond high school;

WHEREAS: The Ministry of Education has reported a high incidence of students with IEP not completing high school across the province; and

WHEREAS: The OHRC has raised concerns about the high level of people with disabilities who did not complete high school in the correctional system.

BE IT RESOLVED: That SEAC recommend to the Board that an annual “Special Education Needs Students (SENS) Graduation report” be prepared for the Board and SEAC on Special Needs students starting with the 2018-19 year Grade 12 students with an IEP excluding gifted with the following:

1. Total number of students who enrolled and attended;
2. Number of students who graduated with an Ontario Secondary School Diploma (OSSD);
3. Number of students who graduated with an Ontario Secondary School Certificate (OSSC);
4. Number of students who graduated with a Certificate of Attendance;
5. Number of students who enrolled in the next school year. (fifth year, sixth year, seventh year);
6. Number of students who did not return due to aging restrictions and did not graduate with an OSSD, OSSC or Certificate of Attendance;
7. Number of students who did not graduate and did not return for other reasons than above but completed the school year; and
8. Number of students who did not complete the school year.

We ask that the report be prepared annually and include the five most recent years of accumulated history listed by school year going forward. (i.e. in the first years, report will only have 2018-19 results, the second year will have 2018-19 and 2019-20, etc...) and Board-wide results for all students and, if possible, Provincial comparable.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 11e) be adopted as follows:

11e) From Tyler Munro regarding New Member Recruitment for SEAC (Community and Association Reps):

WHEREAS: Education Act Regulations 464/97 “Special Education Advisory Committees” (SEAC) allow the TCDSB to have 19 members composed of three Trustees, 12 association representatives and four community representatives;

WHEREAS: TCDSB’s current SEAC, as of the September 18, 2019 meeting, has 12 members composed of three Trustees, seven association representative and two community representatives; and

WHEREAS: There are currently vacancies for five association representatives and two community representatives on the TCDSB’s SEAC;

BE IT RESOLVED: That SEAC recommend to the Board that the posting below go out in all Board-wide email blasts for the month of January and we request that it be included in all the January 2020 monthly school newsletters to parents and placed prominently on the Board’s website with appropriate links to volunteer forms.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Glenn Webster, seconded by Tyler Munro, that all Items not discussed be deferred to the December 4, 2019 meeting and/or the January

22, 2020 meeting, as determined by the Chair and the Superintendent of Special Services.

On the Vote taken, the Motion was declared

CARRIED

ITEMS NOT DISCUSSED AS CAPTURED IN ABOVE MOTION

- 11f) Consideration of Motion from Tyler Munro regarding New Member Recruitment for SEAC (Association Reps);
- 11g) Consideration of Motion from Melanie Battaglia regarding Third Party Protocol;
- 11h) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility;
- 12a) Special Education Advisory Committee Annual Calendar;
- 16a) Letters of Interest to Serve as Special Education Advisory Committee Members:
 - 16a.1) From Sandra Hughes; and
 - 16.a.2) From Deborah Nightingale;
- 16b) Inquiry from Tyler Munro regarding Special Education Advisory Computer Repair, Loaner Process;
- 16c) Inquiry From Tyler Munro regarding Special Education Fair; and
- 16d) Inquiry From Tyler Munro regarding Email Blasts

20. Adjournment

MOVED by Tyler Munro, seconded by Melanie Battaglia, that the meeting be adjourned.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

OUR 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.*

OUR VISION

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



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

HELD TUESDAY, NOVEMBER 12, 2019

PRESENT:

Trustees:

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

Staff:

R. McGuckin
L. Noronha
C. Fernandes
L. Maselli-Jackman
C. Caldwell
K. Elgharbawy

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

4. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 13c) Guide Dogs, Service Dog and Service Animals Policy S.12 be reordered prior to Item 13a) Update to Board Vehicles Policy B.G.04.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that the Minutes of the Meeting held October 8, 2019 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

Trustee Kennedy joined the table at 7:12 pm.

7. Delegations

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 7a) be adopted as follows:

- 7a) Emily Wright regarding Toronto Catholic District School Board's (TCDSB) Service Animal Policy** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that the Agenda be reopened to add Item 7c) Adelina Cotognini regarding TCDSB's Service Animal Policy.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 7b) be adopted as follows:

- 7b) Julia Da Silva, representative of Smith Haven Service, regarding TCDSB's Service Animal Policy** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 7c) be adopted as follows:

- 7c) **Adelina Cotognini, regarding TCDSB's Service Animal Policy** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

9. Notices of Motion

- 9a) **From Trustee Del Grande regarding Review of Trustee Code of Conduct** Trustee Del Grande withdrew his Notice of Motion as it had appeared on the October 17, 2019 Regular Board Agenda and will be considered at the November 21, 2019 Regular Board Meeting.

13. Staff Reports

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

Trustee Del Grande left the table at 8:42 pm and returned at 8:45 pm.

13c) Guide Dogs, Service Dog and Service Animals Policy S.12 that Staff consider the following amendments that:

1. The definition of an Accredited Training Organization be updated to include other service animal training organizations that will be considered on a case-by-case basis, Page 57, Definition 1;
2. *Service Dog's* definition be changed to match *Service Animal's* definition, Page 58, Definition 9;
3. *School Principal* be replaced with *a service dog training organization*, Page 61, Purpose 1.5(c);
4. *must* be replaced with *should*, Page 62, Purpose 1.8;
5. Specific examples of legislation be provided, Page 62, Purpose 1.10;
6. Background 2.2, Page 62, be removed or updated to reflect a dictionary definition;
7. Background 2.5, Page 62, be removed or updated to reflect a dictionary definition;
8. *must* be replaced with *should*, Page 64, Accreditation and Expectations...3.2;
9. The bullet point *have evidence of training* be removed, Page 64, Accreditation and Expectations... 3.2 (a);
10. *Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or nurse confirming that the animal is needed because of a disability* be added, Page 64 – Accreditation and Expectations ... 3.2 (a);

Trustee Rizzo left the table at 8:36 pm and returned at 8:37 pm.

Trustee Del Grande left the table at 8:42 pm and returned at 8:45 pm.

11. *to not require multiple feedings during the day* be replaced with *to not require more than one feeding during the day*, Page 64, Accreditation and Expectations... 3.2 (e);
12. *food break* be added, Page 69, Implementing the Accommodation 5.7 (i):
13. Responsibilities 5 and 9 be removed, Page 73, Responsibilities of Adult Students...;
14. *who has received training by the Accredited Training Organization* and be deleted, Page 74, Responsibilities of the Handler..7.1; and
15. *and Service Dog Handlers* be removed, Page 75, Responsibilities of the Handler... 7.3(g).

Trustee Kennedy requested that the Question be split.

Results of the Vote taken on Part 1 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Rizzo

Kennedy

Part 1 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 2 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Del Grande	Crawford
Di Pasquale	Kennedy
Li Preti	
Rizzo	

Part 2 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 3 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Del Grande	Crawford
Di Pasquale	Kennedy
Li Preti	
Rizzo	

Part 3 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 4 of the AMENDMENT, as follows:

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

Part 4 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 5 of the AMENDMENT, as follows:

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

Part 5 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 6 of the AMENDMENT, as follows:

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

Part 6 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 7 of the AMENDMENT, as follows:

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

Part 7 of the AMENDMENT was declared

LOST

Trustee Lubinski did not vote.

Results of the Vote taken on Part 8 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Del Grande
Di Pasquale
Li Preti
Rizzo

Crawford
Kennedy

Part 8 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

With the consent of the Committee, Trustee Di Pasquale withdrew Parts 9 and 10 of the AMENDMENT.

Results of the Vote taken on Part 11 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Del Grande	Crawford
Di Pasquale	Kennedy
Li Preti	
Rizzo	

Part 11 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

With the consent of the Committee, Trustee Di Pasquale withdrew Parts 12 and 13 of the AMENDMENT.

Results of the Vote taken on Part 14 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford	Kennedy
Del Grande	
Di Pasquale	
Li Preti	
Rizzo	

Part 14 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

With the consent of the Committee, Trustee Di Pasquale withdrew Part 15 of the AMENDMENT.

Trustee Del Grande left the table at 9:26 pm.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that the title of the Policy be amended to include *for students*.

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

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy
Li Preti
Rizzo

The AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford, that background information be provided as it relates to the Ontario Human Rights Code (OHRC), Miller Thomson's legal opinion, Accessibility for Ontarians with Disabilities Act (AODA), Toronto District School Board's Policy and Policy/Program Memorandum (PPM)163.

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

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy
Li Preti
Rizzo

The AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

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

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

Trustee Lubinski did not vote.

Trustee Del Grande returned to the table at 9:30 pm.

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

13a) Update to Board Vehicles Policy B.G.04 received.

Trustee Kennedy left the table at 9:30 pm.

Trustee Lubinski disconnected via Teleconference at 9:32 pm.

Trustee Crawford left the table at 9:33 pm.

Trustee Kennedy returned to the table at 9:34 pm.

Trustee Crawford returned to the table at 9:35 pm.

Trustee Crawford left the table at 9:36 pm and returned at 9:37 pm.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that the revised Policy Board Vehicles B.G.04 provided in Appendix A of the report, and the accompanying Operation Procedures provided in Appendix B of the report, be adopted.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Rizzo, that staff consider putting stickers reflecting words to the effect, “How is my driving?” at the back of vehicles with a whistleblower contact number.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Rizzo, that *by-annually* be replaced with *bi-annually*, Page 34, Operational Procedure 4a) iv.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that *license* be replaced with *licence*, Page 34, Operational Procedure, and throughout the policy.

Results of the Vote taken on both AMENDMENTS, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

Li Preti
Rizzo

Both AMENDMENTS were declared

CARRIED

Results of the Vote taken on the AMENDMENT regarding the Staff Recommendations, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The AMENDMENT regarding the Staff Recommendations 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
Rizzo

The Motion, as amended, was declared

CARRIED

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

Trustee Li Preti relinquished the Chair to Trustee Crawford.

- 13b) Update to Food & Beverage Policy S.M.08** 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 Appendix A of the report.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Li Preti, that the suggested changes in the policy go to secondary schools, the Catholic School Parent Councils (CSPCs) and principals for consultation.

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

In Favour

Trustees Kennedy
Li Preti

Opposed

Crawford
Del Grande
Di Pasquale
Rizzo

The AMENDMENT was declared

LOST

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Li Preti, that *should* be replaced with *shall*, Page 47, Regulations 5.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

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
Kennedy

Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

Trustee Li Preti reassumed the Chair.

Trustee Li Preti relinquished the Chair to Trustee Del Grande.

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that Item 13d) be adopted as follows:

- 13d) Proposed Updates to the 2019-2020 Policy Priority Schedule** that the Bullying Prevention and Intervention Policy S.S.11 referred to the Catholic Education and Living Our Catholic Values Sub-Committee be referred back to the Governance and Policy Committee.

With the consent of the Committee, Trustee Li Preti withdrew her Motion.

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that the proposed schedule for outstanding policies be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

Trustee Li Preti reassumed the Chair.

16. Updating of Pending List

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, 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
Rizzo

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

REGULAR BOARD

ENTRY AND EXIT SURVEYS – 2019

“Do not neglect to do good and to share what you have, for such sacrifices are pleasing to God,” Hebrews 13:16

Created, Draft	First Tabling	Review
November 25, 2019	2019-12-12	Click here to enter a date.
B. Leporati, Sr. Coordinator, Planning Services J. Brighton, Sr. Coordinator, Student Systems and ICT Trillium S. Camacho, Chief Information Officer 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

The Research, Information Technology (IT) and Planning Departments developed entry and exit surveys for parents of elementary and secondary students in 2016. An annual report on survey results is required in accordance with the Annual Reports and Policy Metrics list.

The intent of the entry and exit surveys is to provide the Board with reasons and rationale for why parents and students choose the TCDSB or choose to leave the TCDSB for other boards. The information collected is provided to help inform decision making, improve existing programming and to help inform marketing initiatives aimed at attracting new students to the Board as well as to achieve maximum retention of existing students.

In this, the third year of administering the Entry/Exit surveys, the number of responses has declined and it is proving difficult to apply the findings of the survey to positive changes at the school level given the anonymous nature and lack of specific location data for the respondents. Reconsideration of the survey structure, target audience and data collection method is recommended for future years.

The cumulative staff time required to prepare this report was 2 hours

B. PURPOSE

This report provides a summary of entry and exit survey responses for both elementary and secondary panels for the 2018-2019 school year.

C. BACKGROUND

1. **November 12, 2015** – Action After Corporate Services required staff to develop short surveys to be completed by parents/guardians each time a student enters or exits a TCDSB school.
2. **June 9, 2016** – Entry and Exit surveys were approved by Board for implementation as of September 2016.
3. **January 18, 2017** – Entry and Exit surveys were implemented through SOAR for elementary and via a web-based application for secondary students.

4. An annual report summarizing the survey results is provided as per the Annual Reports and Policy Matrix.

D. EVIDENCE/RESEARCH/ANALYSIS

1. IT has compiled all survey results for the 2018-19 school year. **All survey completion is invitational and anonymous.** Full results are provided in Appendix 'A'.
2. The *total number of responses by survey type* are detailed in the table below. It should be noted that a relatively low number of responses were received in this sample.

	Entry Surveys			Exit Surveys		
Panel	# of surveys issued	# of responses received	Response Rate %	# of surveys issued	# of responses received	Response Rate %
Elementary	22365	3301	14.8	4791	578	12.1
Secondary	2453	378	15.4	678	52	7.7

3. The *Elementary and Secondary Entry surveys* require responses to the following *questions*. Top responses to each are provided in italics below the question, elementary first then secondary.
 - Why did you choose to register your child in this TCDSB school?
 - *Elem.- Close to home, high moral values, welcoming and friendly*
 - *Sec. - Reputation, programs offered, location*
 - Are there any specific programs that helped you decide to enrol your child in this TCDSB school?
 - *Elem. - Childcare (B&A), French Immersion, Music*
 - *Sec. - Congregated AP, Arts, Sports*
 - How did you learn about this school?
 - *Elem. - Word of mouth, family history, internet/website*
 - *Sec. - Word of mouth, open house, internet/website*

4. The *Elementary and Secondary Exit surveys* require responses to the following *questions*. Top responses are provided in italics below each question.
- Did you de-register your child because you have moved residences?
 - *Majority responded “No” for both panels.*
 - What were the reasons for withdrawing your child from this TCDSB school?
 - *Academic programs, need for specific program, student safety for both panels.*
 - What type of school will your child be attending?
 - *There were no respondents in either panel.*
 - What things did you like about the TCDSB school that your child is leaving?
 - *Elem. - Location, child’s friends attend, welcoming and friendly*
 - *Sec. - Location, access to transit, welcoming and friendly*
 - Would you recommend this school to a friend or family member?
 - *Majority responded “yes” for both panels.*
5. *The Secondary Exit survey includes one additional question:*
- Did your child graduate Grade 12?
 - *Of the 42 respondents, 41 responded “No”.*

E. METRICS AND ACCOUNTABILITY

1. There is concern that the survey results, based on the questions in their current form and the anonymity of the survey, do not provide enough relevant data to formulate conclusions on which to base system decisions around specific programming, school locations, facility conditions and marketing initiatives.
2. Review of the value provided by and the application of the response data is recommended to ensure that the survey has merit and responses are incorporated into system initiatives.

F. STAFF RECOMMENDATION

This report is for the consideration of the Board and it is recommended that the survey questions be reviewed with Academic, Environmental Support Services and Communications staff to assess the validity and application of the survey results and recommend changes for future survey periods if deemed necessary.

Elementary School Entry Surveys (n=3301 accessed the survey)

1. Why did you choose to register your child in this TCDSB school? (please choose all that apply)	Number of answers
Availability of childcare; Before and After school programs	787
Child's friends attend the school	423
Cleanliness of school building	819
Condition of school facilities	760
Easy access to public transit	491
Facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	350
Family history of attending this school	645
High moral values in the school	1360
Close to my home	2241
Level of discipline	961
Parent involvement	789
Parish involvement	803
Programs offered	678
Close to daycare	246
Close to family	579
Recommendation from friend or neighbour	638
Reputation of the school	1296
School bus transportation	701
School clubs	201
School outreach (open house, school visits)	249
School sports	283
School staff	662
School uniform/dress code	1234
Brother/sister have already attended this school	571
Strong evidence of Catholic faith and culture	1262
Student safety	820
Teacher recommendations	299
Welcoming and friendly school atmosphere	1327

2. Are there any specific programs that helped you to decide to enroll your child in this TCDSB school? (please choose all that apply)	Number of answers
Arts programming	422
Music / Choir programming	537
Core French starts in Grade 1	525
Daycare; Before and After school programs	824
Eco school	180
Empower Reading program	464
Extended day International Languages Program	233
Extended French	326
French Immersion	563
Gifted programs	216
International Language(s)	429
Nutrition program	531
Reggio Emilia program	61
Science / Technology	357
Special Education programs	264
Sports / Athletics	506
Ukrainian / Eastern Rite	56

3. How did you learn about this school? (please choose all that apply)	Number of answers
Advertisement	74
Daycare provider	235
Family history of attending this school	772
Internet / Website	693
News reports / Newsletter	66
Open house	305
Parish	485
Real estate agent	85
Social media	81
Word of mouth (recommendation from friend, neighbour, or relative)	1610

Elementary School Exit Surveys (n=578)

1. Did you de-register your child because you have moved residences?	Number of answers
Yes	202
No	288

2. What were the reasons for withdrawing your child from this TCDSB school? (please choose all that apply)	Number of answers
Academic concerns	121
Change in daycare arrangements	6
Condition of school facilities	34
Facility overcrowding	26
Friends/brother or sister registered at another school	19
It is not my community school	18
Lack of availability of daycare; Before and After school programs	4
Lack of school activities/sports/arts/clubs	35
Lack of school bus transportation	13
Lack of strong evidence of Catholic faith and culture	16
Lack of facilities available within the school (e.g. chapel, elevator, sports field, theatre, etc.)	21
Location of school (e.g., too far from home)	30
Need for a specific program that is not provided at this location	44
Not enough involvement with Parish	2
No easy access to public transportation	5
Far from daycare	2
Far from family	8
Physical environment	25
Reputation of the school	25
School uniforms/dress code	7
Student safety	44

3. What type of school will your child be attending?	Number of answers
Another TCDSB school	0
French Catholic Board (Conseil scolaire de district Catholique)	0
French Public Board (Conseil scolaire Viamond)	0
Home Schooling	0
Outside of Canada	0
Outside of Toronto	0
Private School	0
Toronto District School Board (TDSB)	0

4. What things did you like about the TCDSB school your child is leaving? (please choose all that apply)	Number of answers
Availability of daycare; Before and After school programs	77
Child's friends attend the school	180
Cleanliness of school building	174
Condition of school facilities	114
Easy access to public transit	101
Facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	57
Family history of attending this school	70
High moral values in the school	141
Level of discipline	119
Location of school (e.g., close to home; our home school)	265
Parent involvement	129
Parish involvement	100
Programs offered	77
Close to daycare	29
Close to family	77
Reputation of the school	129
School bus transportation	92
School clubs	49
School outreach (open house, school visits)	34

School sports	59
School staff	160
School uniforms/dress code	161
Brother/sister have already attended this school	78
Strong evidence of Catholic faith and culture	131
Student safety	114
Welcoming and friendly school atmosphere	189

5. Would you recommend this school to a friend or family member?	Number of answers
Yes	190
No	78
Not Sure	91

Secondary School Entry Surveys (n=378)

1. Why did you choose to register your child in this TCDSB school? (please choose all that apply)	Number of answers
Child's friends attend the school	63
Cleanliness of school building	65
Community/neighbourhood	117
Condition of the school facilities	65
Easy access to public transit	92
Facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	53
Family history of attending this school	42
High moral values in the school	134
Level of discipline	109
Location of school (e.g., close to home; our home school)	158
Parent involvement	22
Parish involvement	16
Programs offered	165
Close to daycare	2
Close to family	26
Reputation of the school	180
School clubs	59
School outreach (open house, school visits)	41
School sports	65
School staff	72
School uniforms/dress code	118
Brother/sister have already attended this school	38
Single gender: "all boys"/"all girls" school	39
Strong evidence of Catholic faith and culture	51
Student safety	64
Teacher recommendations	46
Welcoming and friendly school atmosphere	126

2. Are there any specific programs that helped you to decide to enroll your child in this TCDSB school? (please choose all that apply)	Number of answers
Arts programming	63
Congregated Advanced Placement (AP) program	66
Boys choir programming	3
Co-op program	28
Dual credit program	15
Eco school	7
Enrichment programming	17
Extended French	19
French Immersion	12
Geography English Math Science (GEMS) program	15
Gifted programs	16
International Baccalaureate (IB) program	34
Locally Developed programs	10
Math, Science Technology (MST) program	26
Science Technology Engineering Math (STEM) program	19
Media, Arts Technology (MAT) program	5
Ontario Youth Apprenticeship Program (OYAP)	10
Regional Arts program	22
Special Education programs	34
Specialist High Skills Major (SHSM) program	21
Sports programs	57

3. How did you learn about this school? (please choose all that apply)	Number of answers
Advertisement	6
Daycare provider	0
Family history of attending this school	54
Internet / Website	71
News Reports / Newsletter	10
Open house	110
Parish	6
Real estate agent	0
Recommendation from elementary school	34
Social media	12
Word of mouth (recommendation from friend, neighbour, or relative)	207

Secondary School Exit Surveys (n=52)

1. Did your child Graduate Grade 12?	Number of answers
Yes	1
No	41

2. Did you de-register your child because you have moved residences?	Number of answers
Yes	13
No	29

3. What were the reasons for withdrawing your child from this TCDSB school? (please choose all that apply)	Number of answers
Academic concerns	8
Brother/sister registered at another school	3
Change in daycare arrangements	0
Condition of school facilities	2
Facility overcrowding	4
Friends registered at another school	2
Lack of availability of daycare; Before and After school programs	0
Lack of school activities/sports/arts/clubs	2
Lack of strong evidence of Catholic faith and culture	2
Lack of facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	2
Location of school (e.g., too far from home)	3
Need for a specific program that is not provided at this location	8
No easy access to public transportation	1
Not enough involvement with Parish	0
Far from daycare	1
Far from family	1
Physical environment	6

Reputation of the school	4
School uniforms/dress code	5
Semestered or non-semestered programming	1
Single gender: "all boys"/"all girls" school	2
Student safety	8

4. What type of school will your child be attending?	Number of answers
Another TCDSB school	0
French Catholic Board (Conseil scolaire de district Catholique)	0
French Public Board (Conseil scolaire Viamonde)	0
Home Schooling	0
Outside of Canada	0
Outside of Toronto	0
Post-Secondary	0
Private School	0
Toronto District School Board (TDSB)	0

5. What things did you like about the TCDSB school your child is leaving? (please choose all that apply)	Number of answers
Child's friends attend the school	9
Cleanliness of school building	12
Community/neighbourhood	10
Condition of the school facilities	8
Easy access to public transit	15
Facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	7
Family history of attending this school	5
High moral values in the school	9
Level of discipline	12
Location of school (e.g., close to home; our home school)	19

Parent involvement	6
Parish involvement	4
Programs offered	11
Close to daycare	0
Close to family	3
Reputation of the school	15
Student safety	7
School clubs	7
School outreach (open house, school visits)	2
School sports	4
School staff	11
School uniforms/dress code	8
Semestered or non-semestered programming	6
Brother/sister have already attended this school	6
Single gender: "all boys"/"all girls" school	3
Strong evidence of Catholic faith and culture	9
Welcoming and friendly school atmosphere	13

6. Would you recommend the school to a friend or family member?	Number of answers
Yes	17
No	7
Not Sure	8



2018 - 2019 DIRECTOR'S ANNUAL REPORT



Celebrating... we BELONG



TCDSB MISSION STATEMENT



OUR 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.

OUR VISION

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

2018 - 2019
***we* BELONG**



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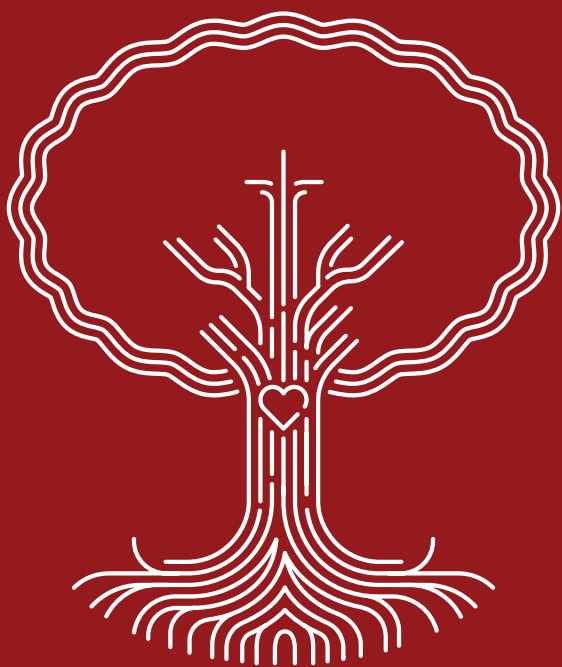
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46 2018 - 2019 TRUSTESS



ROOTED IN CHRIST

"Live your lives in him, rooted and built up in him and established in the faith...abounding in thanksgiving." – Colossians 2:6b-7

we
BELONG

we
BELIEVE

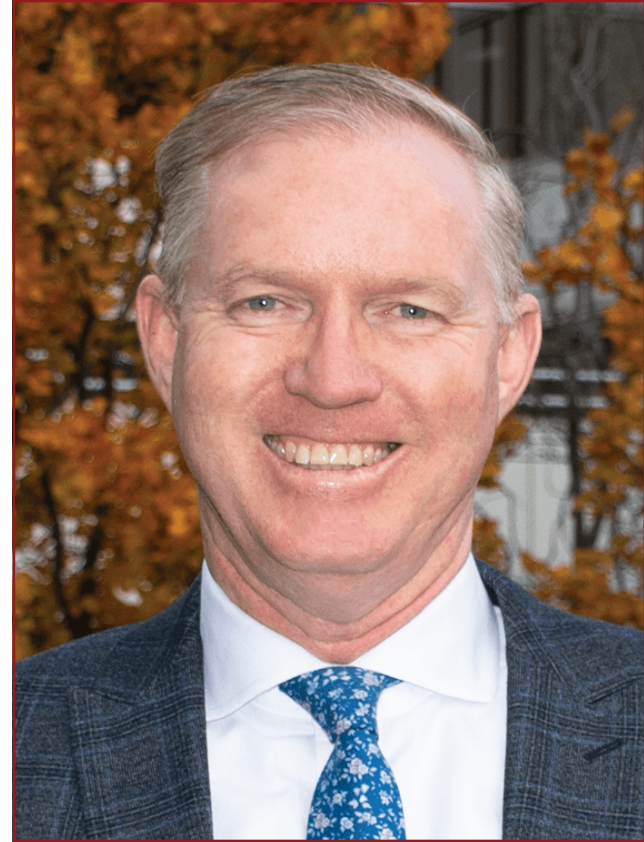
we
BECOME



2018 - 2021



The 2018-2019 school year has been filled with so many important accomplishments that it's actually difficult to narrow it down to just a few success stories, celebrations, and examples of growth and development. I am happy to share some of the highlights from the past year.



Message from the Director

Seeing the collaboration among our staff, parents, parishes and other stakeholders throughout the year is a constant reminder of the importance of publicly funded Catholic education to the community, and the shared commitment we all have for student success and well-being.

With our continued commitment to equity and inclusion it was fitting that our Pastoral Plan theme focused on belonging. Our three-year plan Rooted in Christ: we Belong, we Believe, we Become, reminds us that we all belong to one family and to one educational community, that we share beliefs and values that are at the core of our humanity, and that we must use the unique gifts and talents that each of us has to help our students become the very best version of themselves.

This annual report will provide you with a snapshot of what has been accomplished to bring our Multi-Year Strategic Plan to life in our schools and offices.

I hope you will see how much we have accomplished together, and that if we continue to work collectively, there is so much more than we can do for our students, our schools and our communities.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. McGuckin'. The signature is fluid and cursive.

Rory McGuckin, Director of Education

Living Our Catholic Values

celebrating...

***we* BELONG**

Rooted in Christ: we Belong, we Believe, we Become

TCDSB has just completed the first year of its new pastoral plan, “we Belong”, which focused on our commitment to inclusion, acceptance, respect, community and friendship. Schools embraced the theme and celebrated the many ways they nurture a sense of belonging in their local communities through social media, school and board websites, and incorporated the theme into the curriculum as well as special events and activities throughout the year. At St. Robert, the community created a mural to celebrate the pastoral plan.



www.tcdsb.org/Board/NurturingOurCatholicCommunity/rooted-in-christ/We_Belong/Pages/default.aspx



FaithTalk

In partnership with Radio Maria Canada, FaithTalk was created, and students in grades 7 to 12 were invited to submit written work or videos to highlight how they are living their faith today. The winning submission came from Marcia Dubskey, a student from Brazil, who is attending Dante Alighieri Catholic Academy. She was featured on air during Catholic Education Week talking about her experiences as a newcomer who was welcomed into her school community, and through that sense of belonging developed the confidence to put her beliefs and convictions into action helping others. Marcia also shared her submission and her experience with FaithTalk at the year-end culminating celebration for our pastoral plan.

www.tcdsb.org/Board/NurturingOurCatholicCommunity/rooted-in-christ/We_Belong/Pages/radio-maria.aspx

IYAM! - Interfaith Youth Alliance Movement

The Interfaith Youth Alliance Movement, organized by Madonna Catholic Secondary School students, brought together more than 200 culturally diverse youth from TCDSB, Durham, Dufferin-Peel, TDSB and As-Sadiq Islamic School. Participants had the opportunity to connect and bond with youth from a variety of world views and faith traditions. The goal was to encourage a better appreciation of others, develop deeper connections to their understanding of faith, celebrate commonalities and differences, and work together on issues to unify communities. Students participated and engaged in faith celebrations through the arts, meaningful dialogue, and the genesis of an interfaith youth community. IYAM calls youth to live *The Golden Rule*, and take collective action on issues such as climate change, Islamophobia, Anti-Semitism, hate crimes, Truth and Reconciliation, mental health and other critical issues.



CEC Hug in Support of Meagan's Walk

TCDSB schools for many years have participated in the annual school hug to show support for all who are dealing with life-threatening illnesses and other challenges. Circling Our Angels of Hope grew from the annual Meagan's Walk in support of SickKids Hospital. This year on April 13, staff from the Catholic Education Centre joined students and staff from Cardinal Carter Academy for the Arts and elementary student leaders in front of the administrative offices to pray together, and show support for all who are in need of a hug. The event was also an opportunity to reflect and remember the victims of the Yonge Street van attack one year earlier.

ShareLife

TCDSB school communities were successful in raising more than \$102,000 to support the work of ShareLife. This was accomplished through a Board-wide civvies day in April, as well as numerous local fundraising events at schools and in partnership with parishes throughout the year.



▲ Our Lady of Wisdom Catholic School.



◀ Nneze from St. John Vianney Catholic School created the winning artwork that will be featured in the ShareLife campaign in 2020.



The Angel Foundation for Learning



The Angel Foundation for Learning (AFL) enables students to focus on their education through four wings of support. During the 2018/19 school year, close to 60,000 TCDSB students benefitted daily from a healthy breakfast, morning meal, lunch or snack, with more than one million meals a month being served by school nutrition program volunteers.

The Foundation also disbursed \$42,084 to 87 schools to help pay for school excursions so that no child was left behind. Through its seven Guardian Angel Funds, a total of \$142,581 was distributed to support students with basic necessities such as food, warm clothing, shelter or medical supplies. Future dreams became possible for 135 students whose summer camp and/or after school sports program fees were covered under the fund.

Four awards totaling \$1600 were administered to elementary schools and \$16,500 was distributed in eight bursaries to students to assist with their post-secondary education.

Several unique and inspirational community-wide fundraising efforts are held annually. Events such as the *Evening to Feed the Soul Gala*, *Toronto Marlies Day*, and the *AFL golf tournament* bring Board staff, students, parents, Trustees and community partners together in support of the Foundation's work to help, inspire and nurture TCDSB students.



Celebrating Diversity

The Board continues to celebrate the diversity of its school communities by recognizing a variety of days, weeks and months that are set aside to reflect on the contributions of a wide range of cultures. These heritage events serve to nurture respect and understanding, and are reminders to ensure that a wide variety of cultural perspectives are woven into curriculum. In September 2018, the Board celebrated its first Ukrainian Canadian Heritage Month. During the inaugural year of celebrations, a board-wide poster contest was initiated and the winning design by Grade 12 student Zoriana Wankiewicz from Michael Power/St. Joseph is being used for future celebrations.



Indigenous Education

With an increased focus on Indigenous Education, the Board created the Equity, Diversity and Indigenous Education Department. The department is focused on ensuring that the curriculum is culturally responsive, relevant and authentic, while also providing opportunities for parent engagement, and celebration of the rich traditions and heritage, and contributions of Indigenous peoples in Toronto and throughout the world.

With the launch of the Revised Social Studies Curriculum, teachers were in-serviced on the new curriculum expectations. Professional learning opportunities were provided on the history of residential schools, oppression, and colonization, Indigenous ways of knowing, and the contributions of Indigenous peoples. The new expectations support actions 62 and 63 of the Truth and Reconciliation Commission's Calls to Action.

OPENING OF MEDICINE WHEEL GARDEN AT ST. TIMOTHY

The school's ECO Team led the project with the goal of strengthening and reconciling connections with the environment and with First Nations in Canada. TCDSB resident Elder, Clayton Shirt helped students and staff see the interconnectivity of all living things, especially the relationship with ourselves, our neighbours, all living creatures and the environment. It is the school's hope that this garden will help illuminate the importance of Indigenous perspectives and the interconnectedness and interdependency of our environmental systems. The Medicine Wheel Garden was made possible with the generous support of a grant from TD Bank, specifically Friends of the Environment, and the working hands of D & G Contracting.



ORANGE SHIRT DAY

For the second year, the TCDSB participated in Orange Shirt Day to show solidarity with the victims, survivors, and their families in Residential Schools.



The Director and the Senior Administration Team visited the Woodland Cultural Centre/ Mohawk Indian Residential School in Brantford to deepen their understanding about Indigenous students and families within the TCDSB community.



INDIGENOUS FAMILIES ENGAGEMENT EVENING

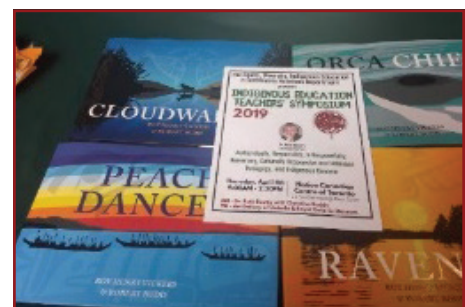
The TCDSB hosted the first Indigenous Families Engagement Evening in the fall, providing an opportunity for students and their families to meet Board senior staff, Indigenous community members, and agencies that support Indigenous student success and well-being. The event also included a number of special performances, including First Nation Dancers, Métis Fiddler and Jigger, and Throat Singers.

RECONCILIATION

Elementary students were once again invited to the CEC in June to experience a Mini Pow Wow, led by Toronto Council Fire. That same month, under the guidance of Métis Knowledge Keeper and Artist Diane Montreuil, students in Special Education classes from 15 different schools explored the concept of reconciliation with our land's Indigenous peoples through art. The artistry that resulted from lessons learned about the life of the Indigenous peoples in Canada has been captured in a multi-panel quilt that ties together a number of key elements of the Indigenous experience. The quilt has been mounted in a stunning hand-carved, rosewood frame created by Indigenous craftspeople, Marise and Curtis, and was unveiled on June 5.

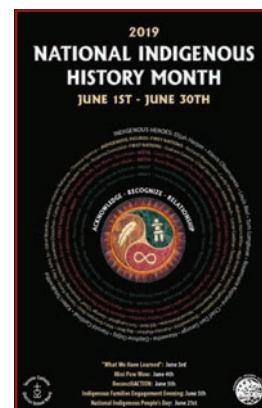
INDIGENOUS EDUCATION TEACHERS' SYMPOSIUM

The annual Indigenous Education Teachers' Symposium brought together more than 100 teachers for a day of professional development at the Native Canadian Centre of Toronto that focused on Mathematics, Culturally Responsive and Relevant Pedagogy, and Indigenous Ways of Knowing. This day of learning was led by Dr. Ruth Beatty from Lakehead University, and supported with presentations from the Royal Ontario Museum and the Art Gallery of Ontario.

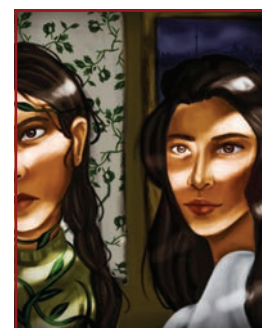


INDIGENOUS EDUCATION WEEK

The TCDSB recognized National Indigenous History Month and Indigenous Education Week with the opening celebration show called *"What We Have Learned"*. Students from St. Mother Teresa Catholic Academy and Dante Alighieri Academy showcased their work done as part of the English program in understanding First Nations, Metis, and Inuit voices and Writers' Craft classrooms. With the launch of the Revised Social Studies Curriculum, teachers were in-serviced on the new curriculum expectations. Professional learning opportunities were provided on the history of residential schools, oppression, and colonization, Indigenous ways of knowing, and the contributions of Indigenous peoples. The new expectations support actions 62 and 63 of the Truth and Reconciliation Commission's Calls to Action.



Ten original written works St. Mother Teresa grade 11 Native Studies English students and illustrated by grade nine Native Studies Art students, with the guidance of Native Studies English teacher, Jol-Christine Molina, and Native Art teacher, Julia DiCarlo, were compiled to create *Lacuna*, with the book being launched in June 2018.



Addressing themes of identity, discrimination, fear, bravery, and love, *Lacuna*, which means the missing part, was written as a means to bridge the gap in literature and voice the challenges faced by Indigenous Peoples today.



Fostering Student Achievement and Well-Being

celebrating...
we BELONG



STEAM (Science, Technology, Engineering, Arts and Math)

STEAM Secondary School Administrators met to support the enrichment programming this year. The professional development days established a shared understanding of STEAM, the balance between central objectives and site responsive programming, and an onsite visit of the MakerSpace. A longer discussion involved determining a four-year cycle where cohorts would have a project that culminates in a graduating capstone was initiated. Work was also done to create a resource of vendors, events and opportunities to better support new schools to the program. Guest speaker, Graham Green (The Gorilla Store – Ontario Science Center), presented an integrated model of collaboration that involves various curricular areas.



MathUP

MathUP School, a resource designed to improve understanding and performance in mathematics, provides tools such as common tasks, implementation and monitoring checklists, professional learning modules, etc. that allow staff to analyze student work to gather evidence that points to school-wide curriculum gaps and targeted professional learning.

These tools empower the principal as the lead learner in the School Improvement Cycle, to create a measureable and sustainable school wide improvement in mathematics (aligns with Board Learning Improvement Plan goal D – School and Classroom Leadership, Collaboration and Engagement).

Spoken Word at St. Gerald

A Spoken Word workshop at St. Gerald Catholic School culminated in a whole school showcase during Catholic Education Week. Every class from Grades 1-8 participated in three separate workshops facilitated by members of the TCDSB Elementary Literacy Team. The students learned about the unique characteristics of the Spoken Word poetic style, the stages of the writing process from brainstorming to editing of a polished work, and the choreography involved with a group presentation. The incredible passion for a variety of social justice issues that was on display through their Spoken Word presentations was truly inspiring.



Our Lady of Sorrows Featured in Award Winning Ad Campaign

Students from the Our Lady of Sorrows Catholic School choir had the opportunity to record the background vocals for the anti-bullying song called No More with Rapper SonReal in partnership with Telus. Telus was awarded a silver medal at the national level in recognition for one of the best marketing campaigns in the country, and was also nominated for the Cannes Lions (international) Award, one of only four nominees in total, and the only Canadian nominee. Congratulations to the choir and the staff for the role they played in supporting bullying awareness.

<https://marketingawards.strategyonline.ca/winners/winner/2019/?c=79648&w=No+More>



Music

The Toronto Catholic District School Board Music Festival was held in April, 2019. Over 1300 secondary students from 20 schools and 2700 elementary students from 80 schools performed for their peers and received adjudications from a dozen different adjudicators. The Adjudication Team was made up of industry professionals and music educators. The performances were held in auditoriums and gymnasiums around the city including Michael Power/St. Joseph, Blessed Cardinal Newman, St. Joseph Morrow Park, Epiphany of Our Lord Academy and St. Thomas Aquinas.

For 2019-2020 the Board is looking to expand attendance in the vocal area, including a larger showing for show choir, by enlisting high profile industry professionals as adjudicators. All sessions will be held in auditoriums to provide students with a richer performing experience.



French

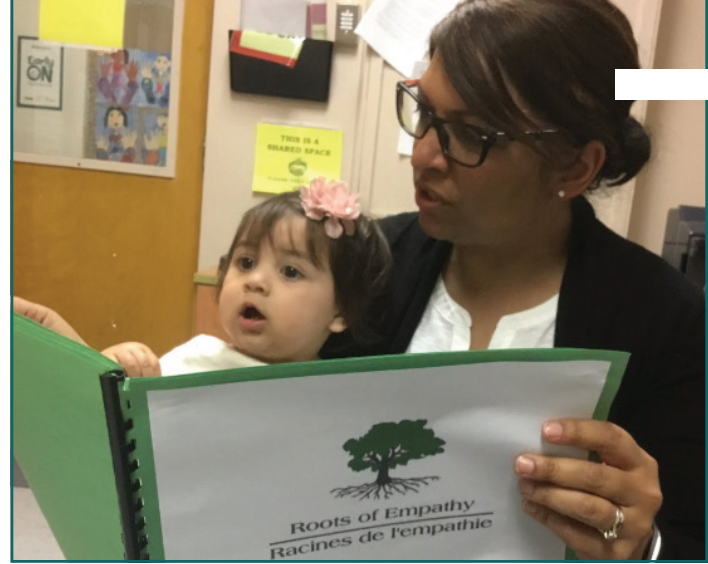
The demand for French Immersion programs continues to grow throughout the City of Toronto. Adam McMahon, Grade 12 Student at Bishop Allen Academy, in 2019 won 1st place at the provincial *Concours d'art oratoire 2019* in the Core French category and represented TCDSB at the national level. Adam won a \$300 cash prize and a \$4000 post-secondary scholarship to continue to his French studies. *Le Concours d'art oratoire* offers students a chance to showcase their skills in both written and spoken French.

Roots of Empathy 2018-2019

The integration of the Roots of Empathy program within a classroom and school community helps to build healthy, positive relationships, problem solving skills and emotional literacy skills. Roots of Empathy fosters safe and welcoming school communities, promotes well-being, and seeks to reduce levels of bullying, aggression and violence in schools.

The program, which started in 2004 currently operates in 11 sites, with plans to expand further in the future.

The program enriches a school community, with nine family visits throughout the year, increasing knowledge of human development, learning and infant safety. The students in the classroom where the program is being delivered develop a special bond with the infant, watching the many milestones that the baby reaches during the program.



▲ Holy Spirit Catholic School.

Physical Education

Student athletics were cause for celebration throughout the year, with a wide range of sports events and activities that allowed students to engage in friendly competition, and skills such as leadership, teamwork and sportsmanship.

Working with Special Olympics, students with special needs were included in events during the cross-country and track and field finals. TCDSB owes a debt of gratitude to the many coaches and volunteers who work with our students throughout the year to prepare for these events.



Fetal Alcohol Spectrum Disorder (FASD) Awareness Day

In response to the Ministry of Education's Bill 44, an Act to amend the Education Act in relation to Fetal Alcohol Spectrum Disorder (FASD), the TCDSB declared **September 9th** as Fetal Alcohol Spectrum Disorder (FASD) Awareness Day. Resources have been provided to schools and posted to the Board's website to support learning about the significance of the day <https://www.tcdsb.org/news/othernews/2019/pages/fasd.aspx>.

On September 9th, the first FASD day will be recognized in September 2019 and students and staff are encouraged to wear red shoes/socks to show their support for those who are living with FASD.

Grey Day for Brain Cancer Awareness

TCDSB celebrated the inaugural Board-wide Brain Cancer Awareness Day on May 24, 2019 at St. Cecilia Catholic School, where the idea was first initiated by student Isabel Andrews to raise awareness about the disease after her father was diagnosed with brain cancer.



Mental Health

The Board welcomed Dr. Marie-Josée Gendron as TCDSB's new Chief of Mental Health, and Melissa Hanlon as the new Mental Health Leader. In consultation with the Mental Health Steering and Advisory Committees, a new Mental Health Strategy has been drafted and will be implemented in September 2019. TCDSB hired 6 Mental Health Professionals (psychologists or social workers), funded by the Ministry of Education to work with existing staff. The team implemented mental health promotion and prevention programming, with a focus on topics such as stress, at the classroom level in 12 classrooms at 6 secondary schools, reaching approximately 360 students. The Board also implemented individual student counseling to respond to identified student needs, with about 35 students benefiting from the service from April to June 2019.

Three TCDSB schools are participating in the pilot of Faith and Wellness: A Daily Mental Health Resource. Resources developed by OECTA (Ontario English Catholic Teachers' Association) and School Mental Health ASSIST are provided to support the development of social emotional learning and builds student resiliency, consisting of brief mental health practices that teachers can incorporate into daily routines.

Suicide awareness (SafeTalk) and suicide intervention (ASIST) training workshops were provided to staff (developed by Livingworks Education), to prepare staff to notice and respond to situations where thoughts of suicide might be present, to recognize often overlooked invitations for help, and to move beyond the common tendency to miss, dismiss, and avoid suicide. Four mental health clinicians were trained in Cognitive Behavioural Therapy.

Stop the Stigma Board-wide events encourage student leaders from intermediate grades to take leadership roles in their own schools in supporting and raising awareness around mental health issues, with school participation increasing year to year.

<https://www.tcdsb.org/News/othernews/2019/Pages/stigma.aspx>



Supporting All Students

TCDSB continues to support families of students with special needs through a variety of initiatives including the annual Special Education and Community Resources Fair, which provides resources and information about supports that are available through the school, as well as those that are offered through community organizations.

This commitment to all students was demonstrated in the annual celebration of Autism Awareness Month in October as well as Autism Awareness Day in April. The Board and all its schools raised the Autism flag in recognition of our students with Autism as well as the staff and families who support them. The Board also hosted its annual evening celebration featuring Mass, special presentations and dinner.



For Deaf and Hard of Hearing students, the Board hosted its 30th Annual Deaf/Hard of Hearing Family Picnic at Sts. Cosmas & Damian. Current and former students, teachers and alumnae attended the exciting day in celebration of friendships, community and new experiences.

The Deaf and Hard of Hearing Girls' Talk and Boys' Clubs provide an opportunity for students to gather regularly with their peers who share similar challenges and to enjoy a variety of activities, including a magic show.



One of the highlights of the year is always the TCDSB Secondary School Student Special Olympics which brings together secondary students with special needs at the Hangar in Downsview Park for a day of friendly competition, activities, fun and friendship, including an opening parade of athletes.



Assisting with the programming and entertainment for the day are student leaders from across the Board who always say that they get just as much joy and excitement out of the experience as our participating student athletes.

TCDSB also acknowledged National Inclusive Education Month, Children's Mental Health Week, World Down Syndrome Day, Deaf Blind Month, International Day of Persons with Disabilities and other days, weeks and months of recognition for individuals with special needs.

Celebrating Women

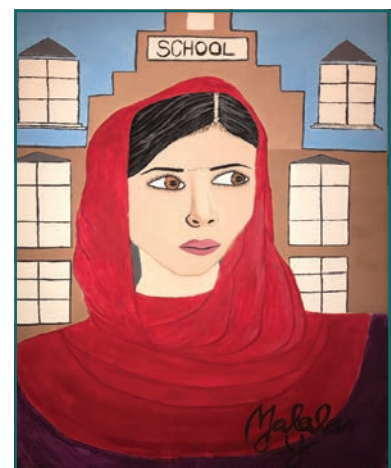
On Thursday, March 21, 2019, the TCDSB celebrated International Women's Day with a special event that brought together students and staff from several schools to hear empowering stories from Women of Distinction, pray as a community and watch student performances that addressed the theme of empowerment.

The day showcased art pieces from our students that reflected the spirit of the day. <https://www.tcdsb.org/schools/stjosephcollege/News/Pages/International-Women%27s-Day-Art-Exhibition.aspx>

The first ever winners of the **Sister Evanne Hunter Young Women in Leadership Award** were also announced at this event. [Click here to read](#) more about Sr. Evanne and the Award.

The 2019 winners are:

Elementary: Emily Karagossian, student at St. Kateri Tekawitha Catholic School
Secondary: Adaeze Mbalaja, student Madonna Catholic Secondary School



The students were recognized at the Board's annual Awards night which celebrates the outstanding achievement of students, alumni and partners and friends of Catholic education.

Technology for Students

The Information & Communication Technology (ICT) Services Division supported student achievement and well-being by preparing and distributing more than 1,600 devices (Chromebooks, iPads and laptops) to schools for student use. ICT Services was responsible for ensuring that the online registration site for kindergarten would be able to handle the volume of traffic, particularly on the first day.



Recent Assessment Results

TCDSB remains committed to student success and well-being, and we continue to focus resources in areas where they are needed to help students succeed.

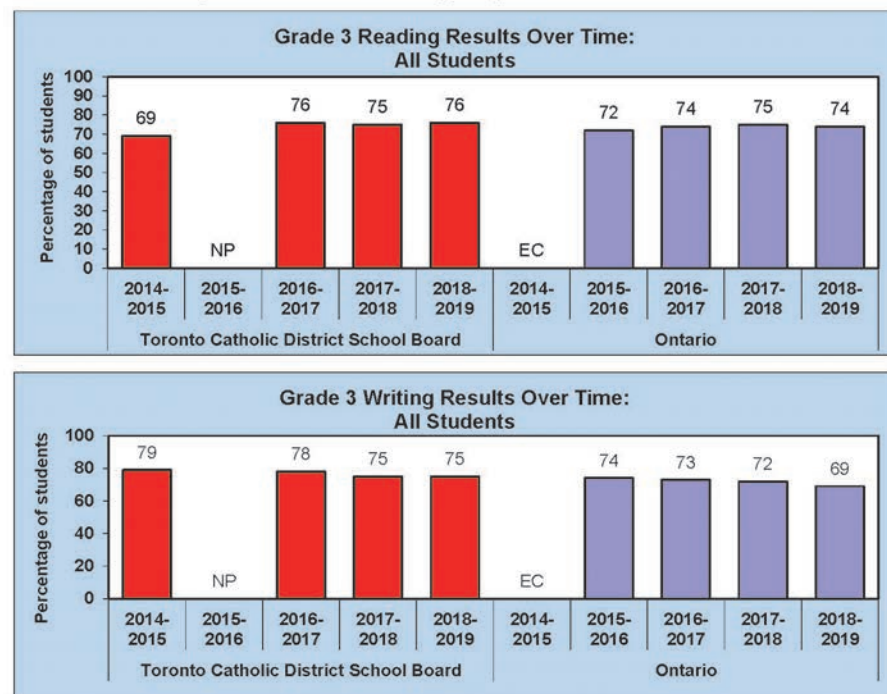
The latest EQAO results show TCDSB students performing at or above the provincial average in some areas, however, overall results in mathematics show that further investments and supports are needed.

While these standardized tests provide a snapshot of a student's progress, they are just one of the valuable tools that can be used to help our educators and support staff focus efforts where they are most needed. These results are used in combination with regular assessment and testing throughout the school year, and day to day observation of a student's performance to guide teaching practices and programming.

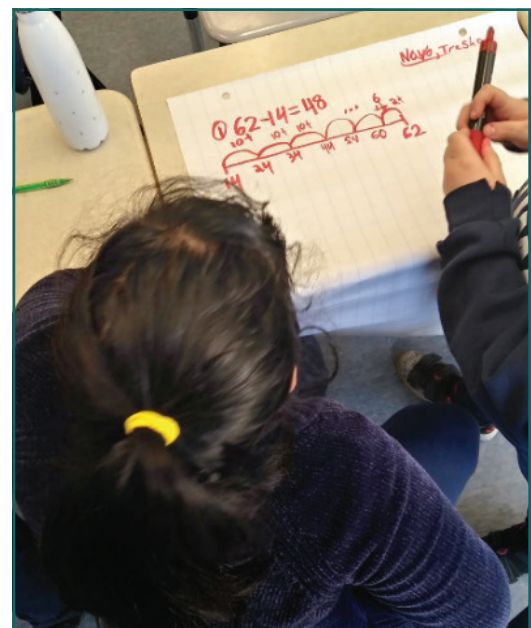
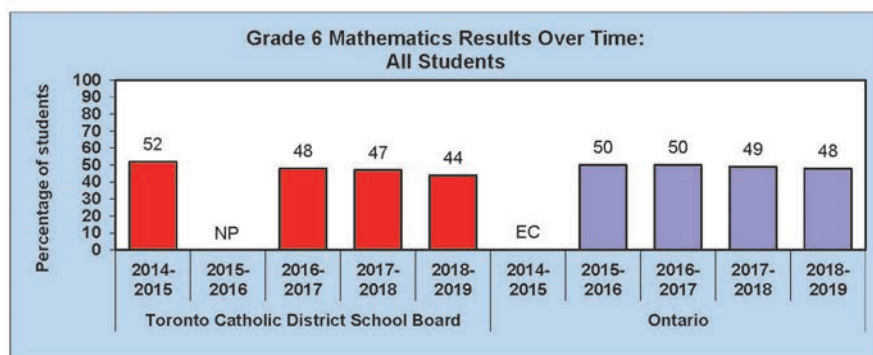
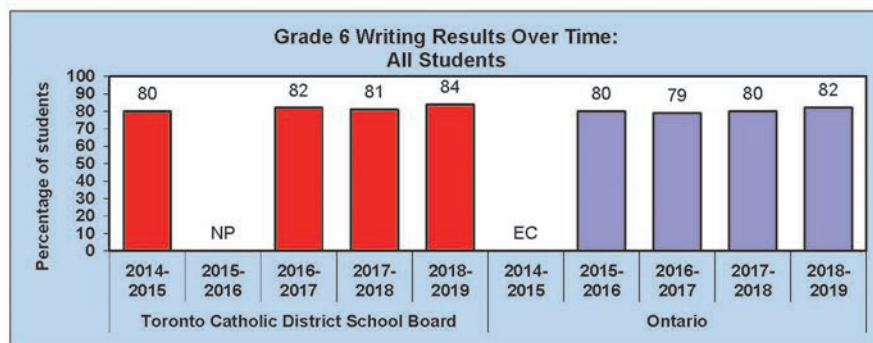
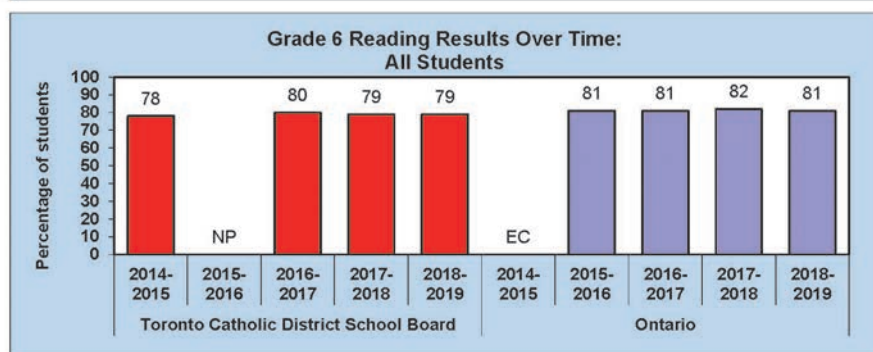
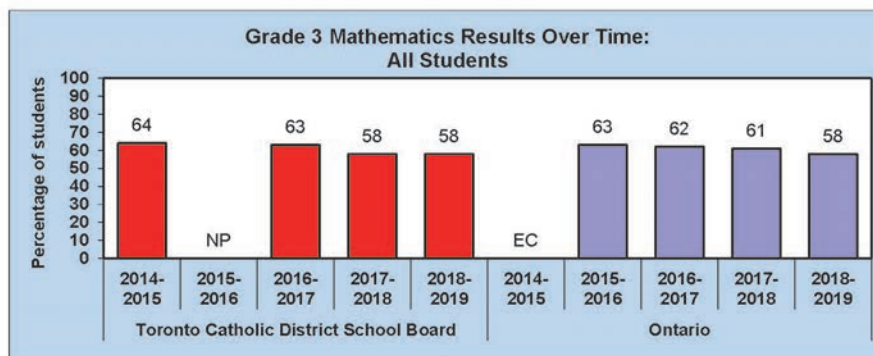
TCDSB shares the province's views that these results are not meant as a ranking tool. We know that our school communities are as diverse as the students and families that we serve, and we recognize that there are many factors that can impact an individual's academic achievement.

EQAO RESULTS OVER TIME

Note: EC = Due to exceptional circumstances, provincial data were not available in 2015;
NP = Elementary schools in TCDSB did not participate in 2016.



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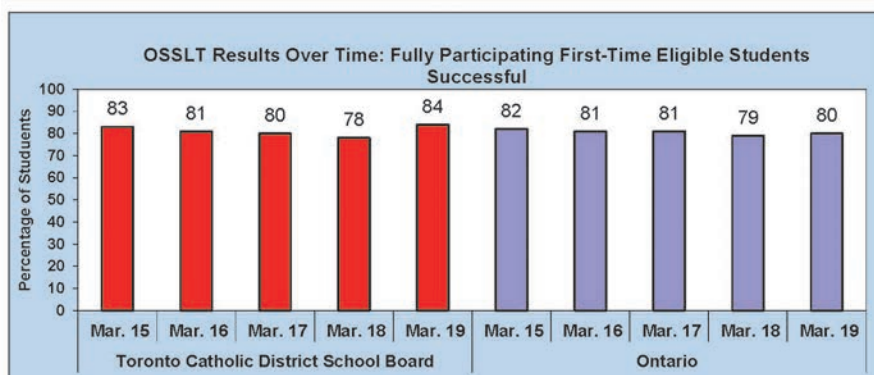
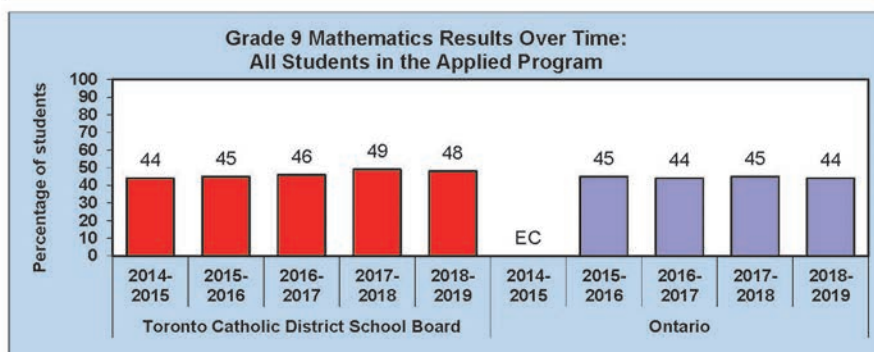
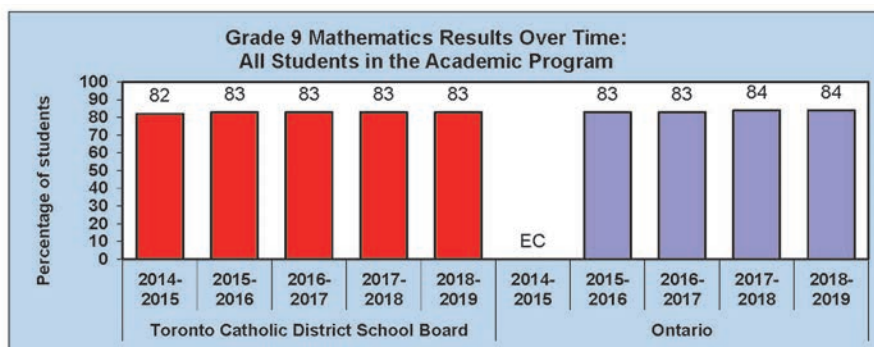
We value the involvement of parents, and our schools seek opportunities to engage them more fully in the education of their children.

The Board's Equity Action Plan aims to help level the playing field so that all students have the same opportunities for success at all levels.

Culturally Responsive and Relevant Pedagogy (CRRP) was the key theme at spring and fall (2018-2019) department heads' symposium designed to increase teacher efficacy in CRRP.

The Board introduced the equity fund, school block budget enhancements earmarked to support Culturally Responsive and Relevant Pedagogy (CRRP) and poverty mitigation. This fund provided 20% for the purchase of materials that support CRRP, 20% to be used for direct poverty mitigation in the learning environment and 60% for locally determined needs.

Note: EC = Due to exceptional circumstances, provincial data were not available in 2015.



Inspiring and Motivating Employees

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Workforce Census

As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity as a value rooted in our faith. It is our Christian call to act with intentionality to ensure those we serve are treated with respect and dignity.

The TCDSB is advancing its commitment to equity and inclusion at all levels of the organization. The Workforce Census supports the Board's Equity Action Plan, the Multi-Year Strategic Plan, the Board Learning Improvement Plan and the Three-Year Pastoral Plan, Rooted in Christ: we Belong; we Believe; we Become. It supports the overarching goal of equity of opportunity and equity of outcomes for all. Staff at all levels of the organization are being encouraged to participate in the Workforce Census in an effort to further inspire success, confidence and hope in each other. TCDSB thanks its labour partners for their support and participation in this initiative.

Together, we represent the diversity of the communities in which we live and work. The workforce census conducted between November and December will help us:

- paint a picture of who we are as a community;
- identify strengths and barriers to inclusion as well as equity of opportunities and outcomes; and
- develop and implement plans and supports to address workplace equity.

TCDSB Celebrates Retirees and Long-Serving Employees

Trustees, senior staff, school administrators and staff, former colleagues, as well as family and friends attended a Mass of celebration in honour of recent TCDSB retirees.

<https://www.tcdsb.org/News/othernews/2019/Pages/Retirement-Mass-2018.aspx>

Local celebrations were also held at schools and central offices to acknowledge staff who have worked for the Board for 25 years or more, in recognition of their dedication to publicly funded Catholic education.



Staff Access to Technology

The ICT Services deployed 790 new laptop computers for Principals and Vice-Principals and desktop computers for Secretaries and Clerk Typists with upgrades to Windows 10 and Office 365 ProPlus. They also replaced some 200 desktop computers for caretakers in TCDSB schools.

The TCDSB Intranet was migrated to the cloud service (Office 365 SharePoint Online) to enable upgrades to all departmental webpages and publishing sites to a modern webpage format and to migrate external vendor components to components of the Office 365 SharePoint Online platform.



As of October 2018, the former ICT Help Desk became the ICT Service Desk. This was not just a change in the name, but reflected the implementation of the new Information Technology Service Management (ITSM) tool – Ivanti Service Manager – which is used to process all ICT requests. The self-service portal is accessible from any device, and allows staff to submit incidents and service requests and check on their status in real time.

TCDSB continues to celebrate the many days, weeks and months set aside to acknowledge specific employee groups for the unique role that each of them plays in student success and well-being.



Providing Stewardship of Resources

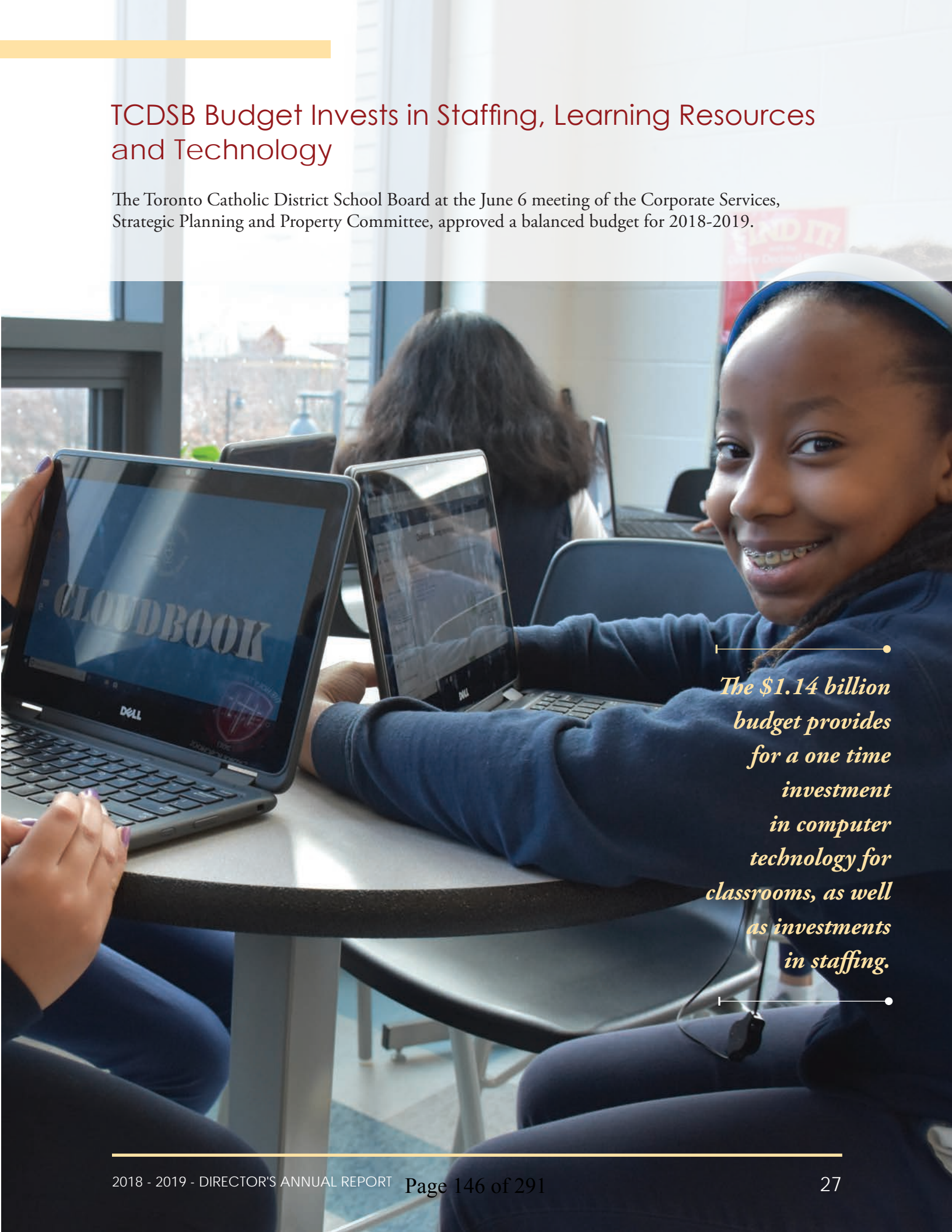
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TCDSB Budget Invests in Staffing, Learning Resources and Technology

The Toronto Catholic District School Board at the June 6 meeting of the Corporate Services, Strategic Planning and Property Committee, approved a balanced budget for 2018-2019.

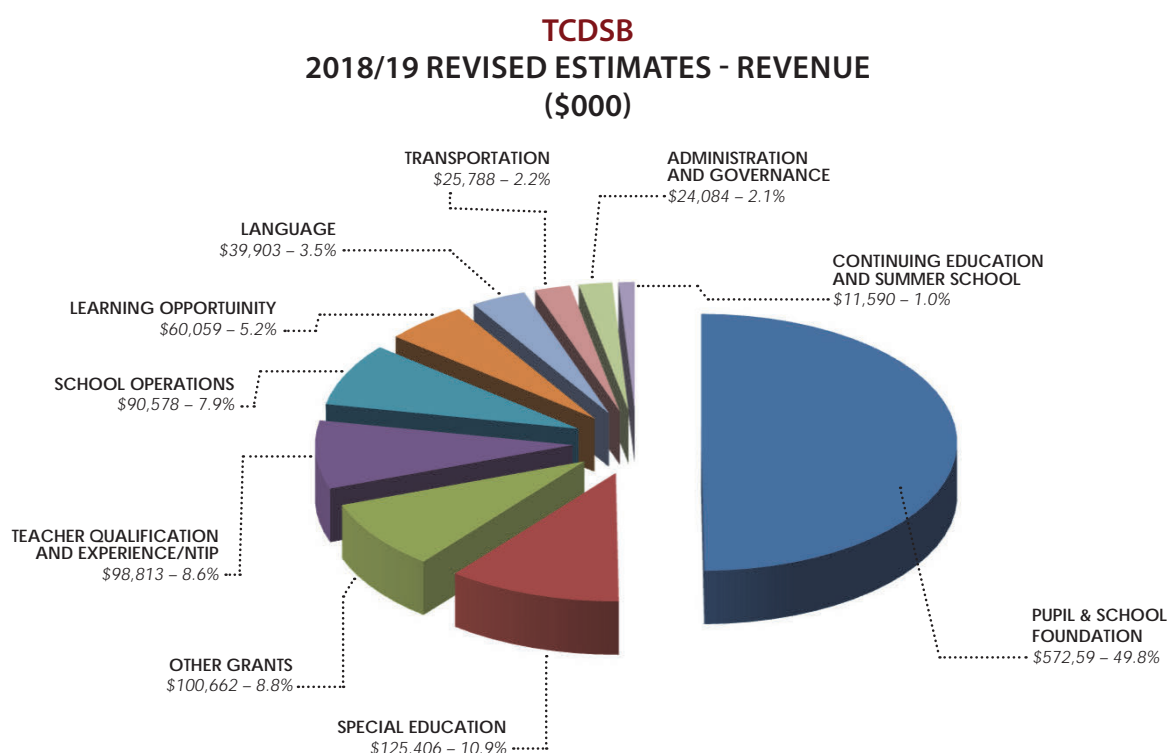


The \$1.14 billion budget provides for a one time investment in computer technology for classrooms, as well as investments in staffing.

The Board appreciated the feedback provided by parents, staff, students and other community members through our annual budget consultations. The decision as to where we invest available resources was very much driven by the input received through that consultation process.

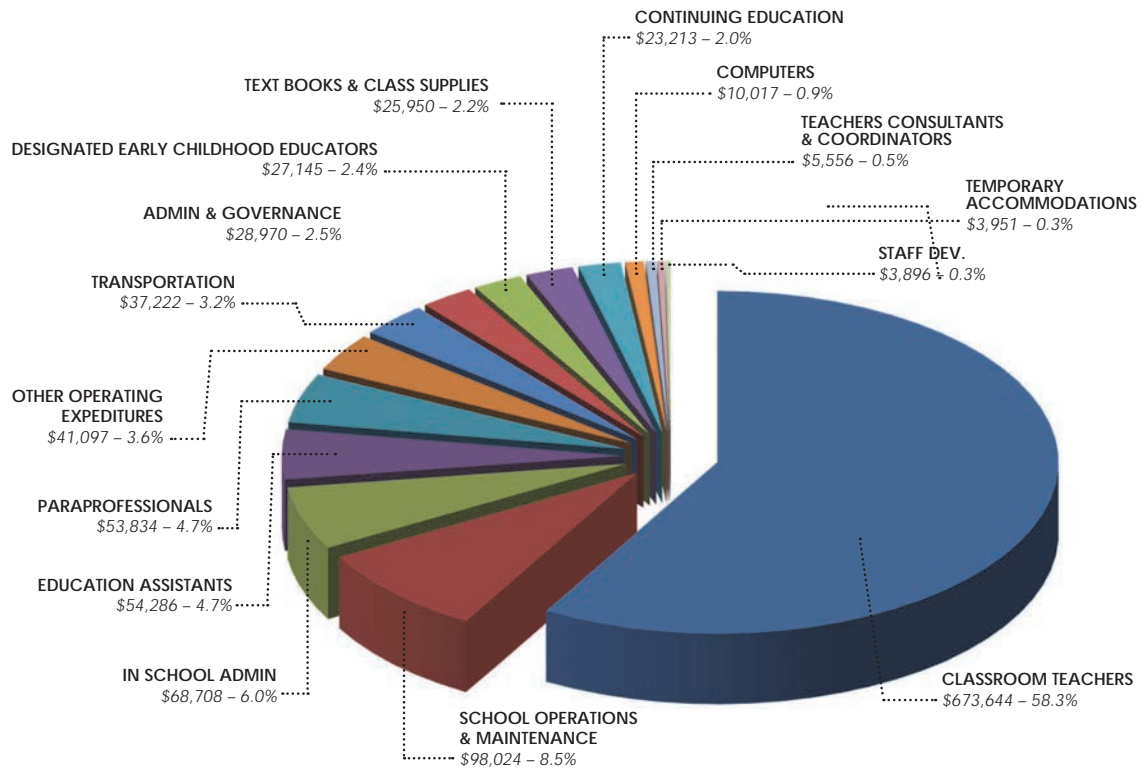
The increase in staffing investments provides for the creation of 98.9 full time equivalent positions including classroom teachers and special education supports.

This budget reflects the Board's continued commitment to the goals of our Multi-Year Strategic Plan including stewardship of resources and student achievement and well-being. We continue to look for ways to focus spending in areas which will directly benefit the students in the classroom.



Grants for Student Needs (GSNs)	Millions \$	%
Pupil & School Foundation	\$ 572,599	49.8%
Special Education	\$ 125,406	10.9%
Other Grants	\$ 100,662	8.8%
Teacher Qualification and Experience/NTIP	\$ 98,813	8.6%
School Operations	\$ 90,578	7.9%
Learning Opportunity	\$ 60,059	5.2%
Language	\$ 39,903	3.5%
Transportation	\$ 25,788	2.2%
Administration and Governance	\$ 24,084	2.1%
Continuing Education and Summer School	\$ 11,590	1.0%
Total Operating & Capital Grants	\$ 1,149,482	100%

TCDSB
2018/19 REVISED EXPENDITURE BUDGET ESTIMATES
(\$'000)



	Millions \$	%
Classroom Teachers	\$ 673,644	58.3%
School Operations & Maintenance	\$ 98,024	8.5%
In School Admin.	\$ 68,708	6.0%
Education Assitants	\$ 54,286	4.7%
Paraprofessionals	\$ 53,834	4.7%
Other Operating Expenditures	\$ 41,097	3.6%
Transportation	\$ 37,222	3.2%
Admin & Governance	\$ 28,970	2.5%
Designated Early Childhood Educators	\$ 27,145	2.4%
Textbooks & class Supplies	\$ 25,950	2.2%
Continuing Education	\$ 23,213	2.0%
Computers	\$ 10,017	0.9%
Teachers consultants & Coordinators	\$ 5,556	0.5%
Temporary Accommodation	\$ 3,951	0.3%
Staff Dev.	\$ 2,896	0.3%
Total	\$ 1,154,513	100%

Detailed information can be found in the budget book:
<https://www.tcdsb.org/Board/BudgetandFinance/Pages/default.aspx>

Success Stories from Information & Technology (I&T)

Now, more than ever, our community of students, parents and Catholic supporters is engaging the educational system through the lens of the digital world. To maximize our effectiveness as the largest Catholic school system, and to support our students in achieving their full potential, the TCDSB needs to leverage technology and the associated best practices that drive success.

The new draft Information & Technology (I&T) Strategic Plan will focus on the organizational long-term vision of the “Digitally Enabled School”. While the first three years of the plan are focused on many behind the scenes foundational elements of the longer-term vision, we are taking pragmatic step to improving outcomes for students and engage parents. These steps include improving increasing digital communications with a new public website, parent portal, and digital newsletters; deploying a new student information system that will help better track student success; improving cyber security to safeguard student’s personal information; and developing a sustainable technology refresh plan for classrooms across the system.



Focusing on the Environment

ST. ANDRÉ WINS ENBRIDGE ENERGY SCHOOL CHALLENGE

Congratulations to the students and staff at St. André Catholic School for winning the Enbridge Energy School Challenge. The Challenge includes classroom curriculum modules that help students understand how natural gas is consumed and how to reduce demand through more efficient technologies and behavioural changes. Students from each participating elementary and secondary school then put their energy-efficiency knowledge to the test through friendly competition with other schools registered in the challenge.



Please click here to watch the video:

<https://video.isilive.ca/play/tcdsb/communications/StAndre-Enbridge.mp4>

TCDSB ENVIRONMENT SUMMIT

In June, TCDSB hosted its first-ever Environment Summit for Elementary ECO Schools at the Catholic Education Centre.

The event's keynote speaker was Kehkashan Basu, winner of the 2016 International Children's Peace Prize, United Nations Human Rights Champion and President and Founder of the Green Hope Foundation.

It was an incredible opportunity to listen to an ECO-Warrior and 'world game changer' and participate in other presenters, student performances and 'maker-space' activities for students.



GRADE 6's ENGAGE IN ENVIRONMENTAL LEADERSHIP

From April 24 to April 26, the Grade 6 students from various TCDSB schools participated in an Environmental Leadership program at Claremont Nature Centre, where they gained hands-on experience in implementing sustainable practices in their homes and school environments.

The Toronto Conservation Authority along with the Ontario EcoCentres Network delivered a fun-filled and engaging program which helped to promote a solutions-oriented approach to sustainable living.



NORTH YORK STUDENTS WANT TO ELIMINATE SINGLE-USE PLASTICS AT SCHOOL

James McDonough, Alexandra Miller and their Grade 8 peers at St. Bonaventure Catholic School want single-use plastics — like straws and bottles — to become extinct. For a couple of months, the students at the North York elementary school have been working on ways to achieve that goal — and they're starting by tackling the problem in their community.

After viewing documentaries on the topic, James, Alexandra and their peers wanted their school to cut down on the amount of single-use plastics like yogurt containers that are found in its snack program and to educate other classes on how not to contaminate recycling and which plastics are recyclable.

The students' ultimate goal is to get large grocery chains like Loblaws to eliminate single-use plastics in their stores — and they have created an online petition to help achieve this goal.



(Photos courtesy of Toronto.com)

FEBRUARY IS TCDSB ENERGY CONSERVATION MONTH

The Environment Committee led the charge with four initiatives throughout the month to focus staff and students on easy ways to conserve energy.

Flip the Switch Friday invited schools to turn off non-essential lighting for the whole day.

National Sweater Day encouraged schools and offices to turn down the temperature by a degree or two and wear warmer clothing.

Energy Education Day and ***Phantom Friday*** gave students a chance to explore other opportunities to save energy.

Schools also participated in other annual Board-wide initiatives including the ***Earth Day Community Clean Up*** and ***Earth Hour***.

FEBRUARY is TCDSB Energy Conservation Month

4 DAYS
4 THEMES
1 MONTH

Join TCDSB
In FEBRUARY
to save on energy!

Flip the Switch Friday
FEB 01
Earth Hour 2.0 - Turn off all the lights in the school where it is safe to do so for the entire day. Promote "lights out lunch" throughout the week.

National Sweater Day
FEB 08
National Sweater Day is a fun way to learn about the importance of saving energy and to inspire you to use less heat all winter. Register online on the TCDSB Environment webpage before January 25, 2019. Facilities Services will turn down the heat in your school by two (2) degrees to support your efforts. Please note this may need to be arranged at a local level with the school Custodian.

Energy Education Day
FEB 14
Tweet your videos or, posters, action plans, to celebrate TCDSB Energy Conservation Month using #tcdsbenergy. For additional resources, visit: www.tcdsb.org/board/environment.

Phantom Friday
FEB 22
Investigate and find out what Phantom Power is all about. Did you know that your home devices, when plugged in, continue to draw power even when they are off?

All participating schools will receive a certificate of participation.

WALK TO SCHOOL AND BIKE TO SCHOOL

TCDSB schools continued to participate in the annual Walk to School Week initiative in October, the Winter Walk Day in February and Bike to School Week in May.

The common goal for all these observances is to focus students, staff and families on active and healthy living as well as reducing our carbon footprint and pollution from automobile exhaust.



Investing in Our Schools

TCDSB was delighted to celebrate the completion of a number of capital projects with ribbon cutting and blessing ceremonies including: the new additions at St. Paschal Baylon Catholic School and St. Clement Catholic School, and the newly rebuilt St. Simon Catholic School.



▲ St. Paschal Baylon Catholic School



▲ St. Simon Catholic School



▲ St. Clement Catholic School

Outdoor Spaces Improved

In 2018/2019 TCDSB also invested in upgrades to outdoor spaces for students.

During the past year projects that were completed included new playgrounds at Blessed Sacrament and St. James Catholic Schools.



OPAL Program

The Outdoor Play and Learning (OPAL) Program provided by Earth Day Canada EarthPLAY encourages play outdoors in a freely chosen, intrinsically motivated and self-directed way.

Two TCDSB schools piloted the program where students were engaged in self-directed play with “loose parts” (tools, boxes, spare tires, fabric, etc.), boosting their sense of agency and creating a more inclusive and reciprocal social environment:

- St. Augustine Catholic School
- Holy Family Catholic School





Enhancing Public Confidence



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Consultations

Parents, staff, students and members of the community were invited to provide feedback on many policies throughout the school year.

They were also invited to participate in consultations on a number of matters including the Board's budget and capital/planning projects. Input was solicited from everyone in the TCDSB community about the elementary International Languages program as well as the Fifth Block program, and parents were also encouraged to participate in the annual Parent Voice Survey.

Staff as well as Catholic School Parent Councils were invited to provide feedback on the Weekly Wrap Up, a regular digital communication tool.

Service Alerts

In an effort to keep the community informed about accessibility challenges, the Board is now posting on the website, and sharing on Twitter, any issues that are reported. This would include elevators and automatic doors that are temporarily out of service, as well as any issues with wheelchair ramps or accessible washrooms.

Implementation of School Messenger



The Board implemented the SafeArrival module of SchoolMessenger providing parents the opportunity to communicate with schools about a child's attendance. Through the online or mobile application, parents can notify the school in advance about an upcoming absence, or inform the school of an unexplained absence after the fact. As soon as schools enter absent students into the student information system, SafeArrival reconciles all absences against the parent-reported absences. SafeArrival automatically notifies parents of unexplained absent students by telephone, email, and mobile push notification. School secretaries contact parents unresponsive to the notifications saving up to 90 minutes each school day. The broader SchoolMessenger application can also be used to push notifications about critical issues such as cancellations, closures and lockdowns to parents/families.

www.tcdsb.org/programsservices/safeschools/newsandevents/pages/signupschoolmessenger.aspx



Achieving Excellence in Governance

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Trustees Out and About in Their Communities

In addition to attending Board and Committee meetings throughout the year, and representing the Board on external committees as well, the Trustees of the Board continue to be actively involved in their school communities and at board-wide events.

Here are a few of the many events and activities our Trustees have been engaged in during the past year:



▲ TCDSB Trustees



▲ Mayor John Tory joined TCDSB Chair Maria Rizzo in celebrating the 2018 TCDSB Elementary Cricket Champions, Blessed Sacrament, at the 2019 Mayors Cup Awards. Also in the photo, Trustee Norm Di Pasquale (Ward 2) and Blessed Sacrament coach Paul Monaghan.



▲ Trustee Ida Li Preti at the unveiling of a boulder to commemorate the former site of Melody Public School. The site is now the new home of St. Simon Catholic School.



▲ Trustee Markus de Domenico at the elementary golf tournament.



▲ Trustee Teresa Lubinski at the 30th anniversary celebrations for Bishop Allen Academy.



▲ Trustee Nancy Crawford speaks to students at the annual Student Mass and Peace Walk during Catholic Education Week.



▲ Trustee Angela Kennedy at St. Monica's annual spring fair.



▲ Trustee and Chair Maria Rizzo at the Indigenous Week celebration at the Catholic Education Centre.



▲ Trustee Frank D'Amico at the TCDSB Secondary School Student Special Olympics.



▲ Trustee Garry Tanuan speaking with students at the first TCDSB Faith Camp organized by student leaders.



▲ Daniel Di Giorgio celebrates 75th anniversary of Our Lady of Victory Catholic School with students, staff and families.

Taylor Dallin, Student Trustee for 2018 - 2020

Taylor was a grade 11 student at Cardinal Carter Academy for the Arts when she was elected to a two year term. She is an avid volunteer and student leader who is dedicated to making a difference in her school and community. Taylor has served on the TCDSB Safe Schools Committee, the Student Mental Health Advisory Council, and the Catholic Student Leadership Impact Team as the Director of Social Justice.

Taylor has participated as an executive member for several youth-led organizations, such as Model City Hall, Global Figure, and the Federation of Canadian Secondary Students. Taylor is also an engaged member of her school community, having been involved with Camp Olympia, Peer Tutors, Science Olympics, Yearbook Club, Youth Orchestra, DECA, Stop the Stigma, Model UN, and Eco Club.

One of Taylor's highest achievements was receiving the 2018 Rotary Club of Toronto Platinum Youth Civic Leadership Award where she was selected as the top youth in the City for her impact on the community. Some of her other achievements include winning first place provincially at the 2018 Concours d'art oratoire, having the winning entry in her category for the 2018 OECTA Young Authors Award, being third place for Speakers Idol 2017, and placing in the Top 10 provincially for her event at the DECA business competition. Taylor is an honour roll student and had the top mark in five of her grade 9 courses.

As Student Trustee, Taylor acts as a voice for TCDSB students. She is interested in fostering Catholic student leadership opportunities and working with students to represent their needs at the Board level. Taylor is a strong advocate for equity and hopes to inspire students to put their faith into action in order to create positive change.



*As Student Trustee,
Taylor acts as a voice
for TCDSB students.*

*She is interested in
fostering Catholic
student leadership
opportunities and
working with students
to represent their needs
at the Board level.*

Acknowledging Long-time Committee Chair



On June 26th, 2019, the TCDSB recognized former Chair of SEAC, Marilyn Taylor with a certificate of appreciation and a small gift at the Year End Mass. Taylor had served on the Board for many years and was a passionate advocate for students with special needs.

I&T Advances to Support Governance

The ICT Services division supported the transition of the new Board of Trustees in November 2018 including 6 first term Trustees through the deployment of new laptops, phones, and tablets. Teams also worked with all Trustees to develop a new Trustee Service expense policy that governed the use of technology by Trustees and orient Trustees to the technology environment.

In 2018, Trustees approved a new plan to upgrade 14-year technology in the boardroom and public meeting rooms at the CEC. Connecting and communicating with the public and other board stakeholders promotes good governance and transparency which in turn enhances public confidence in the Board's decisions and operations. Once upgrades are complete, the updated rooms will have improved sound and visuals for all participants, improved accessibility for those who are visual and hearing impaired, added functionality for video and web conferencing, and improved overall reliability of these important public venues.

New Committees Established

The Board established new committees to facilitate the decision-making process by providing opportunities for more in depth exploration of various issues. These included the By-Laws Ad-Hoc Committee to enable a thorough review of TCDSB By-laws as well as the Catholic Education and Living our Catholic Values Sub-Committee, which reviews policies and practices through a Catholic lens, Ad-Hoc Labour Committee and Ad-Hoc Political Advisory Committee. The Board also established a Ukrainian Advisory Committee to provide input into the needs of Ukrainian students and their families.

Students Learning About Government

The Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario, greeted students from St. Joseph's College School's grade 10 Civics class on their recent visit to Queen's Park to learn more about the role of government.

This was just one of many opportunities for our students to learn about the role of government in their lives.



Milestones

Each year the Board is reminded of its long and proud history as we celebrate significant anniversaries and other milestones in our school communities. Among the many celebrations in 2018-2019 were:

ST. OSCAR ROMERO CELEBRATES RENAMING OF SCHOOL

On Tuesday, October 16, students and staff came together at St. Oscar Romero to celebrate the canonization of Archbishop Oscar Romero and the renaming of the school from Blessed Archbishop Romero to St. Oscar Romero.



ST. PAUL VI CELEBRATES CANONIZATION OF POPE PAUL VI

On Monday, October 14, the St. Paul VI Catholic School community celebrated the canonization of Pope Paul VI and the renaming of the school from Blessed Pope Paul VI to St. Paul VI.

BLESSING OF NEW ST. JOSAPHAT SCHOOL LOCATION

On September 19 the St. Josaphat school community celebrated the blessing of the new permanent location with Bishop Stephen Chmilar.



School Anniversaries

75TH ANNIVERSARY OF OUR LADY OF VICTORY CATHOLIC SCHOOL



<https://www.tcdsb.org/schools/ourladyofvictory/News/Pages/Our-Lady-of-Victory%27s-75th-Anniversary.aspx>

50TH ANNIVERSARY OF MOTHER CABRINI CATHOLIC SCHOOL



<https://www.tcdsb.org/schools/mothercabrini/letscelebrate/20182019/Pages/Celebrating-50-Years-at-Mother-Cabrini.aspx>

50TH ANNIVERSARY OF ST. ALPHONSUS CATHOLIC SCHOOL



<https://www.tcdsb.org/schools/stalphonsus/News/2018-2019/Pages/St-Alphonsus-Celebrates-50-Years-.aspx>

50TH ANNIVERSARY OF ST. VICTOR CATHOLIC SCHOOL



<https://www.tcdsb.org/schools/stvictor/News/2018-2019/Pages/50thAnniversary.aspx>



JOSEPH MARTINO
WARD 1



MARKUS DE DOMENICO
WARD 2



IDA LI PRETI
WARD 3



TERESA LUBINSKI
WARD 4



MARIA RIZZO
WARD 5



FRANK D'AMICO
WARD 6



MICHAEL DEL GRANDE
WARD 7



GARRY TANUAN
WARD 8



NORM DI PASQUALE
WARD 9



DANIEL DI GIORGIO
WARD 10



ANGELA KENNEDY
WARD 11



NANCY CRAWFORD
WARD 12



TAYLOR DALLIN
STUDENT TRUSTEE



JOEL NDONGMI
STUDENT TRUSTEE

2018 - 2019 BOARD OF TRUSTEES



2018 - 2019

Celebrating ***we* BELONG**



REPORT TO

REGULAR BOARD

REVISED ANNUAL CALENDAR OF REPORTS AND POLICY METRICS FOR 2020

*...but I did not believe the reports until I came and my own eyes had seen it. Not even half had been told me; your wisdom and prosperity far surpass the report that I had heard.
1 Kings 10:7*

Created, Draft	First Tabling	Review
December 3, 2019 Director's Council	December 12, 2019	Click here to enter a date.
RECOMMENDATION REPORT		

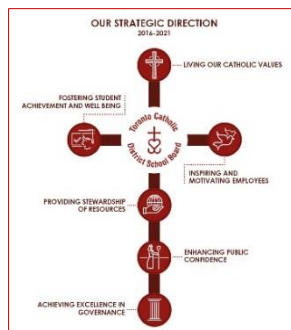
Vision:

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

Since February 2018, staff reorganized and streamlined the Calendar of Annual Reports, and included Policy Metrics as part of the calendar. Annually, staff review the calendar and suggest revisions that best reflect the realities of data collection and report production, and presentation at Board and Committee meetings.

Staff recommend minor revisions to the approved calendar of annual reports and policy metrics for 2020.

The cumulative staff time required to prepare this report was 12 hours.

B. PURPOSE

1. The annual calendar of reports and policy metrics was revised and followed throughout 2019. **Appendix A.**
2. Given the experience with the annual calendar in 2019, staff have identified minor changes to improve the annual calendar. The changes are proposed in **Appendix B.**

C. BACKGROUND

1. **February 22, 2018** – At the Board meeting, Trustees approved the revised Annual Calendar of Reports and Policy metrics.
2. **December 2019** – Staff reviewed the calendar of reports, and recommended minor revisions to the scheduling and/or titling of reports.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following changes to the Annual Calendar of Reports and Policy metrics are recommended, and are shown in **Appendix B:**

STUDENT ACHIEVEMENT & WELL BEING COMMITTEE		
Report Title	Month	Action/Rationale
CPIC Annual Report including Financial Report	NOVEMBER	• MOVE: CPIC Annual Report from DECEMBER to NOVEMBER
Community Advisory Committees Report	SEPTEMBER	• CONSOLIDATE: with <u>T.07 Community Engagement Policy</u> Report and <u>A.37 Communications Policy</u> Metric

CORPORATE SERVICES COMMITTEE		
Report Title	Month	Action/Rationale
Monthly Procurement Approvals Report	EVERY MONTH	• ADD to Annual calendar per amended Purchasing Policy and \$50K threshold
Annual Portable Plan and Other Accommodations Needs	APRIL	• ADD: to calendar as the report is presented every year in April
Annual Energy Conservation and Demand Management Plan Progress Update	APRIL	• ADD: newly requested annual update subsequent to the 5-year plan approval June 2019
Preliminary Enrolment Report for Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric	OCTOBER	• MOVE: from SEPTEMBER to OCTOBER to ensure accuracy and completeness of data that informs the report
Annual Asset Renewal Plan	OCTOBER	• ADD: to calendar as the report is presented every year

REGULAR BOARD		
Report Title	Month	Action/Rationale
Education Development Charges Policy Review	APRIL	• REMOVE: This is a 5 year by-law and is brought to the Board on an as needed basis
Ongoing Exit and Entry Surveys for all students either changing schools within the Board or entering or exiting the Board	OCTOBER	• RE-NAME: Student Exit and Entry Survey Results

E. METRICS AND ACCOUNTABILITY

1. The calendar of annual reports and policy metric reports will be monitored by Director's Council.
2. The Calendar of Reports and Policy Metrics for each respective Committee/Board will be part of the Order Paper for the respective Committee/Board.
3. New reports or policy metric reports will be added to the calendar as determined by the Board.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The calendar of reports will be provided on the Order Paper of the respective Committee or Regular Board.

G. STAFF RECOMMENDATION

1. That Trustees approve the revised Calendar of Annual Reports and Policy Metric Reports presented in **Appendix B**.

2019 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

Appendix A

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space & Properties</u> Policy Metric	A.D. Facilities, Business, Community Development
4	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
5	February (Q)	Corporate Services	Financial Status Update Report #1	A.D. Facilities, Business, Community Development
6	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
7	March (A)	Corporate Services	Budget Series Report: Financial Planning and Consultation Review	A.D. Facilities, Business, Community Development
8	March (A)	Corporate Services	Consensus Student Enrolment Projection	A.D. Facilities, Business, Community Development
9	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric	A.D. Facilities, Business, Community Development
10	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
11	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
12	April (A)	Corporate Services	Budget Series Report: Grants for Student Needs Update	A.D. Facilities, Business, Community Development
13	April (A)	Regular Board	Education Development Charges Policy Review	A.D. Facilities, Business, Community Development

2019 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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14	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
15	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
16	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws</u> Policy Metric	A.D. Facilities, Business, Community Development
17	May (Q)	Corporate Services	Financial Status Update Report #2	A.D. Facilities, Business, Community Development
18	May (A)	Corporate Services	Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
19	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
20	June (A)	Corporate Services	Budget Series Report: Recommended Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
21	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
22	August (P)	Regular Board	<u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board</u> Metric	Director of Education
23	August (P)	Regular Board	<u>H.M. 19</u> Conflict Resolution Department	Associate Director Academic Services
24	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
25	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
26	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services

27	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric	Director of Education
28	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development
29	September (A)	Corporate Services	Preliminary Enrolment Report for Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric	A.D. Facilities, Business, Community Development
30	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
31	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
32	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
33	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
34	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
35	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
36	October (A)	Student Achievement	<u>S.22 Religious Accommodation</u> Policy Report and <u>S.S.02 Opening or Closing Exercises</u> Policy Report	Associate Director Academic Services
37	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development

2019 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

Appendix A

38	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts Policy Metric</u>	Director of Education
39	October (A)	Regular Board	Ongoing Exit and Entry Surveys for all students either changing schools within the Board or entering or exiting the Board	A.D. Facilities, Business, Community Development
40	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
41	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
42	November (A)	Student Achievement	Elementary Student Leadership ECSLIT Annual Report	Associate Director Academic Services
43	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
44	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
45	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
46	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
47	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
48	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
49	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
50	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
51	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development

52	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
53	December (A)	Regular Board	Director’s Annual Report	Director of Education

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2019 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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2019 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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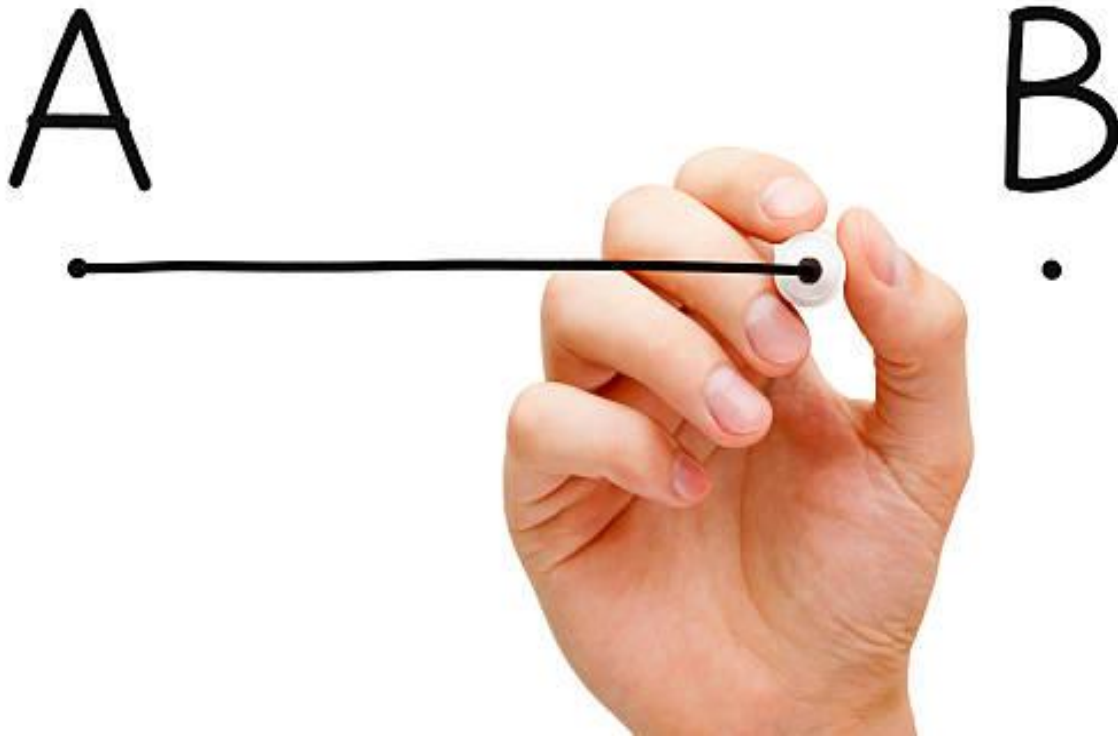
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59	December (A)	Regular Board	Director's Annual Report	Director of Education



Build the Foundations for the Digitally Enabled School

2019 – 2022
Information & Technology Strategic Plan

Information & Technology Strategic Plan



- organizational wide use of technology
- This is an improvement plan not project list
- Owned by all with CIO responsible for execution
- Focused on next 3 years

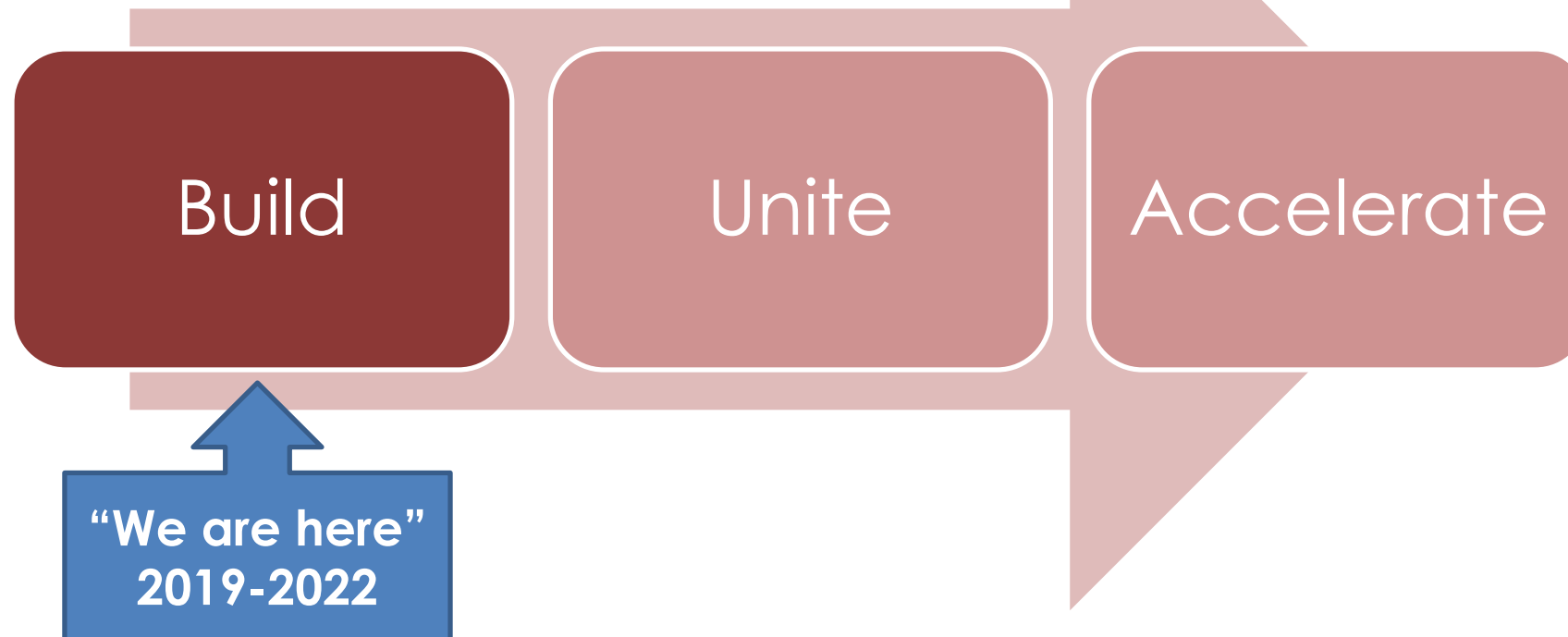
Strategic Plan Input

- ✓ Principals
- ✓ Unions
- ✓ CPIC/OAPCE
- ✓ Senior Staff
- ✓ Government Reports
- ✓ Auditor General
- ✓ Education Sector Trends
- ✓ Benchmarking data
- ✓ Cybersecurity review





Our First 3-Year Plan



**Digitally
Enabled
School**

**Seamless,
Data-Driven,
Personal, Efficient**



By 2022, we will build the foundation of the Digitally Enabled School by focusing on the following objectives

- Increase digital communications to improve parent and student engagement
- Adopt modern workplace tools to free employee time for higher value work
- Enhance cyber security to safeguard student and family privacy
- Deploy foundational enterprise systems to drive efficiency and prepare for the future
- Maximize technology funding to improve student and staff experiences

Helping Students and Parents



Increase Digital Communications

- ✓ New website
- ✓ Digitize newsletters
- ✓ Parent Portal
- ✓ Parent Technology Support

Maximize Limited IT Funding

- ✓ Upgrading classroom technology

Enhancing Cybersecurity

- ✓ Security Awareness Training
- ✓ Security Policies and Practices

Supporting Employees

Adopting Modern Workplace Tools

- ✓ Cloud Office
- ✓ Web Meetings
- ✓ Access to devices
- ✓ Tool Training

Deploy Foundation Systems

- ✓ Student Information System
- ✓ HR recruitment software

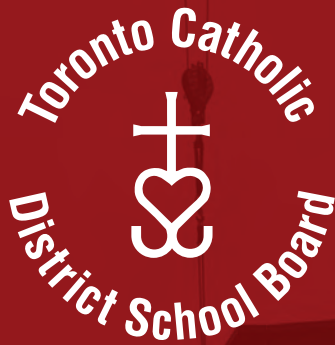
Maximize limited IT Funding

- ✓ IT Project Management
- ✓ IT Service Metrics





Questions and Answers



BUILDING THE FOUNDATION FOR THE **DIGITALLY ENABLED SCHOOL**

2019 – 2022
INFORMATION & TECHNOLOGY STRATEGIC PLAN



INTRODUCTION

Now, more than ever, our community of students, parents and Catholic supporters is engaging the education system through the lens of the digital world. To maximize our effectiveness as the largest Catholic school system, and to support our students in achieving their full potential, the Toronto Catholic District School Board (TCDSB) needs to leverage technology and the associated best practices that drive success. To achieve this, we have set a bold new vision to enable the digital future of our schools.

The future TCDSB school is completely enabled by seamless technology and data to deliver high-quality, personalized, and efficient educational services to students and parents. It supports employees in adopting modern tools and teaching methods; uses technology to adapt to the individual learning needs of students while ensuring their well-being; allows parents to engage effortlessly in the education system; and fosters a nurturing and strong Catholic community.

This long-term vision will not be achieved by simple words on paper or by individual decisions. It requires action and focus. It requires faith and perseverance. It requires cooperation and collaboration. All of this needs to be accomplished within the context of current fiscal challenges. To make this vision a reality we have developed a plan that will be delivered in three phases over the coming years. BUILD. UNITE. ACCELERATE.

BUILD - Our 2019 to 2022 Information and Technology Strategic Plan takes the first steps toward our long-term digital vision by building the foundation for digitally enabled schools. We are taking a realistic set of actions on improving core technologies and practices across our system. Our 3-years plan will respond and prepare us for the changing world of education, improve our process and administrative practices, enable stronger connections with our parents and students, and enhance our ability to protect students in a digitally connected world. We will do this while balancing the pace of change with our fiscal reality.

We are proud to take these first steps toward improving the use of technology across the system and encourage everyone to join us as we step into a bold new future.



STEVE CAMACHO
CHIEF INFORMATION OFFICER



RORY MCGUCKIN
DIRECTOR OF EDUCATION



PLAN DEVELOPMENT

In November 2018 we embarked on an almost year long journey to develop our new Information and Technology (I&T) Strategic Plan. Driven by the Chief Information Officer and working in collaboration with system leaders we engaged in a number of discussions and activities to understand our current environment and plan for our digital future. These activities included:

- Reviewing educational technology trends
- Benchmarking ourselves against other educational service providers with data from Gartner
- Deep dive focus groups on key strategic topics
- Analyzing our strengths, weakness, opportunities, and threats (SWOT) from a digital perspective
- Completing a cybersecurity assessment and threat scenario exercise
- A board-wide classroom technology asset audit
- Reviewing past and current Parent Voice surveys
- Understanding external priorities through a review of the Government's Line-by-line spending report and the Auditor General's report on school board information technology (IT)
- Understanding and aligning our technology objectives with our Multi-Year Strategic Plan

In addition to these robust input activities, we sought feedback to our draft plan from a number of groups to ensure we were on the right track. These consultations included:

- Union partners to understand the impact on staff
- Principals to understand how this plan will impact our schools
- The Catholic Parent Involvement Committee to gain a parent's perspective
- Audit Committee to seek input from our elected Trustees and externals committee members.

STRATEGIC CONTEXT

Benchmarking

To understand our current context, we benchmarked ourselves against several financial and operational metrics. Our analysis revealed a significant gap in IT spending and an equally significant gap in IT process maturity. We believe that the lack of IT investment over many years has led to underdeveloped technological capabilities for the organization that need to be addressed with a strong focus on the foundations. While these findings are cause for discussion, we believe the information is important to share in order to have a deeper understanding of challenges we face.

	TCDSB	EDU AVG*
% of total budget spent on IT	2.1%	5.7%
% of IT employees vs total	0.8%	4.9%
% of IT budget spent on "Run"	93.0%	75.0%

Fig. 1 • *data from Gartner Inc.

Through this understanding we can develop a plan that is realistic yet aspirational enough to have a meaningful and positive impact on parents, students, and other stakeholders. Our benchmarking work compared TCDSB's IT metrics against world-wide educational sector data maintained by Gartner Inc., a well known technology advisor. This industry average includes data from both K-12 and Higher Education institutions collected in 2018. The data does not include other school boards in Ontario because such data does not currently exist. However, given school boards in Ontario are all funded using the same funding formula, we believe this situation is not unique to the TCDSB. Nevertheless, we believe we can do better with resources we have and our plan focuses on maximizing that opportunity now and into the future.

	TCDSB	EDU AVG
Applications	1.9	2.0
Data and Analytics	2.0	2.2
Architecture and Innovation	1.9	2.2
Infrastructure and Operations	1.9	2.3
Program and Portfolio	1.6	2.6
Information Security	2.2	2.7
Privacy	2.5	2.5
IT Strategy and Execution	1.6	2.3

Fig. 2 • data from Gartner Inc. out of max score of 5.0



STRATEGIC CONTEXT

Government Priorities

In the fall of 2018, the Government of Ontario hired Ernest and Young (E&Y) to complete a line-by-line review of the past 15 years of provincial spending. While the report was broad in nature, it did suggest a number of “ideas” the TCDSB can consider for better alignment with Government priorities. The specific technology based recommendation in the report included:

- Digital First - A digital approach to improve the services delivered to citizens
- Back Office Efficiencies - Increasing the efficiency of services from cost per unit perspective
- Process Optimization - Reduce the self-imposed administrative burden
- Workforce Optimization and Rostering - increase the flexibility of the workforce

Auditor General’s Report

In December 2018, Ontario’s Auditor General released a report on school board technology practices. While the TCDSB was not directly audited, the report revealed key findings that are relevant to the TCDSB. These include students’ access to technology and the varied age of IT equipment across schools.

- Not all boards provide formal security awareness training or have cybersecurity policies.
- School boards were inconsistent in their ability to keep track of IT assets such as laptops.
- Most school boards do not have formal business continuity or a disaster recovery plan.
- There is no single common centralized student information system at the provincial level.
- The Ministry’s system that boards and schools use to submit student data to the Ministry is inefficient.

Educational Sector Technology Trends

The TCDSB worked with experts from Gartner Inc. to understand and rationalize some of the most important technology trends affecting the education sector world-wide. The analysis revealed several broad trends in business and technology that could impact the TCDSB in the coming years. The most noteworthy trends affecting K-12 schools are shown in the graphic to the right. While not all trends may impact the TCDSB, they are all important to consider.

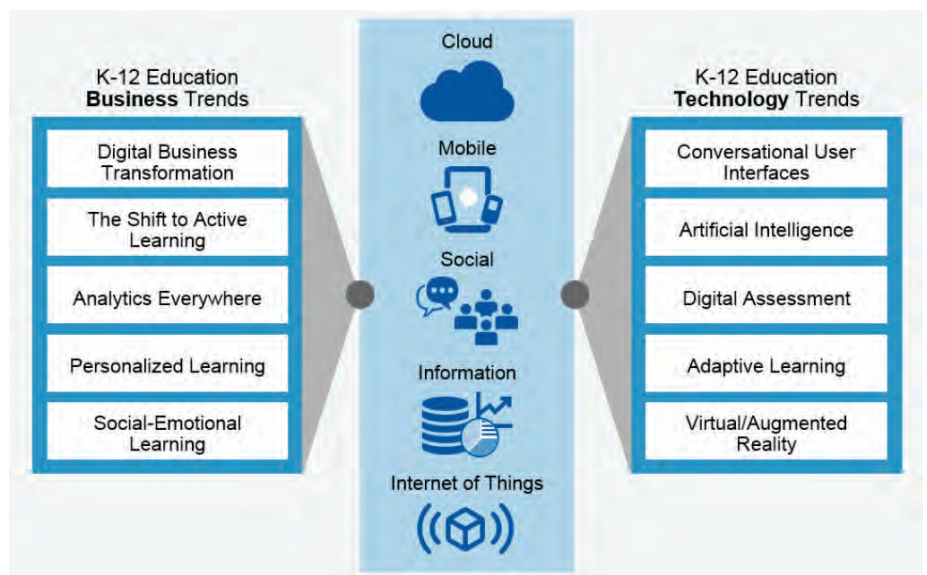


Fig. 3 • Top trends K-12, Gartner Inc.

STRATEGIC CONTEXT

Digital SWOT Analysis

As part of the development of our I&T Strategy, the ICT Services management team developed a list of strengths, weaknesses, opportunities, and threats (SWOT) from a digital perspective.

SWOT analysis is a planning methodology that helps organizations build a strategic plan while staying focused on the most relevant items for strategic planning. It helps select the best possible strategic objectives and goals. These items helped inform our overall direction and provided context to the choices made within this plan.

Internal View	STRENGTHS <ul style="list-style-type: none"> Organizational knowledge ICT Staff commitment Growing and large school board Staff and student interest in technology School connectivity Cross district collaboration Staff and teacher collaboration 	WEAKNESS <ul style="list-style-type: none"> Dated systems and associated processes IT decision-making and planning Cybersecurity practices IT training and professional development Digital communications with stakeholders Consistent project execution Organizational change capacity
External View	OPPORTUNITIES <ul style="list-style-type: none"> Government interest in digital solutions Demand for technology by stakeholders Student access to technology/internet Willingness to collaborate with other public and private firms Interest in modern teaching tools Rapid technology adoption in society 	THREATS <ul style="list-style-type: none"> School Board/Government Funding cuts Lack of long-term thinking and commitment Localized/school thinking Vendor change (SIS, SAP, etc) Too many technology options Skilled IT staffing shortages Labour relations Parent choice of system (public, private, etc.)



VISION FOR A DIGITALLY ENABLED SCHOOL

The future TCDSB school is completely enabled by **seamless technology and data** to deliver **high-quality, personalized, and efficient** educational services to **students and parents**. It **supports employees** in adopting **modern tools and teaching methods**; uses technology to adapt to the **individual learning needs** of students and ensure their well-being; allows **parents to engage effortlessly** in the education system; and fosters a nurturing and **strong Catholic community**.

DIGITALLY ENABLED SCHOOL



FUTURE OBJECTIVES

- Data and Analytics
- IoT & Smart Buildings
- Personalized Learning
- Artificial Intelligence

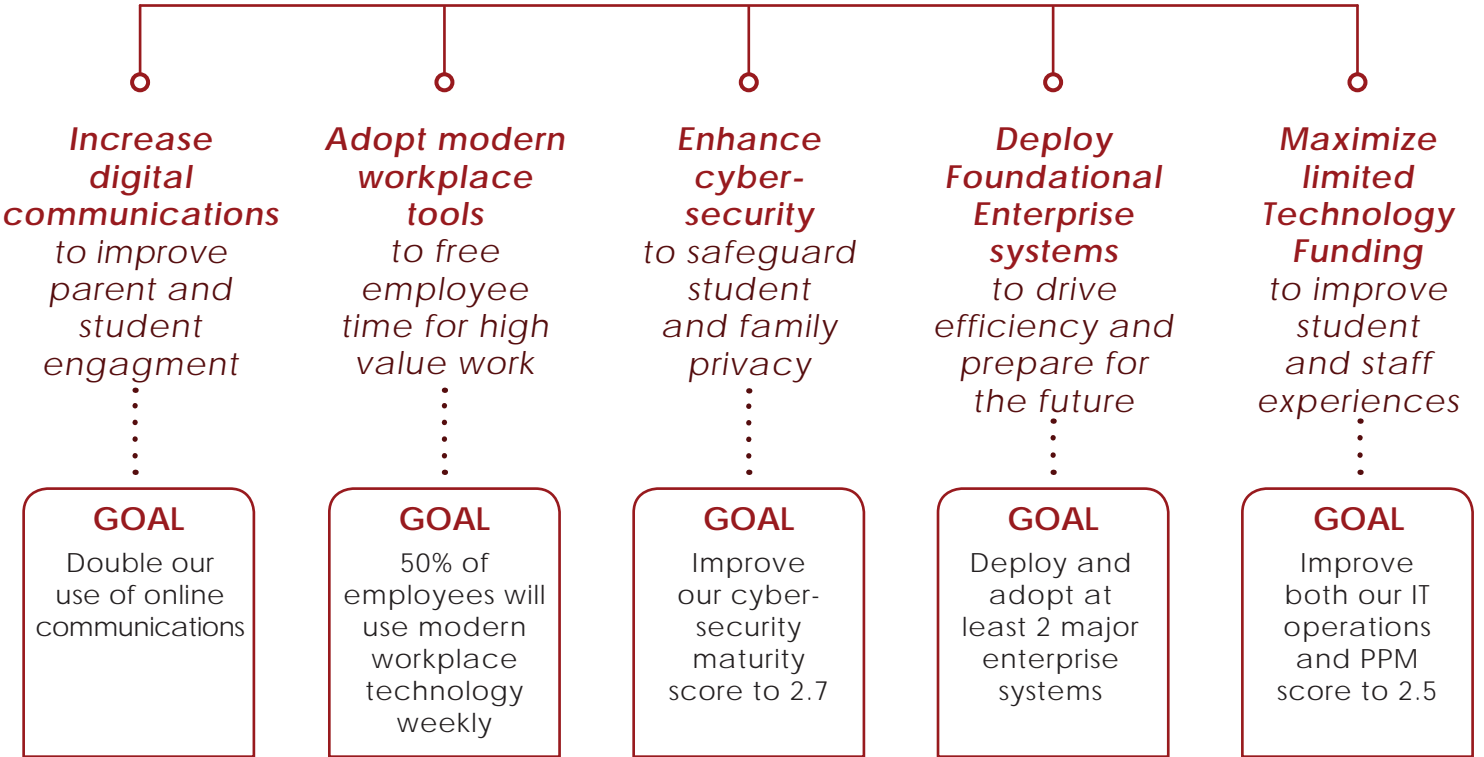
Seamless, Data-driven, Personal, Efficient

FEEDBACK

BUILD THE FOUNDATION FOR THE DIGITALLY ENABLED SCHOOL

2019 - 2022 Mission

By 2022, we will build the foundation of the Digitally Enabled School by focusing on the following objectives:



OBJECTIVE

Increase digital communications to improve parent and student engagement

Strong bonds through outreach and communications with students, parents, and other stakeholders is a cornerstone of Catholic education. It strengthens our sense of community and supports student achievement. Increasingly, parents and students are engaging and expecting communications delivered in a digital format.

With over 90% of TCDSB households reporting that they have access to the Internet, a computer, or a smartphone, our ability to reach parents and students in the digital world has solidified. Our goal of increasing digital communications meets these expectations by implementing a multi-pronged approach to improve digital communication methods and prepare for the additional communication demands of the future digitally enabled school.

By 2022, we will double our use of online communications to parents and students.

We will meet our objective by achieving the following key results:

- **Deploy a new, modern public website**
- **Digitize school and Trustee newsletters**
- **Deploy a digital portal for parents and students**
- **Offer IT supports to parents and students**

OBJECTIVE

Adapt modern workplace tools

to free employee time for high value work

To reduce the burdens associated with using outdated workplace systems (email, word- processing, spreadsheets, file sharing, note taking, etc.) we will deploy the latest cloud based office system that will provide a unified and seamless experience for every day computing and office work. We will couple this technology with easy to use web meeting technologies that will allow employees to conduct effective meetings online and reduce the need to meet face-to-face.

To support our employees in the the transition to modern office tools we will develop a robust training strategy that supports employees use of these new tools in the most efficient ways possible. In addition, we will look for opportunities and develop strategies to ensure all employees have access to modern devices that will enable them to use modern software tools.

By 2022, 50% of employees will use modern workplace technology weekly.

We will meet our objective by achieving the following key results:

- **Replace our office systems with cloud-based solutions**
- **Deploy web meeting technology**
- **Deliver a robust training plan for workplace tools**
- **Ensure all employees have access to appropriate devices**

OBJECTIVE

Enhance cybersecurity to safeguard student and family privacy

Over the last number of years, cybersecurity threats have increased worldwide. The education sector is not immune to these threats and TCDSB must take definitive action to safeguard its most precious information, student and parent data.

To focus our cybersecurity efforts, we will create roles within the ICT Services division dedicated to cybersecurity and risk that will drive system wide initiatives and improvements; we will create a robust cybersecurity campaign that will improve awareness for all staff and teachers; and finally, we will provide clear direction to all employees about their cybersecurity responsibilities.

While our effort may reduce the impact and likelihood of cybersecurity events, we know that some may still occur. To prepare for future events, we will develop an organization-wide cybersecurity response plan that will consider technology, privacy, and communication factors.

By 2022, we will improve our cybersecurity maturity score to 2.7 on the Gartner IT Score scale.

We will meet our objective by achieving the following key results:

- **Create a dedicated IT security team**
- **Develop a formal and ongoing security awareness program**
- **Develop a robust IT security policy**
- **Formalize organization-wide IT security incident response plan**

OBJECTIVE

Deploy foundational enterprise systems to drive efficiency and prepare for the future

To reduce our operational risks, we will replace our aging Student Information System with a modern cloud-based system and adopt the associated best practices. As we implement the new student information system we will reduce our use of older technologies and ensure the future sustainability of our core enterprises systems. In parallel, as we move forward, our practices will change to favor well-integrated, off the shelf systems instead of internal development of custom software.

To improve our recruitment efforts and improve the efficiency of the hiring process, we will deploy a new modern and integrated cloud-based HR recruitment system that will replace dated paper-based processes with modern data-driven digital hiring practices.

For both projects, we will create temporary, but dedicated and well supported, cross-functional implementation teams to ensure full value for our major investment in both enterprise systems.

By 2022, we will improve both our IT operations and PPM score to 2.5 on the Gartner IT Score scale

We will meet our objective by achieving the following key results:

- **Create dedicated implementation teams**
- **Implement a new cloud-based Student Information System**
- **Implement a new cloud-based HR recruitment system**
- **Rationalize and reduce the need for the development of custom software**

OBJECTIVE

Maximize limited technology funding to improve student and staff experiences

To maximize the positive impact of technology with limited funding we will select strategies to make IT as efficient as possible.

Our initial focus will be on IT investment and resource decisions to make the most efficient and effective decisions possible. We will create a cross-functional management decision-making structure for organization-wide technology issues and projects. Our new decision framework will help us inform the best overall plan to renew our classroom technologies and prepare for the future. We will subsequently work to improve the planning and delivery of IT projects by developing a robust and light-weight project and portfolio management (PPM) practice.

To help the ICT Service Division operate as efficiently and effectively as possible, we will re-organize the ICT department and operating model to focus on planning, delivery, and operations as well as support the implementation of the overall I&T Strategy.

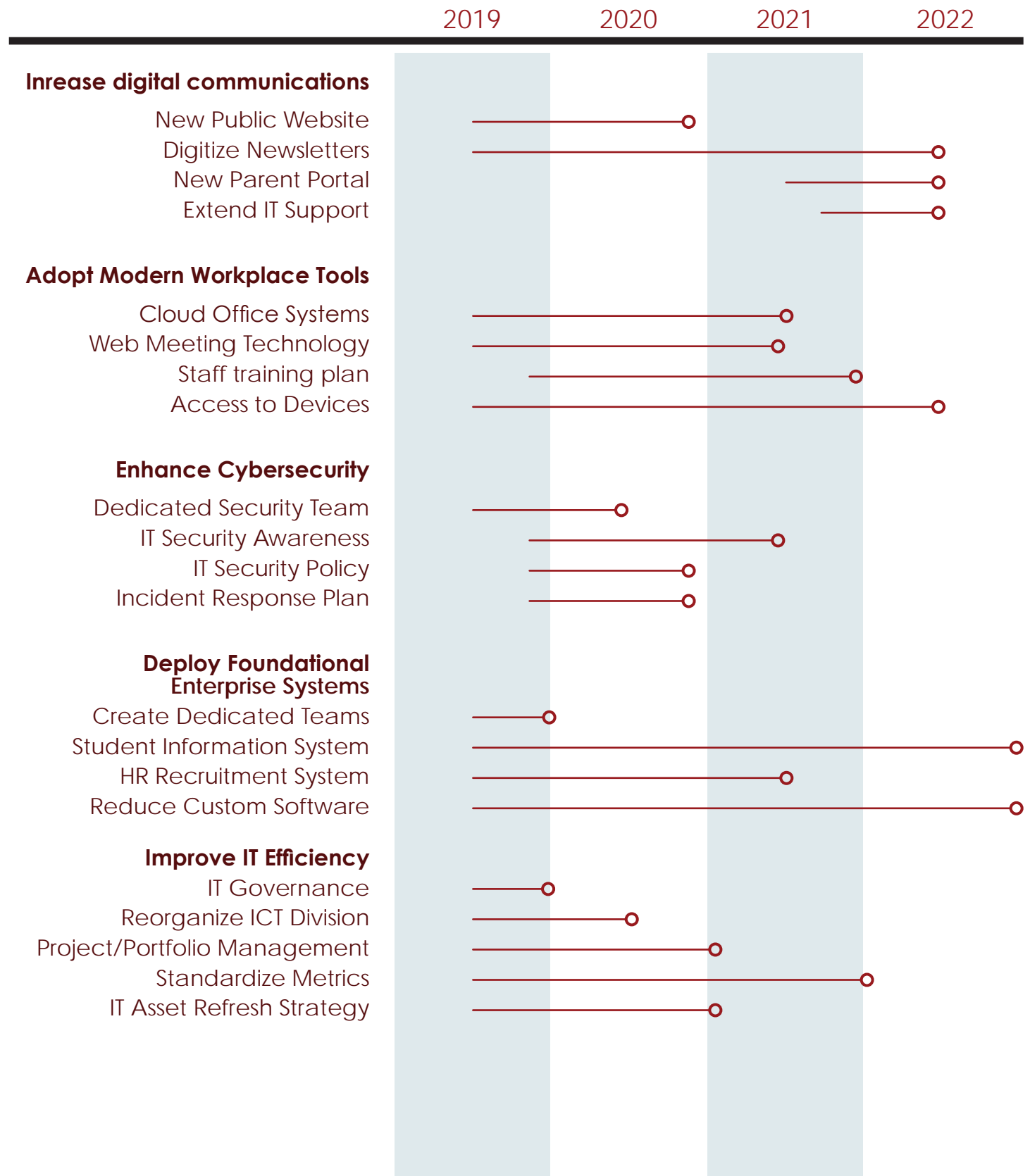
Finally, to ensure consistent and clear levels of service, we will standardize and measure our core operational process of incident, problem, request, and change management and deliver measured results against organizational set targets.

By 2022, will improve both our IT operations and PPM score to 2.5 on the Gartner IT Score scale

We will meet our objective by achieving the following key results:

- **Develop a formal IT governance structure**
- **Reorganize the IT department for efficiency**
- **Set up a formal PPM practice and team**
- **Standardize core IT operations, metrics & targets**
- **Develop a sustainable technology refresh plan for classrooms**

SUMMARY TIMELINE





LINKING OBJECTIVES TO MYSP

	Increase digital comms	Adopt modern workplace tools	Enhance cyber-security	Deploy enterprise systems	Maximize IT Funding
Fostering Student Achievement and Well Being	✓		✓	✓	✓
Inspiring and Motivating Employees	✓	✓		✓	✓
Providing Stewardship of Resources	✓	✓	✓	✓	✓
Enhancing Public Confidence	✓		✓	✓	✓
Achieving Excellence in Governance	✓			✓	✓
Living Our Catholic Values	✓				







REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE FROM THE GOVERNANCE AND POLICY COMMITTEE TO POLICY ON GUIDE DOGS/SERVICE DOGS AND SERVICE ANIMALS FOR STUDENTS

“And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky” (Gn 1:20)

Created, Draft	First Tabling	Review
November 6, 2019	December 12, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services
 Peter Stachiw, Chief of Autism
 Rachelina Macchia, Chief of IPRC and Assessments

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
 Director of Education

D. Koenig
 Associate Director
 of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends the adoption of a new policy on Guide Dogs/Service Dogs and Service Animals to conform with the legal mandate that all Ontario school boards have a policy in effect by January 2020. Furthermore, it recommends the adoption of the accompanying Toronto Catholic District School Board (TCDSB) Operational Procedures – Guide Dogs/Service Dogs, and Service Animals for Students.

The cumulative staff time required to prepare this report was 50 hours.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends the adoption of a new policy and Operational Procedures.

C. BACKGROUND

1. The Toronto Catholic District School Board (TCDSB) Policy on Guide Dogs/Service Dogs and Service Animals for Students has been created in response to the legal mandate that all school boards institute a policy by January 2020.
2. This policy aligns with PPM 163: School Board Policies on Service Animals, 2019, the Ontario Human Rights Code, RSO 1990, the Accessibility for Ontarians with Disabilities Act, 2005, and the Miller-Thompson Lawyers policy template.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been created in consultation with Field Superintendents, Legal Services, Special Services, the Equity and Indigenous Education Department, and other TCDSB stakeholders among the various staff work groups, students, and parent delegations. This policy was first presented to the Governance and Policy Committee in November 2019 and returned to the Governance and Policy Committee in December 2019 responding to various requests for consideration made by the Committee in November.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Director of Education and Superintendent of Special Services
2. Policy updates will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

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

G. STAFF RECOMMENDATION

Staff recommends that the newly created Policy on Guide Dogs/Service Dogs and Service Animals, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B, be adopted.



POLICY SECTION: SCHOOLS

SUB-SECTION: Special Education

POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students

POLICY NO: S.12

Date Approved:**Date of Next
Review: 2024****Dates of Amendments:****Cross References:**

Bill 48, Safe and Supportive Classrooms Act, 2019
 PPM 163: School Board Policies on Service Animals, 2019
 OHRC Policy on Accessible Education for Students with Disabilities, 2018
 Special Education in Ontario K-12 Policy and Resource Guide, 2017
 Learning for All, 2013
 PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013
 Accessibility for Ontarians with Disabilities Act (AODA), 2005
 Blind Persons' Rights Act, R.S.O. 1990
 Dog Owners' Liability Act, R.S.O. 1990
 Education Act, R.S.O. 1990, c.E2, s.170(1), s.265(1); O.Reg. 298, s.11
 Food Safety and Quality Act 2001, S.O. 2001
 Health Protection and Promotion Act, R.S.O.1990
 Ontario Human Rights Code, R.S.O. 1990

TCDSB Policies:

A.35 Accessibility Standards
 H.M. 24 Catholic Equity and Inclusion Policy
 H.M. 40 Fair Practices in Hiring and Promotion
 F.M. 08 Fire Emergency Procedures
 S.P. 01 Special Education Programs and Services
 S.T. 01 Transportation – English Language Schools

Appendix:

Toronto Catholic District School Board Operational Procedures - Guide
 Dogs/Service Dogs, and Service Animals

**POLICY SECTION: SCHOOLS****SUB-SECTION: Special Education****POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students****POLICY NO: S.12****Purpose:**

Students with disabilities may use service animals to assist them with their disability-related needs. Under the Ontario Human Rights Code, school boards have a duty to accommodate the needs of students up to the point of undue hardship.

This policy and the appended operational procedures on Guide Dogs/Service Dogs, and Service Animals have been developed in accordance with Policy/Program Memorandum (PPM) 163: School Board Policies on Service Animals, 2019, and the Council of Directors of Ontario (CODE) policy template provided by Miller Thompson.

Notwithstanding any provision in the Policy and these Operational Procedures, the Board will consider each application for a Guide Dog, Service Dog or Service Animal on a case-by-case basis and will comply with its duty to accommodate under the Human Rights Code.

Scope and Responsibility:

This policy applies to all TCDSB elementary and secondary schools, facilities, and programs including extended-day programs operated by the TCDSB. However, it does not apply to community partners such as licensed child-care providers operating on TCDSB premises or permit holders. The Director of Education and the Superintendent of Special Services are responsible for the oversight and implementation of this policy.

Alignment with MYSP:

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Policy:

The TCDSB is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. It is the policy of the TCDSB, in accordance with the Ontario Human Rights Code, to provide individualized accommodations to students with disabilities to enable them to have meaningful access to education services. In some cases, this includes

**POLICY SECTION: SCHOOLS****SUB-SECTION: Special Education****POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students****POLICY NO: S.12**

requests to have service animals attend school or school-related activities with students.

Regulations:

1. All accommodation requests pertaining to the student use of Guide Dogs/Service Dogs or Service Animals on TCDSB premises shall be directed to the Principal of the school where the student attends.
2. The operational procedures will outline consistent and transparent processes for the consideration of Guide Dog/Service Dog and Service Animal requests, the communication of the presence of a service animal to affected parties, the implementation of the service animal accommodation, the roles and responsibilities of the involved parties, and health and safety-related concerns.
3. In circumstances where a parent or adult student requests to have the student's Guide Dog/Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the TCDSB considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
4. Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.
5. The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog/Service Dog or Service Animal on the learning environment; and the health and safety of individuals who are or might be in the school, on school grounds or at a school-related event.
6. A copy of this policy shall be available on the TCDSB's website and may be requested by a parent or adult student in a different language through the school attended by the student.



POLICY SECTION: SCHOOLS

SUB-SECTION: Special Education

POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students

POLICY NO: S.12

7. The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in the operational procedures.

Definitions (relating to terms outlined in the appended operational procedures):

1. Accredited Training Organization:

A Guide Dog/Service Dog trainer that is accredited by:

- a) **International Guide Dog Federation (IGDF); or**
- b) **Assistance Dogs International (ADI); or**
- c) **A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).**

***Also see last paragraph in Purpose section, above.**

2. Adult Student:

A student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent.

3. Alternative Handler:

A TCDSB staff member who has successfully completed training by an Accredited Training Organization and who is managing the Service Dog.

4. Disability:

Refers to

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual



POLICY SECTION: SCHOOLS

SUB-SECTION: Special Education

POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students

POLICY NO: S.12

impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

- (b) a condition of mental impairment or a developmental disability;
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- (d) a mental disorder; or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

5. Guide Dog:

A dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act, 1990*.

6. Handler:

The individual trained by an Accredited Training Organization who is managing the Guide Dog/Service Dog and in most cases will be the student for whom the Guide Dog/Service Dog is provided.

7. Parent(s):

A custodial parent of the student or a guardian pursuant to the Education Act.

8. Service Animal:

An animal that provides support to a person with a disability. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services. Service animals can allow individuals to achieve greater independence in daily tasks and promote safety, mental well-being, and learning.

9. Service Dog:

A dog that has been certified after successfully complete a training program provided by an Accredited Training Organization.



POLICY SECTION: SCHOOLS

SUB-SECTION: Special Education

POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students

POLICY NO: S.12

Evaluation and Metrics:

1. Data will be gathered annually regarding the number of requests for students to be accompanied by ~~Guide Dogs, Service Dogs, or Service Animals~~ **Guide Dogs/Service Dogs or Service Animals for students**; as well as approvals, and denials.
2. This policy shall be reviewed on a regular basis (as needed), but in any event no less than every five years.



~~2019 11 12 Operational
Procedures: Guide Dogs and and
Service Animals GAP F.docx~~

**TCDSB Operational Procedures –
Guide Dogs/Service Dogs and
Service Animals for Students**



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



1.0 Purpose

1.1 The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. It is the policy of the Toronto Catholic District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodations to students with disabilities to enable them to have meaningful access to education services.

1.2 Notwithstanding any provision in the Policy and these Operational Procedures, the Board will consider each application for a Guide Dog, Service Dog or Service Animal on a case-by-case basis and will comply with its duty to accommodate under the Human Rights Code.

1.3 Guide Dogs/Service Dogs or Service Animals are trained to provide assistance to children and adults with disabilities. Guide Dogs/Service Dogs or Service Animals can allow an individual to attain greater independence in his/her daily tasks and assist with safety, mental well-being, and learning.

1.4 This operational procedure identifies the individualized process to be followed when a parent (on behalf of a student) or an adult student applies to the TCDSB to have a Guide Dog/ Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.

1.5 These procedures and the attendant policy - Policy S.12: Guide Dogs/Service Dogs and Service Animals - will be posted on the TCDSB website in order to inform the school community about how parents or adult students can apply to have a service animal in the school and how the TCDSB will inform the school community of the presence of any service animals at the school.

1.6 The following are important considerations for the adult student or parent who may apply to the TCDSB to have a Guide Dog/ Service Dog or Service Animal accompany the student:

- (a) The TCDSB utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning;
- (b) The TCDSB does not provide Guide Dogs/Service Dogs or Service Animals to students; and



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- (c) The TCDSB encourages any family considering the purchase of a Guide Dog/ Service Dog or Service Animal to meet with the school principal **and an Accredited Training Organization** before making a commitment.

1.7 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the TCDSB requires each school to have a process for visitors.

1.8 Any determination of whether a Guide Dog/ Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB. A regulated health professional cannot unilaterally prescribe that a Guide Dog/ Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.

1.9 When an adult student or a parent (on behalf of a student) seeks to have a Guide Dog/Service Dog attend school and school-related events, both the Guide Dog/Service Dog **and** the Handler must be certified as having been successfully trained by an accredited training facility.

1.10 Only in exceptional circumstances subject to the standard of undue hardship pursuant to the *Human Rights Code*, will the TCDSB consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog/ Service Dog.

1.11 Only in exceptional circumstances subject to the standard of undue hardship pursuant the *Human Rights Code*, will the TCDSB consider service animals, other than dogs, as an accommodation for a student **and only** if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. ~~In all cases, however, the TCDSB will comply with applicable legislation.~~

2.0 Background

2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living.

Operational Procedures – Guide Dogs/Service Dogs and Service Animals

2.2 As outlined in Policy S.12, a Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

2.3 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity, and opportunity for integration. As outlined in Policy S. 12, a Guide Dog has the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*.

2.4 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act* (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public—in public spaces.

However, A a school is not a public space and is not generally accessible to the public. Therefore, the AODA does *not* apply to a student's use of a Service Dog or Service Animal when accessing education services in school buildings.

- a) The determination of whether an animal, other than a dog, is an appropriate accommodation in the school setting, to accommodate a demonstrated disability-related learning need, is a decision of the TCDSB.
 - i) Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.

2.5 Due to risks to safety, and risks of disruption and distraction in the learning environment, the TCDSB does ***not*** permit training of potential Guide Dogs/Service Dogs in the school setting or during school activities.

2.6 A Service Dog or Service Animal may be excluded if it is of a breed that is prohibited by law.

3.0 Accreditation and Expectations of Guide Dogs/Service Dogs

3.1 An Accredited Training Organization is a Guide Dog/Service Dog trainer that is accredited by:

- a) *International Guide Dog Federation* (IGDF) which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or
- b) *Assistance Dogs International* (ADI) which develops and ensures compliance with the standards by which Guide, Hearing, and Service Dogs are trained by its member organizations; or
- c) **A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).**

***Also see section 1.2, above.**

3.2 All Guide Dog/Service Dogs must:

- a) be highly trained and certified by an Accredited Training Organization;
 - have evidence of training or re-certification confirming compliance with training requirements **as needed but in any case** within the last ~~6 months~~ **2 years**;
- b) be groomed and clean;
- c) at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- d) **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - any such behaviour may be grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building,



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- e) have control of its biological functions so as not to soil the inside of buildings, or ~~require feeding~~ **require more than one feeding** during the school day;
- f) demonstrate continuous appropriate behaviour with its Handler/Alternative Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

4.0 How to Make a Request for a Student to be Accompanied by a Guide Dog/Service Dog or Service Animal

4.1 A person who wishes to make an accommodation request for a student to be accompanied by a Guide Dog/Service, must complete an application as outlined in **Appendix A** (for a Guide Dog/Service Dog) or **Appendix B** (for a Service Animal) of these Operational Procedures.

4.2 The primary point of contact for the person making the accommodation request is the principal at the school where the student attends.

5.0 Roles and Responsibilities of Principals

5.1 School principals are responsible for the management of the school premises, the staff providing educational programs, and the safety of all students.

- a) A school principal has authority to exclude a Guide Dog/Service Dog or Service Animal from entry onto school premises, as an accommodation for a student, provided that the student is offered an appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
- b) Before admitting a Guide Dog/Service Dog or Service Animal into the school or into school-related activities, with the Student Handler or Alternative Handler, the school principal shall require the parent/adult student to submit a completed application as outlined in Appendix A (for a Guide Dog/Service Dog) or Appendix B (for a Service Animal) of these Operational Procedures. This is the formal accommodation request.

Receiving an Application for a Guide Dog/Service Dog or Service Animal

5.2 On receipt of an application for a Guide Dog/Service Dog or Service Animal, the school principal shall proceed with the following steps:

Operational Procedures – Guide Dogs/Service Dogs and Service Animals

- a) Review the application for completeness and request any additional information or clarification that is necessary to assess the request for accommodation.
- b) Inform and consult with the Superintendent of Schools and Superintendent of Special Services about the application.
- c) Organize a review of the application by the SBSLT. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the SBSLT can include the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog/Service Dog or Service Animal for the student, the trainer of the Guide Dog/ Service Dog, the trainer of the Handler, and any other individuals who may contribute to the accommodation process.
- d) Consider the application on an individual basis giving consideration to all relevant factors (see sections 4.3 and 4.4 **5.3 and 5.4** below)
- e) Communicate the Board's determination with respect to the application for a Guide Dog/Service Dog or Service Animal to the parent/adult student in writing in accordance with either **Appendix D** or **Appendix E**.

5.3 Each application for a Guide Dog/Service Dog or Service Animal will be addressed on an individual basis giving consideration to all relevant factors, including but not limited to:

- a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
- b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, or other relevant supporting documents;
- c) evidence of how the Guide Dog/Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- d) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs;
- e) the training and certification of the Guide Dog/Service Dog
- f) the training and certification of the student as Handler and/or the Alternative Handler;
- g) the impact of the accommodation on the student's dignity, integration, and independence;
- h) other accommodations available and whether one or more alternative accommodations can meet the needs of the student;
- i) whether the student's attendance with a Guide Dog/Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
- j) whether training will be required for staff and/or the student;
- k) the effect of the Guide Dog/Service Dog or Service Animal on the learning environment, including the impact on staff, other students and the impact on the student for whom the animal is provided, including matters such as health and safety, disruption, and distraction;
- l) with respect to an application for the admission of a Service Animal (other than a dog), the TCDSB will consider the features of the animal, such as its ~~the~~ ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation;
- m) any competing human rights of students, staff, and community members using the school pursuant to a permit;

Operational Procedures – Guide Dogs/Service Dogs and Service Animals

- n) possible solutions for accommodation plans to reconcile competing rights; and
- o) any factors which could lead to undue hardship.

5.4 The process of accommodation, including making inquiries about competing rights and providing notice to the school community, shall respect the student's right to privacy. The TCDSB will not provide information about a student's disability, diagnosis, or specific learning needs and/or needs of daily living unless appropriate consent is obtained.

5.5 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.

5.6 Where a student supported by a Guide Dog/Service Dog or Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog/Service Dog or Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog/Service Dog or Service Animal and parent as the Handler.

- a) Inquiries may need to be made regarding competing rights and transportation arrangements.

Implementing the Accommodation

5.7 Where the application is granted, the school principal, in consultation with the SBSLT, will do the following:

- a) refer to the Principal's Checklist (**Appendix C**);
- b) ensure that all staff are informed about the presence of a Guide Dog/Service Dog or Service Animal in the school;
- c) consider any necessary change in routine and procedures, as well as any programming changes that might be required;
- d) forward the following letters as appropriate:

Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- Entry of A Guide Dog/Service Dog/Service Animal into the School (**Appendix F**);
 - Guide Dog/Service Dog/Service Animal in Classes (**Appendix G**);
 - Guide Dog/Service Dog/Service Animal for School Employees and Permit Holders (**Appendix H**);
 - Guide Dog/Service Dog/Service Animal on School Bus (**Appendix I**);
- e) make changes to the student's IEP goals ~~and/or student's medical plan of care~~ to document the type of support the animal will provide to the student;
- the accommodation may be provided on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- f) organize an orientation session for school staff, students, and the Handler;
- g) create a timeline for the introduction of the Guide Dog/Service Dog or Service Animal to the school and to the class;
- h) create a timetable for reviewing the Guide Dog/Service Dog or Service Animal's updated records when required;
- i) develop a timetable identifying a bio-break, water break, **food break**, location/process to be followed during instructional and non-instructional times;
- access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act, 1990*, or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- assessment may be required by the TCDSB's Health and Safety Officer regarding health and safety issues applicable to different areas/activities in the school;
- j) Consider and discuss the personal care of the animal, which may include:
- An indication of the person (Handler) responsible for the animal;
 - Identification of the Alternative Handler if the student for whom the Guide Dog/Service Dog or Service Animal is provided is not the Handler;
 - The backup procedure if the Alternative Handler is not available;
 - The safest and most environmentally-sound place for the animal to relieve itself;
 - If the student is able to maintain the personal care of the Guide Dog/Service Dog or Service Animal, the individual who will accompany the student outside, if needed;
 - A suitable disposal container that the Handler can reach;
 - The manner of “clean up” after the animal by the Handler;
 - Considerations for winter conditions and inclement weather;
 - Placement and filling of the animal's water bowl;
- k) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- l) revise Student School Emergency Evacuation Response Plan to include the Guide Dog/Service Dog or Service Animal (**Appendix K**);
- m) organize a presentation by the Trainer of the Guide Dog/Service Dog during a Catholic School Parent Council (CSPC) meeting or association supporting the use of the Service Animal; signage on the school's front door, gymnasium and library doors; communication to potential



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



occasional staff accepting a position where the Guide Dog/Service Dog or Service Animal may be providing service to the student;

- n) schedule a student assembly for introduction and orientation regarding the Guide Dog/ Service Dog or Service Animal;
- o) make arrangements for transportation of the Guide Dog/Service Dog or Service Animal to and from school, if necessary:
 - a. If the Guide Dog/Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, and the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a sticker/sign identifying the presence of a Guide Dog/Service Dog or Service Animal;
 - b. Review the Protocol for the Transportation of Service Animals on Bus Routes; (Refer to **Appendix J**);
 - c. If the bus carrier is transporting students from other boards on the same bus while the animal is present, then the other board must be notified so that they can in turn notify the Parent(s) of that child/those children riding on that bus;
 - d. Documentation about the Guide Dog/ Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog/Service Dog's or Service Animal's presence; and
 - e. Specialized transportation shall **not** be provided solely for the purpose enabling the Guide Dog/ Service Dog or Service Animal to travel to and from school with the student.

5.8 TCDSB will make best efforts to implement the accommodation within a reasonable timeframe.

Continuous Assessment

5.9 A review of the effectiveness of the Guide Dog/Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.

5.10 Approval may be revoked at any time by the principal if:

- a) there are any concerns for the health and safety of students, staff or the Guide Dog/Service Dog or Service Animal;
- b) there is behaviour that is distracting, disruptive or aggressive, including: making noise, failing to follow commands, growling, or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog/Service Dog or Service Animal from the classroom immediately and the student's parent will be called to pick up the Guide Dog/Service Dog or Service Animal from the school. Alternative options for accommodation will be discussed;
- c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval, or a change to the needs of students/staff such that there is a new competing right; and
- d) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

5.11 In all cases, however, the TCDSB will comply with its duty to accommodate and the *Human Rights Code*.

6.0 Responsibilities of Adult Students or Parents of Students with Guide Dogs/Service Dogs or Service Animals

6.1 Parents or adult students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog/ Service Dog accompany the student at school and/or on school-related activities.



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



6.2 The parent or adult student shall be responsible for:

1. submission of **Appendix A/Appendix B**;
2. all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
3. obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
4. providing confirmation of municipal license for the dog (to be updated annually);
5. providing confirmation of certificates of training **as needed but in any case** not older than **2 years**, from an Accredited Training Organization attesting that the dog and Student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting; and that appropriate training has been provided to the staff person who might serve as Alternative Handler;
6. a diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional) with a recommendation for the use of a Guide Dog/Service Dog;
7. a description of the services provided by the Guide Dog/Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
8. a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario identifying the age and breed of the dog and attesting that the dog:
 - a. is an adult,

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- b. does not have a disease or illness that might pose a risk to humans,
 - c. has received all required vaccinations, and
 - d. that the dog is in good health to assist the student; and
 - e. is updated annually;
9. general liability insurance providing coverage in an amount specified by the Board in the event of an injury or death as a result of the Guide Dog/Service Dog's attendance on school property or on a school-related activity (to be updated annually).

7.0 Responsibilities of the Handler/Alternative Handler

7.1 The Handler is the individual who has received training by the Accredited Training Organization and who is managing the Guide Dog/Service Dog. The Handler guides, instructs, and looks after the animal. In most cases, the Handler will be the student for whom the Guide Dog/Service Dog is provided. In the situation where the student is unable to manage the animal due to physical and/or cognitive challenges, a second individual is required and that person is deemed to be the Alternative Handler.

7.2 Where the student is not the primary Handler, TCDSB staff must be trained as the Alternative Handler(s) and accompany the student and animal at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including but not limited to consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs, and the impact on staff and other students.

7.3 The Student Handler or Alternative Handler of the Guide Dog/Service Dog or Service Animal must adhere to the following:

- a. demonstrate the ability to control the Guide Dog/Service Dog or Service Animal in accordance with the training received;

Operational Procedures – Guide Dogs/Service Dogs and Service Animals

- b. ensure the Guide Dog/Service Dog or Service Animal will be readily identifiable
- c. ensure that the Guide Dog/Service Dog or Service Animal is always wearing a vest and leash or harness when the dog is not in its crate
- d. ensure the Guide Dog/Service Dog or Service Animal does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- e. ensure that the Guide Dog/Service Dog or Service Animal's biological needs are addressed;
- f. transition and maintain at all times the Guide Dog/Service Dog or Service Animal on a leash, harness, mat and/or crate; and
- g. comply with an accommodation plan that addresses the competing rights of others.

Note: Guide Dog and Service Dog Handlers are responsible for caring for their dogs. Guide Dog Handlers are responsible for having the dog with them at all times for navigational purposes. Most Guide Dog schools have a minimum age requirement of 16 or 18 years of age, therefore it would be rare for a student to have a Guide Dog at school.

8.0 Records

- 8.1 A copy of the application and the decision approving or denying the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).
- 8.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use, and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The TCDSB is required pursuant to PPM 163: School Board Policies on Service Animals to collect certain information regarding the implementation



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



of the policy and procedure regarding Guide Dogs/Service Dogs and Service Animals. The TCDSB will be collecting data on:

- a. Total number of requests for students to be accompanied by Guide Dogs/Service Dogs or Service Animals;
 - i. Whether requests are for elementary or secondary school students;
 - ii. The student's grade; and
 - iii. Whether the student is the Handler.
- b. The number of requests approved and denied;
 - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
 - ii. Species of Service Animals requested and approved; and
 - iii. Types of needs being supported: emotional, social, psychological, or physical.

9.0 Food Areas

9.1 Regulation 493/17 of Ontario's *Health Protection and Promotion Act*, 1990 allows Guide Dogs/Service Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs/Service Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

9.2 No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

10.0 Health, Safety and Other Concerns

If a student, parent of a student, or staff member has a concern around a Guide Dog/Service Dog or Service Animal they may come in contact with, including health and safety concerns such as allergies or fear or anxiety associated with the animal, this person should identify themselves and outline their concern in writing to the principal of the school where the animal attends.



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



11.0 Cross References:

Bill 48, Safe and Supportive Classrooms Act, 2019
PPM 163: School Board Policies on Service Animals, 2019
OHRC Policy on Accessible Education for Students with Disabilities, 2018
J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)
Special Education in Ontario K-12 Policy and Resource Guide, 2017
Learning for All, 2013
PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013
Accessibility for Ontarians with Disabilities Act (AODA), 2005
Blind Persons' Rights Act, R.S.O. 1990
Dog Owners' Liability Act R.S.O. 1990
Education Act R.S.O. 1990
Health Protection and Promotion Act, R.S.O.1990
Food Safety and Quality Act 2001, S.O. 2001
Ontario Human Rights Code, R.S.O. 1990

12.0 Attachments:

- Appendix A:** Application for Guide Dog/Service Dog
- Appendix B:** Application for Service Animal
- Appendix C:** Principal's Checklist for Guide Dog/Service Dog
- Appendix D:** Sample Decision Letter Approving Guide Dog/Service Dog/Service Animal
- Appendix E:** Sample Decision Letter Declining Guide Dog/Service Dog or Service Animal
- Appendix F:** Sample Letter to the School Community
- Appendix G:** Sample Letter to the Parent of Students in Class(es)
- Appendix H:** Sample Letter to Employees and School Permit Holders
- Appendix I:** Sample Letter to the Parent(s) of Students on School Bus



**Operational Procedures – Guide Dogs/Service Dogs and
Service Animals**



Appendix J: Protocol: Transportation of Service Animals

Appendix K: Student School Emergency Evacuation Response Plan



Application for a Guide Dog/Service Dog



Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

I/We request that permission be granted for _____ to use a Guide Dog/Service Dog in school and at school-related activities.
Length of time the student and Guide Dog/Service Dog have worked together:
Additional information is required to assist the Principal: (Yes ___/No___). If yes, please indicate in an attached document.

Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a regulated health professional containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/Service Dog will provide accommodation in a school setting.

Municipal License

- Please attach a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (not greater than 3 months old and confirmation to be updated annually) attesting to:
 - the breed of dog, age of dog and that the dog is an adult;
 - the dog does not have a disease or illness that might pose a risk to humans;
 - the dog has received all required vaccinations;
 - the dog is in good health to assist the student.

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance



Application for a Guide Dog/Service Dog



with the MSAR standard for training, as defined in the TCDSB Operational Procedures (3.0)

- A letter confirming that the trainer will attend a Catholic School Parent Council (CSPC) meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the TCDSB Operational Procedure (6.0).

Student NOT the Handler

Where the student is not the Handler, please describe (separate attachment) what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

Insurance

Pursuant to *Dog Owners' Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Schools are responsible for protecting the safety, health and emotional needs of the entire school community, and this protocol has been developed in order to facilitate the entry of a Guide Dog/Service Dog into a school.

Where necessary, in the implementation and accommodation process, competing rights will be considered. The TCDSB reserves the right to request additional information and/or documentation to ensure that the animal's presence in school does not present an increased risk of harm to the animal, the student, and/or other members of the school community.

Signature of Parent/Guardian:	Date:
Signature of Principal:	Date:

cc: OSR
Superintendent of Schools
Superintendent of Special Services



Application for Service Animal



Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

I/We request that permission be granted for _____ to use a Service Animal in school and at school-related activities.
Length of time the student and Service Animal have worked together:
Additional information is required to assist the Principal: (Yes ___/No___). If yes, please indicate in an attached document.

Disability-Related Needs to be Accommodated by Service Animal

- Please attach a copy of the assessment report from a regulated health professional containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (not greater than 3 months old and confirmation to be updated annually) attesting to:
 - the species of animal, age and confirmation that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans or dogs; and
 - the animal has received all required vaccinations.

Information Regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate; and
- Describe the biological needs of the animal.



Application for Service Animal



Student

- Can the student independently manage the animal?
- In an attached document please describe in detail:
 - where, when, and how the student currently utilizes the animal's services in public spaces for accommodation purposes;
 - what, if any, responsibilities the student is capable of performing independently; and
 - the responsibilities you wish to have assumed by a school staff member.

Insurance

A parent must provide an insurance certificate identifying that they are an insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Schools are responsible for protecting the safety, health and emotional needs of the entire school community, and this protocol has been developed in order to facilitate the entry of a Service Animal into a school.

Where necessary, in the implementation and accommodation process, competing rights will be considered. The TCDSB reserves the right to request additional information and/or documentation to ensure that the animal's presence in school does not present an increased risk of harm to the animal, the student, and/or other members of the school community.

Signature of Parent/Guardian:	Date:
Signature of Principal:	Date:

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Principal's Checklist for Guide Dog/Service Dog



Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

Application Requirements for Guide Dog / Service Dog

- ☐ Receive Application for Guide Dog/Service Dog or Service Animal
- ☐ Assessment report with diagnosis and accommodation to be provided
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Copy of municipal license [within 12 months]
- ☐ Veterinary certificate [within 3 months]
- ☐ Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- ☐ Certificate of training or attestation for student Handler [within 6 months]
- ☐ Letter of confirmation that the trainer will present to the Catholic School Parent Council (CSPC)
- ☐ Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- ☐ Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- ☐ Assessment by health and safety officer
- ☐ Consult with Superintendent of Schools

Implementation Requirements

- ☐ Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom, etc.)
- ☐ Timetable identifying bio breaks, when accompanying student
- ☐ Emergency procedures (fire exit plan, lockdown plan, evacuation plan)



Principal's Checklist for Guide Dog/Service Dog



- ☐ Letter to parents that Guide Dog/Service Dog will be accompanying student
- ☐ Information session during to CSPC meeting
- ☐ Signage for front door, gymnasium door and library door advising of Guide Dog/Service Dog
- ☐ Transportation plan (if required)
- ☐ Orientation for school staff and students
- ☐ Training for staff member acting as Handler (if required)
- ☐ Convene SBSLT meeting
- ☐ Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP and updated annually in accordance with IEP regulations)
- ☐ Create management plan for care of the Service Animal

Additional Comments:

Signature of Principal:	Date:
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Sample Decision Letter Approving Guide Dog/Service Dog or Service Animal



(Date)

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog/Service Dog/Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog/ Service Animal into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Sample Decision Letter Declining Guide Dog/Service Dog or Service Animal



(Date)

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child/you attend school with a Guide Dog / Service Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child/you is/are not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's/your dignity, encourage independence and facilitate integration are available to support your child's/your learning needs and access to meaningful educational services.

This decision is not subject to appeal. However, if you wish to discuss the alternative accommodation measures available to support your child/you while at school, please contact me to arrange a meeting.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Sample Letter to the School Community



(Date)

Dear Parent(s)/Guardian(s)

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the Catholic School Parent Council (CSPC) meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services

**Sample Letter to the Parents of Students in Class(es)**

(Date)

Dear Parent(s)/Guardian(s)

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in your child's class(es) / [insert course(s)] in order to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Sample Letter to Employees and Permit Holders



(Date)

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog / Service Dog will be at different periods of the school day, and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

cc: OSR
Superintendent of Schools
Superintendent of Special Services



Sample Letter to Parent(s) of Students on School Bus



(Date)

Dear Parent(s)/Guardian(s)

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be riding with a student to and from school to accommodate the student's needs pursuant to the *Human Rights Code* beginning [insert date].

The Guide Dog / Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Protocol Name: Transportation of Service Animals

In the event a service animal is required to be transported with a student the following protocol is to be enacted.

Service Animals: other than dogs:

1. All service animals will have documentation from a governing body that is responsible for the training and development of the animal.
2. Specific directions in regards to the care and transport of these animals must be communicated to the Transportation consortium as part of the students 'Independent Transportation Plan'
3. When transporting animals all families and drivers must be notified ahead of service starting indicating what type of animal is being transported.
4. Documentation must be provided to all families and drivers outlining the service animal's responsibilities to the student and a fact sheet detailing information about dealing with service animals.
5. The bus company will post this information in their dispatch office and identify routes with service animals and only assign drivers that are aware of and trained to deal with service animals.
6. In the event an animal is required (and is not a registered service animal) as approved by the Special Education Department as a means to placate or calm a student as part of their transportation routine then the School Board will be responsible for providing the documentation and fact sheet in a similar fashion to those for service animals.

Service Animals: Dogs

1. The same protocols as above will be enacted for service dogs. Specific directions are highlighted below:

- The service animal should NEVER ride on the wheelchair lift to prevent injuries.
- Driver should always wait for or ask for instruction from the service dog owner.
- Drivers should avoid petting and talking to the service dog.
- If the student needs assistance loading into a vehicle, he/she may tell the dog to board the vehicle and wait inside, the driver should make sure all other doors are closed behind the dog, except for the one that the student will be using to board the vehicle. Same thing for unloading.
- The student may ask the driver to hold on to the dog's leash and lead the dog into the vehicle and wait there (for example, on a TTC bus), and then the student board the bus by wheeling up the ramp on their own. The driver should do so and should NOT let go of the dog's leash for the dog's safety.
- When securing the wheelchair in the vehicle and the service dog is in the way, the driver should ask the student to reposition his dog.
- Drivers should not give commands to the service dog, ALWAYS ask the service dog owners to deal with the dog.
- If the student is to exit the vehicle by wheeling down the ramp on their own, again the driver may be asked to hold on to the service dog and hand the leash over ONLY when the student has safely arrived on the sidewalk.
- If Driver is asked to hold on to the service dog's leash, they should make sure their shoulders are square and back is straight to establish leadership. Also avoid direct eye contact with the dog, so the dog's focus is still on his owner.

In case a student is incapacitated:

If a student is incapacitated and he has a service dog with him at that time, and you think that the dog will be bothered by you touching their partner then try to pet the dog with confident hands. Crouch down with your shoulders back and turn the side of your body toward the dog. Try to lead him to a separate room and shut the door. Drivers should carry dog treats with them to make friends and use to help lure the dog to a desired position.

Paramedics need to deal with the injured and will not be able to take the service dog in an ambulance. C.O.P.E. dogs carry emergency cards in their back packs or capes. If they are not found there, or the dog is not wearing his pack then the emergency card should be on the person. The card states emergency phone numbers for people who could take care of the dog. Please remember to call COPE (705-734-COPE (2673)) if you cannot find any emergency contacts.

If the service dog belongs to a different organization, then please contact the respective organization.

If someone is willing to care for the dog until the emergency contact arrives but they need to transport the dog to a different location, then the dog can be transported on the floor of a vehicle.

All C.O.P.E. Service Dogs are trained not to act aggressively in any situation. However, in times of extreme stress it is possible that a dog may rely on his instincts rather than his training. IF this does happen, it is important for drivers to not act aggressively toward the dog (i.e. raising their arms over their head and yelling) and try to talk to the dog in a

confident, friendly and calm voice. Something like "Hi puppy. You're a good dog. We are taking your friend to the hospital now." If you keep your shoulders back and explain things so that your voice appears confident and "as a matter of fact" to the dog then this will decrease stress and therefore the instinct to be aggressive.

The most important point is to appear confident and friendly.

In the case of an emergency evacuation of the vehicle:

- If the student and their service dog are both conscious and not injured, then ask for instruction from the student as to whether they need assistance with the dog.
- If the student is incapacitated but the dog is conscious, not injured but appears fearful, then you should approach dog in a confident manner. That is, shoulders back, turn the side of your body toward the dog and talk to the dog in a confident, friendly and calm voice, then lead the dog to safety. Call OSPCA or Humane Society for help if the dog appears fearful aggressive.
- If the dog is conscious and INJURED, you should approach in a confident and calm manner. Muzzle the dog with a muzzle or using a shoe lace or dog leash (make sure it is tied at the back of the dog's neck as well as around the snout). Transport the dog to safety with care and call a vet immediately.
- If the dog is unconscious and injured, muzzle the dog with a muzzle or using a shoe lace or dog leash (make sure it is tied at the back of the dog's neck as well as around the snout). Transport the dog to safety with care and call a vet immediately.



STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE PLAN

1. Student INFORMATION

Name:	EA Name(s) (if applicable):
Grade:	CYW Name(s) (if applicable):

Daily Schedule and Classroom Locations (attachment if necessary):

2. EMERGENCY EVACUATION ASSESSMENT

Does the student experience any of the following that could impede the ability to quickly evacuate the workplace?

a. Mobility limitations; interference with walking, using stairs, joint pain, use of mobility device (i.e. wheelchair, scooter, cane, crutches, walker, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Vision impairment/loss	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Hearing impairment/loss	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Other (please specify):	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<hr/> <hr/> <hr/> <hr/> <hr/>		

3. COMMUNICATION NEEDS & ACCOMMODATIONS

Indicate the student's preferred method of communication in an emergency situation. List any assistive communication devices and/or accommodations required. *Example: student with hearing impairment may require assistive device to receive emergency evacuation information.*

4. CONDITIONS, SENSITIVITIES, DISABILITIES & ACCOMMODATIONS SUMMARY

Indicate any temporary or long-term conditions, sensitivities and/or disabilities that may affect the well-being and safety of the student during emergency response.

Emergency Assistance Required:**5. STUDENT PERSONAL EMERGENCY PREPAREDNESS KIT**

Student Personal Emergency Preparedness Kit required? ☐ Yes ☐ No

List Contents (i.e. emergency supply of medication, food for specific dietary needs, personal assistive equipment and batteries, emergency health & contact information, etc.):

Location of Student's Personal Emergency Preparedness Kit:

6. EMERGENCY EVACUATION ROUTES

Indicate primary accessible evacuation route from workplace, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

Indicate alternative evacuation route from classroom, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

7. EMERGENCY ASSISTANCE NETWORK

Establish staff to assist the student with a disability during emergencies. Staff should:

- be physically and mentally capable of performing the task and not require assistance themselves
- share the same hours in the same area as the student they will be assisting

The student requiring a School Emergency Evacuation Response Plan should be aware of those who will be notified to assist them during an emergency. **A minimum of 2 people is recommended for the Emergency Assistance Network.**

Network Leader Name:	Name:
Classroom/Department:	Classroom/Department:
Contact Info:	Contact Info:
Name:	Name:
Classroom/Department:	Classroom/Department:
Contact Info:	Contact Info:

8. ACKNOWLEDGEMENT & RELEASE

Reason for review: ☐ new admission ☐ change in classroom location ☐ change in student's condition

Principal's Signature _____ Date _____

I acknowledge that the information contained on this form is accurate and hereby authorize Toronto Catholic District School Board to release applicable personal information contained within the Student School Emergency Response Plan to designated individuals within my son's or daughter's Emergency Assistance Network and emergency/first responders, in the event of a school emergency evacuation situation.

Parent's Signature _____ Date _____

PLEASE ENSURE THAT THE ORIGINAL COMPLETED STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE FORM (WITH ATTACHMENTS) IS ACCESSIBLE TO ALL STAFF IN THE EVENT OF AN EMERGENCY AND A COPY FILED IN THE SCHOOL OFFICE.

All personal information collected on this form and any attachments herein will be used for Student School Emergency Evacuation Response purposes only and will remain confidential as per MFIPPA unless written consent is obtained from the student's parent(s) or guardians (completion of Section 8).



Ministry of Education

Policy/Program Memorandum No. 163

Date of Issue: September 9, 2019

Effective: Until revoked or modified

Subject: **School Board Policies on Service Animals**

Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Executive Director, Provincial and Demonstration Schools
Principals of Elementary Schools
Principals of Secondary Schools

Purpose

All school boards¹ in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools.² The purpose of this memorandum is to provide direction to school boards on the development and implementation of their policy. The ministry's expectations regarding the components of a board's policy are identified in this memorandum as well as the implementation and reporting requirements.

School boards are expected to:

- allow a student to be accompanied by a service animal in school when doing so would be an appropriate accommodation to support the student's learning needs and would meet the school board's duty to accommodate students with disabilities under the Ontario Human Rights Code;
- make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities. This memorandum also applies to Provincial and Demonstration Schools.

2. This policy is established under the authority of paragraph 29.5 of subsection 8(1) of the Education Act and school boards are required to develop their policies on service animals in schools in accordance with this policy.

This memorandum applies to all publicly funded elementary and secondary schools, including extended-day programs operated by school boards. However, this memorandum does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

Context

The Ministry of Education is committed to supporting school boards in providing appropriate accommodations to all students with demonstrable learning needs, including special education programs and services in Ontario's schools.

The term “service animal” refers to any animal that provides support to a person with a disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

In Ontario, the Accessibility for Ontarians with Disabilities Act, 2005 (the “AODA”) sets out a framework related to the use of service animals by individuals with a disability. The Blind Persons’ Rights Act sets out a framework specifically for the use of guide dogs for individuals who are blind.

People with disabilities who use service animals to assist them with disability-related needs are protected under the ground of “disability” in the Ontario Human Rights Code. Under the Human Rights Code, school boards have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. The Ontario Human Rights Commission’s *Policy on Accessible Education for Students with Disabilities* (2018) states that: “Depending on a student’s individual needs and the nature of the education service being provided, accommodations may include . . . modifying ‘no pets’ policies to allow guide dogs and other service animals.”³

Nothing in this memorandum detracts from other legal obligations of school boards under applicable law, including the Ontario Human Rights Code.

3. *Policy on Accessible Education for Students with Disabilities* (Ontario: Ontario Human Rights Commission, 2018), pp. 59–60.

Definition of “Service Animal”

In the context of this memorandum, “service animal” means an animal that provides support relating to a student’s disability to assist that student in meaningfully accessing education. Due consideration should be given to any documentation on how the service animal assists with the student’s learning needs, and disability-related needs (e.g., documentation from the student’s medical professionals).

School boards must make a determination, on a case-by-case basis, as to whether a service animal may accompany a student taking into account all the circumstances, including the needs of the student and the school community and a school board’s obligation to provide meaningful access to education.

School boards may also consider including service animals in training in their service animal policies.

Components of School Board Policies on Service Animals

When developing their policy on student use of service animals, school boards must respect their obligations under the Ontario Human Rights Code, the AODA, the Blind Persons’ Rights Act, and collective agreements as well as other applicable laws and government policies. When developing their policies on student use of service animals, school boards are encouraged to consult with local partners, as appropriate.

Each school board policy on student use of service animals must contain, at a minimum, the following components:

Communication Plan. The school board policy should say how the school board will inform the school community about the process by which parents⁴ can apply to have their child’s service animal in the school. It should also say how it will inform the school community of the presence of any service animals at the school.

Process. The school board policy should lay out how requests for students to be accompanied by service animals in schools can be made and the steps in the school board decision-making process. School board processes must be timely, equitable, and readily available, and decisions must be based on a student’s individual strengths and needs.

4. In this memorandum, *parent(s)* refers to parent(s) and guardian(s).

Policies should include the following:

- a clearly articulated process for a parent to follow when making a request for a student to be accompanied by a service animal in school, including:
 - a primary point of contact;
 - supporting materials for initiating requests (e.g., templates);
- information around the process through which a determination is made about whether or not a service animal is an appropriate accommodation. This could include:
 - a meeting or meetings for all appropriate parties (e.g., parents, school staff) to discuss the request for a service animal;
 - a list of documentation that a parent must provide;
 - a list identifying who must be consulted in making the determination;
- information about the factors the board will consider when making a case-by-case determination, including:
 - any documentation on how the service animal supports the student's learning needs and/or disability-related needs, including documentation from the student's medical professionals;
 - the disability-related needs and learning needs of the student;
 - other accommodations available;
 - the rights of other students and the needs of the school community;
 - any training or certification of the service animal;
 - any special considerations that may arise if the animal is a species other than a dog;
- consideration of privacy rights of the student seeking to bring a service animal to school;
- information about how the school board will document its decision regarding a request. For example, if a school board approves a request, that information could be recorded in the student's Individual Education Plan (IEP), if one exists;
- *if the school board approves a request for a service animal*: a process for developing a plan that addresses:
 - the ongoing documentation required for the animal (e.g., annual vaccination records);
 - the type of support the service animal will provide to the student;
 - who will be the handler of the service animal while at the school;

- a plan for how the care of the animal will be provided (including supporting the safety and biological needs of the animal);
- how the animal will be readily identifiable;
- transportation of the animal to and from school;
- timeline for implementation;
- *if the school board approves a request for a service animal:* strategies for sharing information with members of the broader school community who may be impacted by the decision (e.g., other students, parents, educators, school staff, volunteers, Special Education Advisory Committees) and organizations that use the school facilities (e.g., licensed child-care providers operating in schools of the board), while identifying how the student's privacy will be considered;
- *if the school board denies a request for a service animal:* a statement that the school board will provide a written response to the family that made the request in a timely manner.

Health, Safety, and Other Concerns. The school board policy should include a protocol for the board to hear and address concerns from other students and staff who may come in contact with a service animal, and from parents of other students, including health and safety concerns such as allergies and fear or anxiety associated with the animal. Wherever possible, school boards should take steps to minimize conflict through cooperative problem-solving, and/or other supports which may include training for staff and students.

Roles and Responsibilities. The school board policy should clearly outline the roles and responsibilities of students, parents, and school staff regarding service animals at school, taking into account local circumstances.

Training. The school board policy should consider strategies for providing training related to service animals, as appropriate, for school staff who have direct contact with service animals in schools.

Review of School Board Service Animal Policies and Data Collection. The school board policy should be reviewed by the board on a regular basis.

School boards are expected to develop a process for data collection and to collect data regularly, including, but not limited to:

- total number of requests for students to be accompanied by service animals;
- whether requests are for elementary or secondary school students;
- the number of requests approved and denied;



Ministry of Education

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- if denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to education;
- species of service animals requested and approved;
- types of needs being supported (e.g., medical, physical, emotional).

School boards should use this data to inform their cyclical policy reviews.

Implementation

School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by January 1, 2020.

School Board Reporting

School boards are required to report to the Ministry of Education, upon request, regarding their activities to achieve the expectations outlined in this memorandum. This could include specific data collected.



REPORT TO

REGULAR BOARD

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

"He judges the world with righteousness; he judges the peoples with equity.", Psalm 9:8

Created, Draft	First Tabling	Review
December 6, 2019	December 12, 2019	Click here to enter a date.
B. Leporati, Sr. Coordinator, Planning Services M. Loberto, Superintendent, Planning and Development		
RECOMMENDATION REPORT		

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends an update to the current *Admission and Placement of Elementary Pupils Policy (S.A.01)* in response to a Motion approved at the November 14, 2019 meeting of the Board's Corporate Services Committee.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

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

C. BACKGROUND

1. The *Admission and Placement of Elementary Pupils Policy (S.A.01)* was approved October 23, 2014 and was last updated January 6, 2015. A review of the policy in May 2019 resulted in no approved changes to the policy.
2. On November 14, 2019, the motion below was approved by the Board's Corporate Services Committee

BE IT RESOLVED THAT: *that Regulation 2. iv. of Policy S.A.01 – Admission and Placement of Elementary Pupils be amended to read, “Proof of residency as evidenced by a Canadian Revenue Agency notice of assessment and corresponding government issued photo identification.”*

3. The policy amendments proposed herein reflect changes requested through a Motion received at the November 14, 2019 meeting of the Corporate Services Committee and procedural changes adopted by Toronto Public Health.
4. Public consultation on this policy was not offered on this amendment due to timelines of reporting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. *Regulation 2 (iv). Includes an additional proof of residency.* In response to the Motion above, the policy has been amended to include the requirement for

an additional piece of documentation as proof of residency/current address. Although the Motion requested a change to the current practice, the existing documentation is required in accordance with Ministry of Education enrolment audit requirements as detailed in the Enrolment Register Instructions. An additional requirement for one piece of documentation from a list of documents in *Appendix 'A'* to the policy has been added to satisfy the intent of the Motion.

2. ***Regulation 2 (v). Added notation concerning procedural change by Toronto Public Health.*** Toronto school boards were informed in December 2018 that Toronto Public Health (TPH) would no longer require school boards to collect ***Immunization Records***. Ontario's Immunization of School Pupils Act (ISPA) has been amended and requires parents of children attending elementary and secondary schools to provide their local health unit (TPH in Toronto) with proof of their child's immunization. Failure to update TPH with immunization documentation can result in the child's suspension from school.

E. STAFF RECOMMENDATION

That the Board approve the amendments to the *Admission and Placement of Elementary Pupils Policy (S.A.01)* including the addition of an Appendix 'A' to the policy.



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

APPENDIX 'A' – Acceptable proof of residency/current address (per 2 (iv))

In an effort to further define and verify home addresses, TCDSB has included a requirement for additional documentation collected at the time of registration. The list of options below is consistent with proof of residency documents collected by other government agencies. **Two pieces of documentation are required, one from list 'A' and one from list 'B'.**

LIST 'A'

Please provide at least **one (1)** of the following:

- Ownership/Tenant Lease Agreement
- Utility Bill
- Bank Statement
- Phone Bill

LIST 'B'

Please provide at least **one (1)** of the following:

- employer record (e.g. pay stub, letter from employer on company letterhead)
- school, college or university report card or transcript
- Child Tax Benefit statement
- most recent income tax Notice of Assessment
- insurance policy (e.g. home, tenant, auto or life)
- Ontario motor vehicle permit (plate or vehicle portions)
- property tax bill
- statement of direct deposit for Ontario Works or Ontario Disability Support Program (ODSP)
- statement of Employment Insurance Benefits Paid (T4E), Old Age Security (T4A) or Canada Pension Plan Benefits (T4A) (P)
- Any of the following statements from a bank, trust company or credit union:
 - Registered Retirement Savings Plan (RRSP)
 - Registered Retirement Income Fund (RRIF)
 - Registered Home Ownership Savings Plan (RHOSP)
- Workplace Safety and Insurance Board Statement of Benefits (T5007)
- Canada Pension Plan Statement of Contributions



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

Date Approved:
Oct 23rd, 2014

Date of Next Review:
May 2024

Dates of Amendment:
January 6th, 2015, Reviewed May, 2019

Cross Reference:

- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
- S.A. 03 Elementary School Attendance Boundary Policy
- S.P. 01 Special Education Programs
- S.S. 05 Expulsions
- S.S. 12 Fresh Start
- S.T. 01 Transportation Policy
- Archdiocese of Toronto – Eastern Rite Churches in Communion with Rome
- **Toronto Public Health**

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

Purpose:

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

Scope and Responsibility:

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

The placement of a pupil under this Policy in a particular program or school does not constitute a commitment of the Board to provide transportation; entitlement thereto is governed by the Transportation Policy then in force.

Alignment with MYSP:

Living Our Catholic Values
Fostering Student Achievement and Well Being



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

Strengthening Public Confidence

Financial Impact:

May have a financial impact based on enrolment.

Legal Impact:

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

Policy:

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

Regulations:

1. The TCDSB will admit a student to an elementary school:
 - i. who is a Resident Pupil with the right to attend school as per Sections 32 and 33(3) of the Education Act;
 - ii. who is Catholic or a member of an Eastern Rite church in communion with the See of Rome;
 - iii. who is not Catholic, but whose parent/guardian is Catholic and resides in the City of Toronto;
 - iv. whose residential address falls within the Full Day Kindergarten (FDK) program defined boundary, established and implemented between 2010 and 2014, which is now the fixed attendance boundary of a particular school (refer also to Regulation 7);
 - v. whose parent/guardian, being a resident in the City of Toronto, is able to direct support to Catholic Schools as per Section 33(3) of the Education Act;
 - vi. whose parent/guardian is attending the Rite of Christian Initiation of Adults (R.C.I.A.), or the student is over the age of 7 and attends the Rite of Christian Initiation of Children



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

(R.C.I.C.) Program. Catechumens who do not successfully complete the R.C.I.A./R.C.I.C. program, as established by the parish, and are not brought into the Catholic faith, shall not be re-admitted to any TCDSB elementary school the following September.

2. The following original documents are required for registration and admission to an elementary school:
 - i. Proof of Catholicity as evidenced by: Baptismal Certificate; First Communion Certificate; Confirmation Certificate; letter from Catholic Parish Priest attesting to Parent/s Catholicity; letter from Catholic Parish Priest confirming registration in R.C.I.A./R.C.I.C. program and the date they will be brought into the Catholic Faith.
 - ii. Proof of Age as evidenced by any of a Birth Certificate; Passport; Statement of Live Birth.
 - iii. Status in Canada as evidenced by proof of Canadian Citizenship; Permanent Resident Status; or any other valid status as per the Education Act, Sections 49(7) and 49.1, excluding those on valid Visitor Permits. In accordance with Section 49.1 of the Education Act, students with 'no status' shall not be denied admission to a TCDSB elementary school (refer to Regulation 11).
 - iv. Proof of residency as evidenced by **at least two (2) documents as shown in Appendix 'A'.**
 - v. Immunization Record **(parents are required to submit information directly to Toronto Public Health as of December 2018)**
 - vi. An Application for Direction of School Support documentation, which must be signed by the owner/tenant at the time the elementary student is registered.
3. Provided that all admission requirements have been met, the student will be placed in his/her home school in accordance with normal registration protocol. An application for registration is not complete until all required documents are submitted, as per Regulation #2. The order of applicants will be determined by date and time of completion of initial application for registration. In cases where all required documentation is not received by the school, parents/guardians may request additional time to submit the documents. The time frame within which to submit the documentation shall be determined by the school principal or designate.
4. a) Pupils, who have siblings already enrolled in the requested school who are returning for the next school year, shall be considered as the first priority for registration, followed as a second priority by in-boundary students, subject to date and time requirements as per normal application for registration protocol. The Board recognizes the importance of the family unit



POLICY SECTION:	STUDENTS
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and will undertake its best efforts, within the context of this Policy, to place siblings at the same school.

b) Resident pupils living outside the fixed attendance boundary of a school which offers regional or specialized programs, who have siblings already enrolled in these programs at the requested school and who are returning for the next school year, shall not be considered for automatic admission to the school unless it is for enrolment in a specialty program. Where space and program availability permit, the school principal in consultation with the school superintendent and Planning staff, may admit an out-of-boundary sibling to the regular track program. Students currently in a specialized program with a sibling enrolled in the 2014-2015 school year shall be grandfathered until graduation.

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



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- iv. Priority 4 – Students receiving childcare within the fixed attendance boundary of the requested school.
 - v. Priority 5 – Students residing in the City of Toronto.
 - vi. Priority 6 – Students residing outside the City of Toronto.
9. Excluded from the placement procedures are those students who will be placed by the following processes:
- i. Identification Placement Review Committee;
 - ii. Safe Schools;
 - iii. Early French Immersion;
 - iv. Extended French program; or
 - v. any other specialty programs.
10. Provided that all admission requirements are met and supporting documents are received, students new to Canada will be admitted to the TCDSB and placed in a school if they are:
- i. Canadian Citizens, Permanent Residents or Refugee Claimants;
 - ii. students who are here while their parent(s) is under: a Work Permit, Visiting Forces Act, Diplomatic status or as a full-time student at an accredited Toronto College or University;
 - iii. living with their parent(s) who reside in the City of Toronto while awaiting their Work Permit or determination of their claim to become Permanent Residents.
11. Students residing with their parents who are in Canada without valid immigration status will not be denied admission to a TCDSB elementary school, consistent with the provisions of Section 49.1 of the Education Act.
12. Where a child is presently registered in a TCDSB elementary school and, due to family circumstances, must be temporarily relocated in a youth shelter, the student will be placed in another TCDSB school, and the student's Ontario School Record will be transferred in accordance with TCDSB procedures.
13. A VISA student will be admitted to the TCDSB and placed in a school as per the requirements in Regulations #1 and #2.
14. In those circumstances where a VISA student does not have, or cannot produce, a valid Baptismal Certificate, the parent-appointed custodian and/or the homestay provider with whom the student is residing must be Catholic. Initial placement of the student will be coordinated by International Education Program staff of the Continuing Education Department.



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Definitions:

Application for Direction of School Support

An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate. Otherwise, school support designation defaults to English Public as per Section 16(4) of the Assessment Act.

Catechumen

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

Constitution Act, 1867, Section 93

The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

Custodian

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

Early Learning

Also known as Full Day Kindergarten.

Eastern Rite Church

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

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

Full Day Kindergarten Program (FDK)

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

Guardian

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



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Home School

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

Homestay

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

Identification Placement Review Committee

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

Ontario Human Rights Code, Section 19

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

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

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



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

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

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

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

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

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

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

Sibling

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

Specialty Programs

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

Study Permit

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



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Temporary Resident VISA Student

All International Students studying in a program that lasts more than six months must have a Temporary Resident Visa. High school students are typically only issued a Study Visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit Entry Visa that expires subsequent to their anticipated return.

Utilization Rate

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

Evaluation and Metrics:

1. An annual report of elementary student enrolment will be provided to the Board as per the Rolling Calendar of Annual Standard Reports.



REPORT TO

REGULAR BOARD

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
November 26, 2019	December 12, 2019	
D. Bilenduke, Senior Coordinator, Finance M. Eldridge, Acting General Legal Counsel P. De Cock, Comptroller for Business Services & Finance		
RECOMMENDATION REPORT		

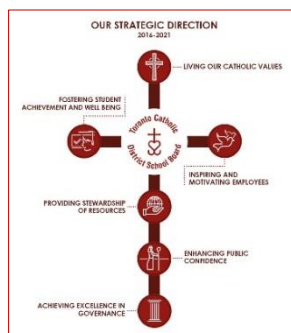
Vision:

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

The *Effective Financial Management and Control of Operations Policy*, policy F.M. 08 and the corresponding *Operating Procedures* was updated at the October 8, 2019 meeting of the Governance and Policy Committee (GAP) meeting. At the Audit Committee meeting held on November 13th 2019, the Audit Committee recommended that Policy F.M.08 be revised for requesting work from the Board's auditor of record. A motion at the Corporate Services and Property Committee, further endorsed this recommendation on November 14th 2019.

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

B. PURPOSE

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

C. BACKGROUND

1. The Governance & Policy Committee revised Policy F.M.08 on October 8th 2019.
2. During the Audit Committee meeting held on November 13th 2019, it was recommended that policy be revised for requesting work from the Board's auditor of record.
3. A motion at the Corporate Services and Property Committee further endorsed this recommendation on November 14, 2019.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Corporate Services Committee approved the following motion:
 - a. That the Audit Committee approve any service provided by the Board's external auditor of record that exceeds \$5,000 and that the Board's Purchasing Policy and Effective Financial Management policies be updated to reflect this change;

- b. That the report and recommendation be forwarded to the December 11th 2019 Corporate Services Committee to be ratified by the Board; and
- c. That on an annual basis, Staff reports to the Audit Committee all fees paid or payable to the external auditor of record, categorized by:
 - i) Audit and audit-related services; and
 - ii) “Permitted” non-audit services” (as defined by the services listed under Section F, Item 1.b)

E. METRICS AND ACCOUNTABILITY

1. The Audit Committee was presented with a report written by Business Services on the pros and cons of using the Board’s external auditors for work that is outside of their audit contract.
2. The report was debated at length considering provincial best practices, association and industry recommendations and experience.
3. The conclusion was, while there are inherent risks in giving auditors non-audit work, there are many opportunities and should be analysed on a case-by-case basis.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. On the recommendation of the Audit Committee and the motion passed at Corporate Services the following language will be added to **Policy F.M.08 Effective Financial Management and Control of Operations:**

The Audit Committee is required to approve any service provided by the Board’s external auditor of record that exceeds \$5,000 before any work is awarded. This does not bypass or supersede any requirements identified in the Board’s Purchasing Policy.

2. On the recommendation of the Audit Committee and the motion passed at Corporate Services the following language will be added to **TCDSB Finance and Accounting Operating Procedures:**

A report will be prepared annually to the Audit Committee itemizing all fees paid or payable to the external auditor of record, categorized by:

i) Audit and audit-related services; and

ii) “Permitted” non-audit services” including but not limited to:

- Providing internal audit services.
- Performing enterprise risk management or business risk consulting.
- Consulting on information technology systems, installation and integration.
- Providing executive and employee search services.
- Providing tax compliance services.
- Providing corporate finance services such as developing strategies or assisting in analysing effects of proposed transactions.

3. The report on external audit services will be added to the Audit Committees pending list.

G. STAFF RECOMMENDATION

That the Board approve of the revised Effective Financial Management and Control of Operations Policy F.M. 08 (Appendix A) and the revised TCDSB Finance and Accounting Operating Procedures (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: November 2022	Dates of Amendments: November 13, 2013- Board May 2016- Board November 21, 2019 - Board
<p>Cross References:</p> <ul style="list-style-type: none"> (1) Education Act, Section 231 (2) Education Act, Section 232 (3) Education Act, Section 243 Ontario Regulation 41/10 <p><i>Consolidated policies:</i> FM05 Signature-Facsimile, FB01 Banks, FB02 Bank Line of Credit, FB03 Short Term Financing and FM06 Cheque Register</p>		

Purpose

To provide greater financial accountability and a higher standard for financial controls in alignment with the Education Act and Ontario Regulations. 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

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 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 to the TCDSB will be reviewed 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 Treasurer's 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.

Budget Management:

1. Under Section 232 of the Education Act 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 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).
3. Annual budgets will 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 then 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 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. 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.
6. Financial and budget status reports, 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
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7. 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 an operating reserve. In the event of an in-year deficit, it will be funded through this reserve in accordance with Section 231 of the Education Act.
8. The tangible Capital assets of TCDSB are capitalized at historical costs and are amortized over the asset's useful life.
9. The 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).
10. 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.
11. 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 unqualified opinion from the external auditors will demonstrate effective financial management and control of operations.
4. **The Audit Committee is required to approve any service provided by the Board's external auditor of record that exceeds \$5,000 before any work is awarded. This does not bypass or supersede any requirements identified in the Board's Purchasing Policy.**

TCDSB Finance and Accounting Operating Procedures

Updated:

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 EDU financing.
6. EDU funded cashflows for capital projects will be applied to any short-term borrowing required for the project 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- 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).
3. Trust Funds will also be regulated by this procedure however; a longer term may be used when it is advantageous to do so.

AUDIT COMMITTEE REPORTING

1. A report will be prepared annually to the Audit Committee itemizing all fees paid or payable to the external auditor of record, categorized by:

i) Audit and audit-related services; and

ii) “Permitted” non-audit services” including but not limited to:

- Providing internal audit services.
- Performing enterprise risk management or business risk consulting.
- Consulting on information technology systems, installation and integration.
- Providing executive and employee search services.
- Providing tax compliance services.
- Providing corporate finance services such as developing strategies or assisting in analysing effects of proposed transactions.

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 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.

F. 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.

MASTER PENDING LIST AND ROLLING CALENDAR TO DECEMBER 12, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Apr-19 Corporate Services	TBC	Corporate Services	Report on meeting with staff, Trustee (s) and key members of the O'Connor Heritage House Committee to determine what kind of partnership would be feasible going forward (Senator O'Connor College School Estate Building (Ward 11))	Associate Director of Facilities, Business & Comm. Dev & CFO
2	Sep-19 Student Achievement	May-20	Student Achievement	Report regarding how a case log of legal opinions given to the TCDSB, with respect to our Catholic denominational rights, can be put together and report back to Student Achievement Committee by October 2019 at the earliest (Recommendation from Catholic Education and Living our Catholic Values Sub-Committee Meeting June 11, 2019): Build a Repository of Cases, Research and Rulings for Precedents and References on Issues relating to our Catholic Faith and Morals Teaching, Doctrines and Pastoral Care (Approved March 1, 2018)	Associate Director of Academic Affairs