

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA November 19, 2020

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

Keith Baybayon
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Michael Del Grande
Trustee Ward 7

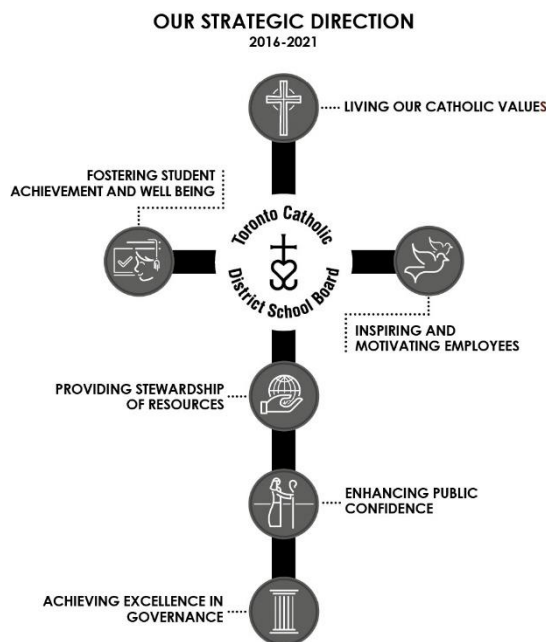
Ida Li Preti
Trustee Ward 3

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

Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Dr. Brendan Browne
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, November 19, 2020
7:00 P.M.

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1. Call to Order	
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- | | | |
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From the November 11, 2020 Special Board, October 15, 2020 and September 17, 2020 Regular Board Meetings

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| 18.c. | Approved Minutes of the Governance and Policy Committee Meeting Held March 02, 2020 (Held by Trustee Rizzo) | 76 - 90 |
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Recommendation to Board:

That the Parliamentarian attend all future meetings of the Governance and Policy Committee.

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

- | | | |
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LAND ACKNOWLEDGEMENT

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories. The territories include the Wendat, the Anishinabek (a-ni-shna-bek) Nation, the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Mississaugas of the Credit First Nations. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

Nous tenons d'abord à souligner que toutes les écoles du conseil TCDSB se situent sur des territoires traditionnels. Ces territoires comprennent ceux des Wendats, de la Nation Anishinabek, de la Confédération de Haudenosaunee, des Mississaugas of the Credit First Nations. Nous voudrions également reconnaître la pérennité de la présence des peuples des Premières Nations, des Métis et des Inuits sur ces terres en Ontario et partout dans le Canada.

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 REGULAR MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD THURSDAY, OCTOBER 1, 2020

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

G. Tanuan, Chair
T. Lubinski, Vice-Chair
N. Crawford
F. D'Amico
M. Del Grande - Via Zoom
N. Di Pasquale - Via Zoom
A. Kennedy
I. Li Preti - Via Zoom
M. Rizzo - Via Zoom

Student Trustees:

K. Baybayon
K. Nguyen

Staff:

B. Browne
D. Koenig
L. Noronha
A. Della Mora
A. Bria
M. Caccamo
S. Camacho
S. Campbell
D. Chen
F. Cifelli
L. DiMarco

K. Dixon
M. Farrell
C. Fernandes
D. Friesen
G. Iuliano Marrello
M. Loberto
P. Matthews
M. Meehan
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
S. Pellegrini, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

Declarations of Interest

Trustees Del Grande and Kennedy declared a conflict of interest in Item 17a) Return to School Update in PUBLIC Session as follows:

Toronto Catholic District School Board (TCDSB) Itinerant Teachers - Trustees Del Grande and Kennedy; and

Return to School Strategy and Secondary School Strategy - Trustee Del Grande

Trustees Del Grande and Kennedy indicated that they would neither vote nor participate in the discussions regarding those matters.

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

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that all Items discussed in PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Lubinski seconded by Trustee Tanuan, 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
Del Grande

Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

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

SECRETARY

CHAIR

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

HELD THURSDAY, OCTOBER 8, 2020

Corporate Services

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon
K. Nguyen

Staff:

B. Browne
D. Koenig
L. Noronha
A. Della Mora
S. Camacho

S. Campbell
F. Cifelli
P. De Cock
L. Di Marco
K. Dixon
M. Farrell
C. Fernandes
D. Friesen
M. Loberto
P. Matthews
M. Meehan
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

7. Declarations of Interest

In DOUBLE PRIVATE Session, there were none.

In PUBLIC Session, Trustees Kennedy and Li Preti declared an interest in the following Items:

16b) Delegated Authority Summary - Procurement Activity #34 –PPE Supplies for COVID-19 – For all staff – Trustee Li Preti out of an abundance of caution as she has a personal relationship with McCarthy Uniforms; and

16c) 2019-20 Third Quarter Financial Status Update –Trustee Kennedy

Trustees Kennedy and Li Preti did not vote nor participate in the discussions regarding above Items.

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

MOVED by Trustee Martino, seconded by Trustee Del Grande, that the Items discussed in DOUBLE PRIVATE and PUBLIC 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

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

MOVED by Trustee Crawford, seconded by Trustee Lubinski, 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
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

SECRETARY

CHAIR

OUR MISSION

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OUR VISION

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through witness, faith, innovation and action.*



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

HELD THURSDAY, OCTOBER 15, 2020

Trustees:

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

Student Trustees:

K. Baybayon
K. Nguyen

Staff:

B. Browne
D. Koenig
L. Noronha
A. Della Mora
P. Aguiar
A. Bria
M. Caccamo
S. Camacho
S. Campbell

D. Chen
F. Cifelli
L. DiMarco
K. Dixon
M. Farrell
C. Fernandes
D. Friesen
G. Iuliano Marrello
L. Latham
M. Loberto
P. Matthews
M. Meehan
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
S. Pellegrini, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

6. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that the Agenda, as amended to include the Addendum, and to reorder Item 21a) Report from Ontario Catholic School Trustees' Association (OCSTA) October 6, 2020 Ad Hoc Committee Meeting after Item 12) Delegations; followed by Items 19b) Revised Return to School Report; and 19d) Voices that Challenge 2020 Catholic Student Leadership Impact Team (CSLIT) – Inspiring Active Citizenship in Catholic Education, and add Items 22a) Verbal Communication from Trustee de Domenico regarding the ongoing Armenian War; and 23a) Inquiry from Trustee Di Giorgio regarding the Rising Cases of COVID-19 at Chaminade College School, be 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

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

7. Reports from Private Session

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that in PRIVATE Session an Itinerant Teacher report was received and the Minutes of the Audit Committee (Closed) Session held June 22, 2020 was approved.

Trustee Rizzo requested that the Question be split.

The Chair ruled the request out of order.

Trustee Del Grande recused himself due to a Declaration of Interest in the Itinerant Teacher Report.

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
Tanuan

Rizzo

The Motion was declared

CARRIED

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

8. Notices of Motions

- 8a) From Trustee Li Preti regarding Public Broadcasting of the Governance and Policy Committee Meetings** will be considered at the November 19, 2020 Regular Board Meeting.

WHEREAS: The Toronto Catholic District School Board (TCDSB) Board of Trustees play a vital role in setting policy and establishing good governance as the governing body of the TCDSB;

WHEREAS: In order to be fully transparent and accountable to our various stakeholders, and providing strategic direction of the Board, it would be prudent for the Board of Trustees to initiate public broadcasting of the Governance and Policy Meetings; and

WHEREAS: The implementation of publicly-broadcasted Governance and Policy Meetings would improve the framework in place for: effective and transparent decision-making for our students, staff and stakeholders.

BE IT RESOLVED THAT: Staff investigate the costs and feasibility of initiating public broadcasting of the Governance and Policy Committee meetings and report the findings to the Board of Trustees.

- 8b) From Trustee Di Giorgio regarding Deployment of Contingency Fund for School Upgrades** will be considered at the November 19, 2020 Regular Board Meeting.

WHEREAS: At the October 8, 2020 Corporate Services, Strategic Planning and Property Committee Meeting, the Board approved deploying \$316, 808.36 from the contingency portion of the Renewal Plan to complete upgrades at Michael Power/St. Joseph Catholic School;

WHEREAS: The scope of work included the installation of amenities such as a long jump pit, sand volleyball courts, a shot put zone and the planting of trees for neighbours privacy;

WHEREAS: These upgrades are not urgent in nature and constitute a questionable use of contingency funds; and

WHEREAS: We have many schools at our Board with dilapidated track and field areas which are in greater need of these renewal contingency funds.

BE IT RESOLVED THAT: \$316,808.36 be allocated to Oscar Romero Catholic Secondary School and \$316,808.36 be allocated to Chaminade College School to complete track and field improvements; and

BE IT RESOLVED THAT: These funds be made available from the contingency portion of the renewal plan.

- 8c) From Trustee Di Giorgio regarding Transparency in Allocation of Clerk Typists at all Toronto Catholic District School Board (TCDSB) Elementary Schools** will be considered at the November 19, 2020 Regular Board Meeting.

WHEREAS: Errors may exist in the allocation of clerk typists across our elementary schools; and

WHEREAS: Similar human resource allocation issues have occurred in the past and school communities would like additional transparency on the matter.

BE IT RESOLVED THAT: Staff produce a list of all clerk typist allocations as of October 15, 2020 at all elementary schools including the following information for each school:

- Current enrollment including breakdown of in-person vs. online learning; and
- Weighted enrollment assuming 100% in-person learning

9. Declarations of Interest

Trustee Del Grande declared a conflict of interest in the PRIVATE Session on Item 14a) Itinerant Teacher Report.

There were none.

10. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Li Preti, seconded by Trustee Tanuan, that Items 10a), 10b) and 10c) be adopted as follows:

- 10a) Special Board (Student Achievement) Held September 3, 2020** approved;
- 10b) Special Board (Corporate Services) Held September 10, 2020** approved; and
- 10c) Regular Board Held September 17, 2020** 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

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

11. Presentations

MOVED by Trustee de Domenico, seconded by Trustee Tanuan, that Items 11b) and 11c) be adopted as follows:

11b) From the Director of Education received; and

11c) From the Student Trustee(s) 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

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

12. Delegations

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 12a) be adopted as follows:

- 12a) From Matthew Yorke Gambhir regarding Student Voice in the Toronto Catholic District School Board received and referred to Staff.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

11. Presentations

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

- 11d) From John Del Grande, Catholic Parent Involvement Committee (CPIC), Chair regarding CPIC Annual Report 2019-2020 (Refer to Item 17d) received.**

Trustee Di Giorgio left the horseshoe at 8:04 pm and returned at 8:08 pm.

Trustee D'Amico left the horseshoe at 8:09 pm.

Trustee Kennedy joined the meeting via Zoom at 8:17 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Rizzo did not vote/respond.

12. Delegations

Trustee D'Amico returned to the horseshoe at 8:20 pm.

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

- 12b) From Julie Altomare-Di Nunzio, President, Toronto Elementary Catholic Teachers (TECT), regarding Ongoing Operational Issues Related to the Re-Opening of Schools** 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
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

Trustee Di Giorgio left the horseshoe at 8:35 pm.

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 12c) be adopted as follows:

- 12c) From Kyle Ianuzzi regarding Issue with Due Process regarding Trustee Conduct Complaints received and referred to Staff.**

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

Results of the Vote taken, as follows:

In Favour

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

Opposed

Del Grande
Lubinski

The Motion was declared

CARRIED

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

21. Reports from External Committees / Organizations

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 21a) be adopted as follows:

21a) From Ontario Catholic School Trustees' Association (OCSTA) October 6, 2020 Ad Hoc Committee Meeting received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Li Preti left the horseshoe at 8:51 pm and returned at 8:55 pm.

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

MOVED by Trustee Di Pasquale, seconded by Trustee Tanuan, that Item 19b) be adopted as follows:

- 19b) Revised Return to School Report** that the Chair of the Board write a letter to the Prime Minister and Toronto Members of Parliament detailing how the federal safe school funds were spent, and thank them for disbursing the funds.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Martino

The Motion was declared

CARRIED

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

Trustee D'Amico left the horseshoe at 9:21 pm.

MOVED by Trustee Di Giorgio, seconded by Trustee Di Pasquale, that:

WHEREAS: Some students may have limited options for in person learning and virtual school options may not match their in-person courses.

BE IT RESOLVED THAT: Specialized program requirements be suspended for this academic school year to allow substitutions enabling students to remain part of those home school programs while attending virtual school.

Trustee de Domenico left the horseshoe at 9:32 pm.

Trustees D'Amico and de Domenico returned to the horseshoe at 9:38 pm.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Crawford
Del Grande

The Motion was declared

CARRIED

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

Trustee Crawford left the horseshoe at 9:42 pm and returned at 9:46 pm.

Urgent Item(s)

The Director advised that Item 20a) Monthly Procurement Approvals was deemed urgent.

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

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that Item 20a) be adopted as follows:

- 20a) Monthly Procurement Approvals** that the Board of Trustees approve all procurement activities/awards listed in Appendix A of the report.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that a Special Board Meeting be scheduled to deal with all Items not dealt with.

MOVED in AMENDMENT by Trustee Lubinski, seconded by Trustee Di Giorgio, that the urgent Inquiry from Trustee Giorgio regarding the Rising Cases of COVID-19 at Chaminade College School be dealt with at this meeting.

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo, seconded by Trustee de Domenico, that the urgent verbal Communication from Trustee de Domenico regarding the ongoing Armenian War also be dealt with at this meeting.

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

In Favour

Opposed

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

Martino

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

Martino

The AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio

Martino

Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

ITEMS NOT DEALT WITH AS CAPTURED IN ABOVE MOTION

- 16a) Approved Minutes of the Governance and Policy Committee Meeting Held September 8, 2020;
- 17a) Approved Minutes of the Audit Committee Meeting Held June 22, 2020;
- 17b) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held September 16, 2020;
- 18a) Approved Minutes of the Governance and Policy Committee Meeting Held March 02, 2020;
- 18b) Approved Minutes of the Governance and Policy Committee Meeting Held August 25, 2020;
- 18c) From the Governance and Policy Committee: Delegations and Public Participation T.14;
- 18d) Inquiry from Trustee Di Pasquale regarding the implementation of Anti-Black and Indigenous Motion passed at the June 2020 Regular Board Meeting;

- 18e) Communication From Abundant Life Centre - Loretto Sisters Project in Kenya;
- 18f) Safe Schools Report 2019-2020 Deferred to a Special Board Meeting. B. Browne;
- 19a) H.M.33 Acceptance of Hospitality of Gifts Policy Metric 2019-2020;
- 19d) Voices that Challenge 2020 Catholic Student Leadership Impact Team (CSLIT) – Inspiring Active Citizenship in Catholic Education; and
- 20b) From the Governance and Policy Committee: Meta Policy M.01

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that the meeting resolve into PRIVATE Session and resolve back into PUBLIC Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Following PRIVATE Session, the meeting resumed with Trustee Martino in the Chair.

The attendance list remained the same, with Trustee D’Amico rejoining via Zoom.

23. Inquiries and Miscellaneous

MOVED by Trustee de Domenico, seconded by Trustee Di Giorgio, that Item 23a) be adopted as follows:

23a) From Trustee Di Giorgio regarding the Rising Cases of COVID-19 at Chaminade College School received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

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

22. Listing of Communications

MOVED by Trustee de Domenico, seconded by Trustee Tanuan, that Item 22a) be adopted as follows:

22a) From Trustee de Domenico regarding the ongoing Armenian War (Verbal) received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

26. Adjournment

MOVED by Trustee Lubinski, seconded by Trustee Li Preti, that the meeting be adjourned.

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
Tanan

The Motion was declared

CARRIED

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

SECRETARY

CHAIR



Director's Monthly Report October – November 2020

October 16 – November 19

Over the past month, students, staff and parents throughout the system have continued to adapt to new realities and routines in both virtual and neighbourhood schools. We are so appreciative of the resilience of our Catholic community as we work together to overcome the significant challenges and realities of this pandemic we are living through. These times are unprecedented in both scope and complexity. While we continue to evolve to meet the needs of students and families impacted by the current reality, we recognize that the disruptions we are working through are both difficult and disruptive. It is during these times that we most appreciate the partnership and patience in each school community. We are committed to serving and supporting all students, and to do so has required some realignment of resources. We are in this together and know that we will move forward as a Catholic community. As difficult as these times have been, there has been so much to celebrate and recognize throughout the system.

Highlights from the past month include:

- **Observing Remembrance Day through an Afrocentric lens.** In the TCDSB we were proud to engage school communities in the important historical significance of the service of Black-Canadian men and women in shaping our country's history in conflict and peace. Students and staff participated in a webinar dedicated to exploring Remembrance Day through this lens.
- Recognizing **October observances** such as All Saints Day, All Souls Day, Down Syndrome Awareness Week, Holocaust Education Week, Treaties recognition Week, ESL Week, Take our Kids to Work Day, Remembrance Day, Diwali, Louise Riel Day
- Connecting with **Principals and Vice Principals** in areas meetings throughout the city.
- Engaging with **local, provincial, and national media** to promote TCDSB, address system plans and changes, and share perspective on education in our current context.
- Contributing to the **"Wholehearted Teaching" Podcast** focusing on the theme: **"Finding Your Calling"** hosted and created by a TCDSB teacher in support of collaborative professionalism across the system and beyond.
- Launching the first **"Lunch with the Director" Facebook live stream Q&A** for parents and community members to ask questions and engage on important issues to parents, staff, and students.

- Addressing our important school leaders at the **Chaplaincy Council Meeting**
- Meeting with the **Premier, Minister of Education, and area MPP** at Bishop Allen Academy regarding **funding for new elementary and secondary schools** to support growing Etobicoke Community
- Continuing **weekly meetings with the Deputy Minister of Education, Toronto Public Health, and the Ministry of Health** in support of provincial and local initiatives to keep students, staff, and families safe and healthy during this current COVID pandemic.
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- Participating on and contributing to **provincial leadership committees** with Directors of Education and Health officials from across the province in support of TCSDB staff, students, and families, and to influence public policy decisions in support of education and health care.
- **Meeting weekly with Catholic Directors** from across the province in support of best practices, shared issues, solutions, and advocacy
- Continuing to meet with **Trustees, Senior Staff, Union Leadership partners and Parent Groups** individually and at planned meetings to discuss our partnership and collective commitments for the immediate and the year ahead
- Continuing to connect with **school leaders, teachers, and students in schools** and communities through weekly school visits

November Student Trustee Board Report

Update from the Student Trustees:



- On October 19th, Student Trustees hosted their monthly Executive Council meeting to discuss the 2020/2021 CSLIT Pillars of Focus and roles each member will have leading respective subcommittees
- From October 22-25th, Student Trustees attended OSTA-AECO's Fall General Assembly Meeting to further develop their skills as Student Trustees as well as host their respective working group breakout sessions
- On October 22nd, Student Trustee Kathy Nguyen gave a testimony speech for future Madonna CSS students during their virtual open house event
- On October 27th, Student Trustees hosted the second CSLIT General Assembly Meeting of the school year and welcomed Trustee Li Preti as the board welcome and guest speakers from the H4 Community to speak about community involvement
- On October 28, Student Trustee Keith Baybayon attended the AFL Board of Directors meeting where he presented a summary of the Equity Fund survey put out by CSLIT in order to find out what needs students have most.
- On November 4th, Student Trustees joined the OSTA-AECO Catholic Board Council Cabinet call
- On November 11th, Student Trustees submitted an article to the Ontario Guidance Counsellors Association Today magazine regarding how students manage during the pandemic.

CSLIT:

Elementary Affairs

The Directors of Elementary Affairs have met all of the expectations from October 16th to November 19th. Both Directors collaboratively worked on organizing and hosting the elementary General Assembly meeting that took place on Thursday, November 1st, 2020. This includes creating slides, online interactive games and activities, booking guest speakers and creating a monthly leadership challenge. The Directors invited guest speaker Luke Stocking from Development and Peace, Trustee Norm Di Pasquale to say a few words of welcome, and Superintendent Michael Caccamo for closing remarks. The Directors of Elementary Affairs also composed the ECSLIT board report outlining the three

elementary pillars of focus. This report will be presented to the board of trustees at a future date and will outline the action plans developed under each pillar.

Administrative Affairs

Since October 6th, the Director of Administrative Affairs has been working closely with the Student Trustees and the CSLIT Executive to ensure all details needed to run our monthly CSLIT General Assemblies were in order. These tasks include confirming guest speakers, creating meeting slideshows, and recording attendance. In addition to this, the Director of Administrative Affairs also assisted with the organization of the monthly ECSLIT General Assembly meetings. The Director of Administrative Affairs also worked alongside the CSLIT Executive to complete our Pillar Action Plans by ensuring all committee members finished their respective reports. Lastly, the Director of Administrative Affairs has been processing payments for Catholic Student Leadership merchandise and will carry on with this until the end of the school year. The Director of Administrative Affairs will continue to assist the Student Trustees on all CSLIT matters.

Social Affairs

The Director of Social Affairs, along with her subcommittee, successfully executed CSLIT's first virtual video game tournament. Close to 400 students participated across the board. The purpose of the event was to allow students from various schools to meet new friends and socialize to restore a sense of normalcy during these unique times. Due to high demand, the Social Affairs subcommittee needed to extend this one-day online tournament into a 2-day event which occurred on October 31st and November 1st. Prior to the gaming event, participants listened to a presentation made by committee members which included upcoming CSLIT dates, ways to get involved in various subcommittees, a virtue of the month speech that focused on gratitude, and an opening prayer which also had gratitude as its theme. Social Affairs is now in the process of planning for the upcoming Christmas Social which will be a collaborative effort with our CSLIT Director of AFL in order to add a charity aspect to our social events.

Social Justice

The Director of Social Justice and her subcommittee have decided to have weekly meetings that will take place each Friday. Their first term project will focus

on assisting BIPOC & low-income families affected by COVID-19. The subcommittee created the idea of selling handmade masks to as a fundraiser for these communities. Their initial goal was to sell a minimum of 60 masks and generate \$300 in fundraising dollars. This initiative was advertised at our October 26, 2020, monthly meeting and in a matter of two weeks, over \$320 dollars was raised having sold a total of 54 masks. Due to this success, the new goal is to make 100 masks so that \$500 can be collected. After this new goal is achieved, the committee has plans to reach out to MPs and potentially the media (through the TCDSB Communications Department) to grow this initiative even further.

Another fundraiser the committee plans on having is selling a variety of gift baskets. Each gift basket would be designated to a separate charity. Participants would be able to choose which charity assigned gift basket they want to put their donation dollars towards.

Public Relations

During the past month, Public Relations has continued to work with both CSLIT and ECSLIT execs to ensure the student body is aware of all the CSLIT and ECSLIT events taking place. Posters and social media campaigns were created to promote: Social Justice's fundraising masks, Equity's zen doodle, Social Affairs' online gaming tournament, the CSLIT October GA meeting, ECSLIT online meeting, and ECSLIT leadership challenge for the month. The Coordinators will continue to announce, post, and live-tweet events to make sure the student body is always updated with the latest CSLIT information.

Equity

From Oct 16th to Nov 19th, the Equity subcommittee has organized their first Zen Doodle Art session that took place on Friday, November 6th. This new biweekly event helps promote the mental health of students who feel isolated from their peers due to the new virtual world we live in. During this online event, students learn a new form of relaxing art, while having the opportunity to meet, discuss, and share with each other. The zen doodle art from is used as an outlet to achieve mindfulness and relaxation.

The Equity subcommittee is in the process of organizing a Catholic Student Black Alliance to give students an opportunity to discuss and plan potential events that focus on equity education. In addition, this newly formed group will allow

students to come together to plan celebrations around Black history month and other cultural events and fundraisers. A new Catholic Student Black Alliance Instagram account was created that will share positive content and cultural resources to educate students and highlight cultural role models and forgotten historical figures.

The Equity Subcommittee is also planning to organize an Asian Core Team. This new team would get together to plan events around Asian Heritage month and find ways to highlight Asian cultural role models so that students are better able to see themselves within topics discussed at school.

Faith Ambassador

The Faith Ambassador fulfilled her duties constructing and delivering monthly CSLIT and ECSLIT opening and closing prayers themed around our board's virtues of the month. The Faith Ambassador has also hosted several subcommittee meetings to create and organize their first monthly *Let's Talk Faith* webinar of the year taking place on Wednesday, November 11th. The Faith Subcommittee is composed of 25 dedicated and passionate student leaders who strive to put our Catholic faith at the forefront of all CSLIT events. The Faith Ambassador will continue to compose and articulate prayers that will be prayed aloud during all online broadcasts.

Angel Foundation for Learning

The AFL Director has been hosting his weekly AFL subcommittee meetings to discuss future fundraisers he and his subcommittee plan to execute. The first meeting took place on October 17th and the goal was for everyone to get to know each other as well as understand the Angel Foundation's vision and goals. During this meeting they also brainstormed ideas for future fundraiser events starting in December centered around Christmas. After several brainstorming sessions the committee came up with a virtual Christmas festival titled "The Twelve Booths of Christmas". The plan is to have the event take place on December 12th, matching the title of the event. The AFL and Social Affairs Directors are planning to collaborate on this initiative. Final details are still being discussed. The goal of this event is to spread more awareness about how the Angel Foundation helps needy TCDSB students and encourages participants to fundraise for this worthy cause.



Ida Li Preti
Trustee Ward 3

E-mail: Ida.LiPreti@tcdsb.org

Voicemail: 416-512-3403

To: Regular Board Meeting , November 19, 2020

From: Ida Li Preti, Trustee Ward 3

Subject: Consideration of Motion – Public Broadcasting of the Governance and Policy Meetings.

MOVED BY: Ida Li Preti, Toronto Catholic District School Board

WHEREAS: The TCDSB Board of Trustees play a vital role in setting policy and establishing good governance as the governing body of the TCDSB;

WHEREAS: In order to be fully transparent and accountable to our various stakeholders, and providing strategic direction of the Board, it would be prudent for the Board of Trustees to initiate public broadcasting of the Governance and Policy Meetings;

WHEREAS: The implementation of publicly-broadcasted Governance and Policy Meetings would improve the framework in place for: effective and transparent decision-making for our students, staff and stakeholders;

BE IT RESOLVED THAT: Staff investigate the costs and feasibility of initiating public broadcasting of the Governance and Policy meetings and report the findings to the Board of Trustees.

Ida Li Preti
Trustee, Ward 3



*Daniel Di Giorgio
Trustee Ward 10*

E-mail: Daniel.DiGiorgio@tcdsb.org

Voicemail: 416-512-3410

To: Board Meeting, November 19, 2020

From: Daniel Di Giorgio, Trustee Ward 10

Subject: Consideration of Motion: Deployment of Contingency Fund For School Upgrades

MOVED BY: Daniel Di Giorgio, Toronto Catholic District School Board

WHEREAS: At the Oct 8th Corporate Services meeting the Board approved deploying \$316, 808.36 from the contingency portion of the Renewal Plan to complete upgrades at Michael Power/St. Joseph Catholic School;

WHEREAS: The scope of work included the installation of amenities such as a long jump pit, sand volleyball courts, a shot put zone and the planting of trees for neighbours privacy;

WHEREAS: These upgrades are not urgent in nature and constitute a questionable use of contingency funds; and

WHEREAS: We have many schools at our board with dilapidated track and field areas which are in greater need of these renewal contingency funds.

BE IT RESOLVED THAT: \$316,808.36 be allocated to Oscar Romero Catholic Secondary School and \$316,808.36 be allocated to Chaminade College School to complete track and field improvements; and

BE IT RESOLVED THAT: These funds be made available from the contingency portion of the renewal plan.

Daniel Di Giorgio
Trustee, Ward 10



*Daniel Di Giorgio
Trustee Ward 10*

E-mail: Daniel.DiGiorgio@tcdsb.org

Voicemail: 416-512-3410

To: Board Meeting, November 19, 2020

From: Daniel Di Giorgio, Trustee Ward 10

Subject: Consideration of Motion: Transparency in allocation of Clerk Typists at all TCDSB Elementary Schools

MOVED BY: Daniel Di Giorgio, Toronto Catholic District School Board

WHEREAS: Errors may exist in the allocation of clerk typists across our elementary schools; and

WHEREAS: Similar human resource allocation issues have occurred in the past and school communities would like additional transparency on the matter.

BE IT RESOLVED THAT: Staff produce a list of all clerk typist allocations as of October 15, 2020 at all elementary schools including the following information for each school:

- Current enrollment including breakdown of in-person vs. online learning
- Weighted enrollment assuming 100% in-person learning

**Daniel Di Giorgio
Trustee, Ward 10**

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 VIRTUAL MEETING OF THE GOVERNANCE AND POLICY COMMITTEE PUBLIC SESSION

HELD TUESDAY, OCTOBER 6, 2020

PRESENT:

Trustees:

N. Crawford, Chair
M. Del Grande, Vice-Chair
N. Di Pasquale
A. Kennedy - Ex-Officio
T. Lubinski

Non-Voting Trustee: I. Li Preti

Staff:

B. Browne
C. Fernandes
S. Camacho
C. Caldwell
C. Onyia
B. Shannon

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

5. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Lubinski, that the Agenda, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that the Minutes of the Meeting held September 8, 2020 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

14. Staff Reports

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

14a) Update to Electronic Communication System – Acceptable Use A.29 received.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that Staff return and include a section in the Policy that reflects the devices that are on loan to all our students, and affix policies and procedures that safeguard those assets of the Board.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
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
Di Pasquale
Kennedy
Lubinski

The Motion, as amended, was declared

CARRIED

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

- 14b) Meta Policy M.01** that the revised Meta Policy M.01 provided in Report Appendix A be adopted.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Di Pasquale:

That *aims* be replaced with *Mission and Vision*, Policy #1, page 77.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

Trustee Crawford relinquished the Chair to Trustee Del Grande.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that the action required by the Governance and Policy Committee be inserted wherever appropriate throughout the Policy.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that *Reflect board aims, The recommended draft policy and associated regulations – #1, page 79, should read Reflect the Board's Mission and Vision, and that a new #2 be added to read Reflect and Promote Catholic Values.*

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that Staff add a section which covers consultation of policies being developed.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
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
Di Pasquale
Kennedy
Lubinski

The Motion, as amended, was declared

CARRIED

Trustee Crawford reassumed the Chair.

17. Updating of Pending List

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

17a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

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

17b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

18. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

HELD TUESDAY, SEPTEMBER 8, 2020

PRESENT:

Trustees:

N. Crawford, Chair – In Person
M. Del Grande, Vice-Chair
N. Di Pasquale
A. Kennedy - Ex-Officio
T. Lubinski

Non-Voting Trustee:

I. Li Preti

Staff:

B. Browne
C. Fernandes
C. Caldwell
C. Onyia

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

1. Call to Order

Casey Caldwell introduced Cecilia Onyia, lawyer, who will providing support with policies in Ms.Caldwell's upcoming temporary absence.

4. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that the Agenda, as amended to include Item 15a) *Inquiry from Trustee Kennedy regarding the Process for Reconsideration of a Motion i.e. the Uniform Policy Carried at the September 3, 2020 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting*, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

Trustee Lubinski did not vote/respond due to technical difficulties.

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Lubinski, seconded by Trustee Di Pasquale, that the Minutes of the Meeting held August 25, 2020 be approved with the following amendment:

Page 8 – replace *CSPCs* with *OAPCE*.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

13. Staff Reports

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

- 13a) Delegations and Public Participation Policy T.14** that the Board accept the recommendation of the Governance and Policy Committee and that the revised policy on Delegations (T.14) provided in Appendix A of the report be adopted.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that the Regulations be renumbered to accommodate a new Regulations 17 and 18 as follows:

- 17) If the Chair determines that the number of expected delegations far exceeds 10, he/she may recommend to the Director to call a Special Board meeting to hear all delegations; and
- 18) Delegates may also opt to delegate to the Board remotely, or via written delegation, to be read out by staff.

Results of the Vote taken on the AMENDMENT regarding Regulation 17, as follows:

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy

Del Grande
Lubinski

The AMENDMENT regarding Regulation 17 was declared

CARRIED

Results of the Vote taken on the AMENDMENT Regulation 18, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT regarding Regulation 18 was declared

CARRIED

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that the *Director of Education*, in consultation with the *Committee's Chair*, retain discretion to reasonably determine whether or not a delegate will be received be replaced with *The Board or Committee Chair* in consultation with the *Director* ..., page 20, Regulation 3.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Lubinski, seconded by Trustee Del Grande, that **the following be inserted into the Policy:**

- i) Delegates must provide a written copy of their intended delegation in full by 11am on the day of the meeting; and
- ii) Delegates are expected to present their remarks as approved and submitted through the application process.

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Lubinski, that the following be inserted into the Policy:

- i) Delegates are *requested* to provide a written copy of their intended delegation in full by 11am on the day of the meeting; and
- ii) Delegates are expected to present their remarks as submitted through the application process.

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

In Favour

Opposed

Trustees Di Pasquale
Kennedy
Lubinski

Crawford
Del Grande

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Lubinski, seconded by Trustee Del Grande, that *completing and* be inserted before *submitting*, Regulation 7, Line 3, page 21.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Lubinski, seconded by Trustee Del Grande, that the following be added to Regulation 12, page 22:

When there are several delegates registered to speak on the same topic affecting the same school, and there are other delegates registered or wishing to register to speak to different topics on the agenda or of a time-sensitive nature, the Director and the Chair of the Committee may restrict the number of delegates on the same topic affecting the same school to three delegates.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

Staff was directed to be consistent throughout the policy with the usage of *delegate* and *deputation*.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that permission of *the Director* in consultation with the *Committee's Chair* be replaced with permission of the *Committee's Chair* in consultation with *the Director* consistently throughout the policy.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
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
Di Pasquale
Kennedy
Lubinski

The Motion, as amended ,was declared

CARRIED

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

- 13b) Board Recognized Charitable Foundations A.09** that the revised Board Recognized Charitable Foundations A.09 provided in Report Appendix A be adopted.

Trustee Crawford relinquished the Chair to Trustee Del Grande.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy:

1. That *through recognition, financial collections and annual events* be added after *Learning, Policy*, page 31;
2. That *within the Archdiocese of Toronto's* be added after *community, , Share Life*, page 32;
3. That *these* be inserted before *charitable*, Evaluation and Metrics # 2, page 32; and

4. That *MYSP* be spelt out to read *Multi-Year Strategic Plan*, Evaluation and Metrics # 4, page 32.

Results of the Vote taken on Parts 2, 3 and 4 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

Parts 2, 3 and 4 of the AMENDMENT were declared

CARRIED

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

In Favour

Opposed

Trustees Crawford	Del Grande
Lubinski	Di Pasquale
	Kennedy

Part 1 of the AMENDMENT was declared

FAILED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion, as amended, was declared

CARRIED

Trustee Crawford reassumed the Chair.

15. Inquiries and Miscellaneous

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that Item 15a) be adopted as follows:

- 15a) From Trustee Kennedy regarding the Process for Reconsideration of a Motion i.e. the Uniform Policy Carried at the September 3, 2020 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting received and Referred to Staff.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Lubinski

The Motion was declared

CARRIED

16. Updating of Pending List

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

16a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR

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 SPECIAL VIRTUAL MEETING OF THE AUDIT COMMITTEE OPEN (PUBLIC) SESSION

HELD MONDAY, JUNE 22, 2020

Trustees: A. Kennedy, Chair
M. Del Grande

Non-Voting Trustees: I. Li Preti
M. Rizzo

External Members: N. Borges
R. Singh

Staff: R. McGuckin
L. Noronha
M. Eldridge
P. Matthews
S. Camacho
P. De Cock
A. Della Mora
D. Bilenduke
D. De Souza
C. Giambattista
G. Sequeira

S. Pellegrini, Acting Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Auditor: P. Hatt, Toronto and Area Regional Internal Audit Team

3. Roll Call & Apologies

Trustee Di Giorgio was absent.

4. Approval of the Agenda

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

On the Vote taken, the Motion was declared

CARRIED

5. Declarations of Interest

Trustee Kennedy declared an interest in Item 13e) 2020-21 Grants for Student Needs Announcement as she has family members who are employees of the Board.

Trustee Kennedy indicated that she would neither vote nor participate in that Item.

6. Approval & Signing of the Minutes of the Previous Meeting

MOVED by Trustee Del Grande, seconded by Nancy Borges, that the Minutes of the Meeting held January 29, 2020 be approved.

On the Vote taken, the Motion was declared

CARRIED

8. Presentation

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 8a) be adopted as follows:

- 8a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Trustee Del Grande, that Item 8b) be adopted as follows:

- 8b) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) received.**

On the Vote taken, the Motion was declared

CARRIED

13. Staff Reports

MOVED by Ryan Singh, seconded by Trustee Del Grande, that Item 13a) be adopted as follows:

- 13a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team, regarding the Regional Internal Audit Team Update:**

MOVED by Trustee Del Grande, seconded by Nancy Borges, that there be an external review by the Internal Audit Team of the current undertaking of issuing 9,000 devices out to the public domain, and to review whether the systems and procedures in place ensure that the assets are accounted for, and that they will be returned to the School Board within a timeline.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Trustee Del Grande, that Item 13b) be adopted as follows:

- 13b) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team, regarding the Payroll/HR Follow-up Audit Report** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Nancy Borges, that Item 13c) be adopted as follows:

- 13c) 2019-20 Second Quarter Financial Status Update** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 13d) be adopted as follows:

- 13d) Toronto Catholic District School Board's (TCDSB) Response to the COVID-19 Pandemic** received.

MOVED in AMENDMENT by Nancy Borges, seconded by Ryan Singh, that due to COVID-19 and there are no Audit Committee meetings held over the Summer, but plans need to be in place by September, that staff are asked to

share the weekly briefing notes prepared by the Chief of Communications to Trustees, with the community members of the Audit Committee.

On the Vote taken, the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Del Grande, seconded by Nancy Borges, that the Audit Committee recommend to the Board of Trustees that consideration be given to Trustees to be invited to sit on the COVID-19 Operations Committees.

With the consent of the Committee, Trustee Del Grande withdrew the Amendment.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Nancy Borges, that the Audit Committee recommend to the Board of Trustees that an Ad Hoc Committee be established in September that provides meetings with Staff and Trustees to discuss issues at hand related to COVID-19 operations.

On the Vote taken, the AMENDMENT was declared

CARRIED

On the Vote taken, the Main Motion, as amended was declared

CARRIED

Trustee Kennedy relinquished the Chair to Trustee Del Grande, and left the virtual meeting room at 9:16 pm due to a Declaration of Interest in Item 13e), as earlier indicated.

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 13e) be adopted as follows:

13e) 2020-21 Grants for Student Needs Announcement received.

On the Vote taken, the Motion was declared

CARRIED

Trustee Kennedy returned to the virtual room at 9:26 pm and reassumed the Chair.

MOVED by Ryan Singh, seconded by Nancy Borges, that Item 13f) be adopted as follows:

13f) Audit Committee Meeting 2020 Annual Agenda/Check List received.

On the Vote taken, the Motion was declared

CARRIED

16. Updating of Pending List

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 16a) be adopted as follows:

16a) Pending List received.

On the Vote taken, the Motion was declared

CARRIED

18. Adjournment

MOVED by Ryan Singh, seconded by Nancy Borges, that the meeting resolve into Closed (PRIVATE) Session.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

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

HELD MONDAY, MARCH 2, 2020

PRESENT:

Trustees:

N. Crawford, Chair
M. Del Grande, Vice-Chair
N. Di Pasquale
A. Kennedy - Ex-Officio
T. Lubinski
J. Martino – Ex-Officio

Non-Voting Trustees: M. de Domenico – via Teleconference
D. Di Giorgio
I. Li Preti – via Teleconference
M. Rizzo – via Teleconference

Staff:

R. McGuckin
L. Di Marco
C. Fernandes
C. Caldwell
M. Sequeira (Item 12a)

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

4. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Martino, that the Agenda be approved.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that Item 13b) Update to Delegations Policy T.14 be reordered prior to 13a) Update to Trustee Code of Conduct T.04.

Results of the Vote taken on the AMENDMENT as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski
Martino

The AMENDMENT was declared

CARRIED

Trustee Li Preti connected via Teleconference at 7:43 pm.

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

In Favour

Opposed

Trustees Crawford
Del Grande

Kennedy

Di Pasquale
Lubinski
Martino

The Motion, as amended, was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Martino, seconded by Trustee Di Pasquale, that the Minutes of the Meeting held February 11, 2020 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski
Martino

The Motion was declared

CARRIED

9. Consideration of Motions for Which Previous Notice Has Been Given

MOVED by Trustee Martino, seconded by Trustee Lubinski, that Item 9a) be adopted as follows:

- 9a) From Trustee de Domenico regarding Lunchtime Supervisors** that this item be removed from the Agenda and that Staff bring a report to the March 12, 2020 Corporate Services, Strategic Planning and Property Committee Meeting:

WHEREAS: There is an imminent need for lunchtime supervisors at many TCDSB Schools;

WHEREAS: Currently, lunchtime Supervisors require a Pastoral Letter in order to get hired for this position;

WHEREAS: A Pastoral Letter is difficult to obtain and takes time especially for those who are new to the community and have the availability to work immediately at an ad hoc basis;

BE IT RESOLVED THAT: that the Toronto Catholic District School Board allow potential Lunchtime Supervisor candidates who are baptized Catholic, to apply for the position without a Pastoral Letter.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Del Grande
Di Pasquale
Lubinski
Martino

Opposed

Kennedy

The Motion was declared

CARRIED

12. Matters Referred or Deferred

MOVED by Trustee Di Pasquale, seconded by Trustee Martino, that Item 12a) be adopted as follows:

- 12a) Update to the International Languages Elementary (ILE) Policy S.P.05** that the revised International Languages Elementary (ILE) Policy, S.P.05, provided in Appendix A of the Report, and the accompanying Operating Procedures, provided in Appendix B of the report, be approved for consultation.

Trustee de Domenico disconnected via Teleconference at 7:43 pm.

Trustee Rizzo connected via Teleconference at 7:52 pm.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that Regulation 3, Page 26, include staffing and financial implication considerations for viability of the existing program.

The Chair ruled the AMENDMENT out of order.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that Policy, Page 25, include:

1. *Notwithstanding anything outlined in this policy and related appendices, all ILE classes are subject to Toronto Catholic District School Board (TCDSB) and Ministry approval, as well as consideration of financial implications* be inserted as the fourth sentence.

Trustee Martino requested that the Question be split.

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

In Favour

Trustees Crawford
Del Grande
Kennedy

Opposed

Di Pasquale
Lubinski

Martino

Part 1 of the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford	Di Pasquale
Del Grande	Lubinski
Kennedy	Martino

Part 2 of the AMENDMENT was declared

LOST ON A TIE

Trustee Kennedy left the table at 8:55 pm and returned at 8:56 pm.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Martino, that Policy, Page 25, include that *the viability of all ILE programs is dependent upon staffing and financial implications*.

The Chair ruled the AMENDMENT out of order.

Time for business expired.

The Chair declared a 15-minute recess, as per Article 12.6, which was approved by majority votes as follows:

Results of the Vote taken, as follows:

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

The Motion was declared

CARRIED

Trustee Crawford relinquished the Chair to Trustee Del Grande.

Trustee Crawford left the table at 9:00 pm and returned at 9:06 pm.

Trustee Kennedy left the table at 9:06 pm and returned at 9:06 pm.

Trustee Crawford reassumed the Chair.

Trustee Li Preti disconnected at 9:30 pm via Teleconference and reconnected at 9:32 pm.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford Del Grande	Lubinski

Di Pasquale
Kennedy
Martino

The Motion, as amended, was declared

CARRIED

The Chair declared a recess.

PRESENT: (Following Recess)

Trustees: N. Crawford, Chair
M. Del Grande, Vice-Chair
N. Di Pasquale
A. Kennedy - Ex-Officio
T. Lubinski

Non-Voting Trustees: I. Li Preti – via Teleconference
M. Rizzo – via Teleconference

13. Staff Reports

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

13b) Update to Delegations Policy T.14 received.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that this policy be called *Delegations and Public Participation Policy* and that the rules of public attendance and conduct be outlined.

Trustee Li Preti disconnected at 10:49 pm.

MOVED in AMENDMENT to the AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that a new regulation be added to the policy, as follows:

No one may display signs or placards, applaud debating participants or engage in conversations or other behavior that may disrupt a meeting.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Lubinski

Kennedy

The AMENDMENT to the AMENDMENT was declared

CARRIED

Results of the Vote taken on the AMENDMENT as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Lubinski

Kennedy

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that *A delegate who makes a public and misleading statement against a Trustee and refuses to apologize shall not be allowed to delegate until such time as a public apology is made* be added as a third sentence, Page 72, Regulation 28.

The Chair declared a recess.

PRESENT: (Following Recess)

Trustees: N. Crawford, Chair
M. Del Grande, Vice-Chair
A. Kennedy - Ex-Officio
T. Lubinski

Non-Voting Trustee: M. Rizzo – via Teleconference

13. Staff Reports

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

13b) Update to Delegations Policy T.14 received (Continued)

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that *the Chair may request the delegate to apologize in the moment* be added as a third sentence, Page 72, Regulation 25.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

Results of the Vote taken on the AMENDMENT (prior to Recess), as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that the Governance and Policy Committee recommend to Board that the Staff recommendation regarding the Delegation Policy T.14, as amended, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that Item 13a) be adopted as follows:

- 13a) Update to Trustee Code of Conduct T.04** that this be deferred to the April 14, 2020 Governance and Policy (GAP) Committee as the sole item on the Order Paper.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande	Crawford
Lubinski	Kennedy

The Motion was declared

LOST ON A TIE

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that the Policy be brought to the GAP Committee Meeting immediately following the possible in-service on the Code of Conduct for Trustees.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Crawford that the Agenda be reopened.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The Motion was declared

LOST ON A TIE

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that the Item 12a) Update to International Languages Elementary (ILE) Policy S.P.05 be put on hold until after Collective Bargaining is concluded.
Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski

Crawford
Kennedy

The Motion was declared

LOST ON A TIE

16. Updating of Pending List

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that Items 16a) and 16b) be adopted as follows:

16a) Monthly Pending List received; and

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The Motion was declared

CARRIED

17. 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
Del Grande
Kennedy
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

HELD TUESDAY, AUGUST 25, 2020

PRESENT:

Trustees:

N. Crawford, Chair – In Person
M. Del Grande, Vice-Chair
N. Di Pasquale
A. Kennedy - Ex-Officio
T. Lubinski

Non-Voting Trustees:

I. Li Preti
M. Rizzo

Staff:

D. Koenig
C. Fernandes
P. Matthews
J. Wujek
C. Caldwell
M. Sequeira

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

4. Approval of the Agenda

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that the Minutes of the Meeting held March 2, 2020 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

13. Staff Reports

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

13a) Update to Catholic Schools Parent Councils Policy S.10 received.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Del Grande, that the Governance and Policy Committee recommend to Board:

1. That the revised Catholic School Parent Councils (S.10) Policy in Appendix A of the report be adopted; and
2. That Appendices B and C of this report to the policy be approved and any further changes to the appendices be created through collaboration with staff, CPIC and OAPCE – Toronto.

MOVED in AMENDMENT to the AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that Regulation 7, page 23, be retained (i.e. remove strike out).

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT to the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Di Pasquale, seconded by Trustee Del Grande, that */or* be removed from Regulation 14, page 25.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT to the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that the following recommendations from the Catholic Parent Involvement Committee (CPIC) / Ontario Association of Parents in Catholic Education (OAPCE) be incorporated in the policy:

1. Regulation 7, page 23: *That the principal respond in a reasonable time back to CSPC if the matter cannot be addressed immediately* be added;
2. Regulation 10.2, page 24: *That Responsibilities of Chairs of any additional sub-committees, and if the Chairs are considered part of the Executive Members of CSPC* be added;
3. Effects of COVID-19 and other potential unforeseeable events: That the following new Regulation be added for clarity: *CSPC meetings including the Annual General Meeting (AGM) may be held virtually where access to school premises is not available or to increase participation of parents; and*
5. Bylaws, Page 30, Appointed Voting Members 5.2: *That Should be selected from examples: representative from a local business association/community group, City Councillor's office etc.)* be added.

Trustee Del Grande requested that the Question be split.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Lubinski

Part 1 of the AMENDMENT to the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

Part 2 of the AMENDMENT to the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Del Grande	Crawford
Di Pasquale	Kennedy
Lubinski	

Part 3 of the AMENDMENT to the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

Part 5 of the AMENDMENT to the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that CPIC's/OAPCE's Recommendation 4 to add *Supporting selection of photographers for student photos and school ceremonies*, Bylaws, Role and Responsibility of the Principal, Article 5.5, page 32, be revised as follows:

School Principals shall consult with the CSPCs in the selection of any photographer for student photographs and school ceremonies.

Results of the Vote taken on the AMENDMENT to the AMENDMENT regarding Recommendation 4, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The AMENDMENT to the AMENDMENT regarding Recommendation 4, was declared

CARRIED

Trustee Lubinski abstained due to prior technical difficulties.

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that Part 2 of the Staff Recommendations be revised as follows: That Appendices B and C of this report to the policy *and CPIC recommendations*, as amended, be approved and any further changes to the appendices be created through collaboration with staff, CPIC, OAPCE – Toronto and CSPCs.

Results of the Vote taken on the AMENDMENT to the AMENDMENT regarding Part 2 of the Staff Recommendations, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Lubinski

The AMENDMENT to the AMENDMENT regarding Part 2 of the Staff Recommendations was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT regarding Part 1 of 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
Lubinski

The Motion, as amended was declared

CARRIED

13. Staff Reports

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

- 13b) Performance Appraisal: Director of Education H.C.06** that the revised Policy on Performance Appraisal: Director of Education H.C.06 and Guiding Principles provided in Report Appendix A be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

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

- 13c) Update to Trustee Code of Conduct T.04** that this policy be deferred until such time as it is updated with language from the Integrity Commissioner and legal staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

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

- 13d) Updates to Policy Priority Schedule** that the International Languages (Elementary) Policy and Permits Policy be deferred to November 2020.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

16. Updating of Pending List

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

16a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

16b) Annual Policy Priority Schedule refer Item 13d).

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that the Governance and Policy Committee recommend to Board that the Parliamentarian attend all future meetings of the Governance and Policy Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

REGULAR BOARD

TCDSB PARTNERSHIP WITH TAIBU COMMUNITY HEALTH CENTRE

*Peace be to the whole community, and love with faith, from God the Father and the Lord Jesus Christ.
Ephesians 6:23*

Created, Draft	First Tabling	Review
October 26, 2020	November 19, 2020	Click here to enter a date.

Derek Chen, Superintendent of Equity, Diversity, Indigenous Education, and Community Relations

Michael Caccamo, Superintendent of Nurturing Our Catholic Community, Safe Schools, Continuing Education, and St. Anne Catholic Academy, School of Virtual Learning

INFORMATION REPORT

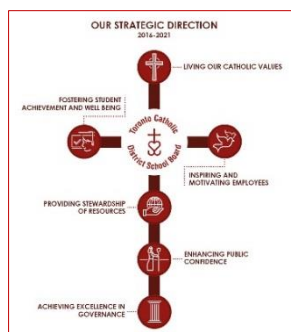
Vision:

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Mission:

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

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



Brendan Browne, PhD
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

Arising out of a delegation to Regular Board on June 18, 2020, this report provides an overview of TAIBU Community Health Centre's Plug Project, a partnership program to support Black students facing conflict in schools. TAIBU's Plug Project also provides guidance in the development of various workshops to engage students, parents and caregivers, administrators, teachers, and Trustees. TCDSB Senior Staff will take steps to review with its Partnership Development Department and its stakeholder groups the potential of a formal working collaboration with TAIBU and its PLUG Project.

The cumulative staff time required to prepare this report was 18 hours.

B. PURPOSE

1. At the June 18, 2020 Regular Board meeting, the Board of Trustees received and referred to staff for a report exploring TAIBU's request for the TCDSB's participation in TAIBU's Plug Project.
2. This report provides background information on the mandate of the TAIBU PLUG Project.
3. This report outlines steps being taken to review with appropriate TCDSB stakeholders and with the TCDSB Partnership Development Department to inform a decision to enter into a partnership with TAIBU's PLUG Project.

C. BACKGROUND

1. The Manager of Community Services & Systems Change at TAIBU, delegated at the June 18, 2020 Board meeting. The delegation outlined TAIBU's Plug Project, a federally-funded program intended to address systemic Anti-Black racism in the school system by offering workshops to students, parents, teachers, administrators and community, as a preventative measure. The PLUG project also seeks to advocate for students who have been or who are facing suspensions or expulsions from school, by ensuring that their rights under the act are protected.

2. Specifically, the PLUG Project focuses on violence prevention and developing conflict mediation skills for student success, especially for Black and/or marginalized students. Through workshops, students learn how to resolve conflict in a variety of scenarios, develop techniques that de-escalate a situation, work on conflict resolution, and develop strategies for better communication. Parent workshops are available to better support their child.
3. The PLUG project is targeted at “Black youth who are facing barriers in schools through disproportionate expulsions and suspensions”. It provides wrap-around services for Black students and their families, including information and leadership skills building, while also facilitating timely access to legal advice and representation, when necessary. The PLUG is a partnership between TAIBU Community Health Centre (TAIBU) and the Rexdale Community Health Centre, and works closely with the Toronto District School Board and other key stakeholders.
4. According to TAIBU’s PLUG Project, several studies have made it clear that Black students are at a greater risk of facing challenges within the school systems including:
 - Disproportionate Suspensions and Expulsions Rates
 - Higher School Drop-out Rates
 - Lower Academic Achievement
 - Racism and Discrimination
5. While the TCDSB does not yet have statistics on suspension rates for Black students in our Board, evidence from our co-terminus Board indicates that suspension rates at the TDSB are disproportionate to the overall Black student population. The TCDSB acknowledges that it is imperative to consider sociological factors when making progressive discipline decisions, especially those decisions that may result in suspensions.
6. The TCDSB is in its 3rd year of the Equity Action Plan.
7. The following are components and priority actions of the TCDSB Equity Action Plan that could be addressed in collaboration with the TAIBU PLUG Project:
 - School and Classroom Practices: Priority Action #4 - Provide professional learning to combat Islamophobia, anti-Semitism, racism, homophobia and transphobia;

- School and Classroom Practices: Priority Action #6 - Address suspension, expulsion, and exclusion rates;
- School and Classroom Practices: Priority Action #7 – Increase parent engagement in equity and inclusive education;
- Leadership, Governance and Human Resource Practices: Priority Action #7 - Provide professional development focused on equity, inclusion, and human rights.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The PLUG Project Steering Committee is responsible for its overall strategic direction and provides support to the Project’s Evaluation Committee. The Steering Committee is composed of representatives from the various school boards with which TAIBU’s PLUG Project is partnering. The Superintendent of Equity, Diversity, Indigenous Education and Community Relations, the Superintendent of Safe Schools, and the Human Rights and Equity Advisor of the TCDSB have been invited to sit on the Steering Committee for the PLUG Project as “observers” and will do so until such time as it is determined if a formal partnership is to be established.
2. TAIBU’s Plug Project’s Steering Committee will review all suspension and expulsion cases in which the PLUG Project took an active role in supporting administrators and/or families. This will be done in order to assess the impact of the project, though all identifiers will be withheld in order to protect privacy of all involved. Feedback about these cases will be brought to the Equity and Safe Schools departments for further exploration and discussion.
3. The first meeting of this year’s PLUG Project’s Steering Committee was recently held, where the mandate of the committee was reviewed and the Chair and Secretary of the committee were appointed. The Toronto District School Board and the Durham Catholic District School Board have representation on the committee. The TCDSB has been invited to sit on the Steering Committee as “observers” until such time as the decision to enter into a formal partnership is made.

E. METRICS AND ACCOUNTABILITY

1. Staff will review the mandate of the TAIBU PLUG Project with appropriate stakeholder groups – students, parents, principals, superintendents – in assessing the potential of a formal partnership agreement.
2. Staff serving as “observers” on the PLUG Project Steering Committee will continue to assess the viability of a formal partnership as it relates to the TCDSB.
3. Staff will review with the TCDSB Partnership Development Department and Legal/Corporate Services possible terms of reference or a memorandum of understanding for a formal partnership with TAIBU.

F. STAFF RECOMMENDATION

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

YOUTH ASSOCIATION FOR ACADEMICS, ATHLETICS AND CHARACTER EDUCATION (Y.A.A.A.C.E.)

I pray that your partnership with us in the faith may be effective in deepening your understanding of every good thing we share for the sake of Christ. Philemon 1:6

Created, Draft	First Tabling	Review
November 2, 2020	November 19, 2020	Click here to enter a date.

S. Coray, Senior Manager, Partnership Development

INFORMATION REPORT

Vision:

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

Mission:

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

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



Brendan Browne, PhD
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

At Regular Board on August 20, 2020, Trustees received and referred to and asking staff to provide a report in response to the delegation made by Youth Association for Academics, Athletics and Character Education (Y.A.A.A.C.E.) regarding “the YAAACE Community Hub.”

TCDSB staff met, reviewed and assessed the viability of the proposed “YAAACE Community Hub” at the Msgr. Fraser Norfinch Campus and its alignment with TCDSB MYSP. The consensus is that the aforementioned community hub aligns with TCDSB MYSP and will assist in providing all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students (in particular, the Black children and youth in the Humber River-Black Creek Constituency) achieve their full potential.

It was determined that TCDSB staff will work in collaboration with Y.A.A.A.C.E. officials to bring the YAAACE proposal to fruition.

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

B. PURPOSE

1. At the August 20, 2020 Regular Board meeting, the Board of Trustees”

“Received and referred to staff for a report:

For partnership development with YAAACE at the September or October Board meeting; and

For assisting with the programing as outlined in the delegation”

2. This report provides an update regarding the proposal to TCDSB by Youth Association for Academics, Athletics and Character Education (Y.A.A.A.C.E.) to host a community hub at Msgr. Fraser Norfinch Campus located at 45 Norfinch Drive.

C. BACKGROUND

1. **August 20, 2020** – at Regular Board, Trustees approved a motion for Partnership Development Department staff to assist Y.A.A.A.C.E. in the development of a community hub at Msgr. Fraser Norfinch Campus located at 45 Norfinch Drive.
2. **August 24, 2020** - Partnership Development Department staff connected with Y.A.A.A.C.E. officials to request additional information regarding spatial requirements.
3. **August 26, 2020** – TCDSB senior staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development) met to identify existing space suitable for use, timing, cost recovery, etc. TCDSB senior staff agreed in principle to the proposal; however, needed more information to assist in conducting its due diligence.
4. **August 26 – September 5, 2020** – Subsequently, Partnership Development Department staff connected with and asked Y.A.A.A.C.E. officials for clarification regarding their student demographic (i.e. age, gender, geographic, etc.), start date, program delivery timing, number of Y.A.A.A.C.E. staff and visitors accessing the site, co-location with TCDSB students and staff, etc.
5. **September 14 – October 13, 2020** – TCDSB senior staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development) met to review and assess the supplementary information provided by Y.A.A.A.C.E. officials. After review, it was determined that an agreement between TCDSB and Y.A.A.A.C.E. will assist in minimizing the social justice issues confronting students in the Humber River-Black Creek Constituency, in particular the distinctive challenges faced by Black children and youth.
6. **October 21, 2020** – TCDSB senior staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development) met with Y.A.A.A.C.E. officials to clarify Y.A.A.A.C.E. program regarding student demographic, program delivery timing, etc. Although TCDSB staff expressed TCDSB agreement in principle to the Y.A.A.A.C.E. proposal, it was prudent to clarify that further

discussion is required regarding start date (TCDSB staff advised Y.A.A.A.C.E. officials earliest start date would be post COVID-19), possible access during curriculum hours, scheduling and coordination of shared space (i.e. use of the gymnasium) before any decisions will be made. It was agreed that TCDSB staff will work collaboratively with Y.A.A.A.C.E. officials and make best efforts to bring the YAAACE proposal to fruition.

D. EVIDENCE/RESEARCH/ANALYSIS

1. TCDSB staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development) are engaged in the development of a community hub partnership between TCDSB and Y.A.A.A.C.E. to provide meaningful and sustainable employment opportunities, effective and affordable children and youth programming and academic supports in the Humber River-Black Creek Constituency.
2. It was determined that TCDSB staff will work in collaboration with Y.A.A.A.C.E. officials to bring the proposed Y.A.A.A.C.E. community hub to fruition.

E. METRICS AND ACCOUNTABILITY

1. It was determined that TCDSB staff will work in collaboration with Y.A.A.A.C.E. officials to bring the proposed Y.A.A.A.C.E. community hub to fruition.
2. Efforts to enter into an agreement between TCDSB and Y.A.A.A.C.E. will be led by the Partnership Development Department, and monitored by appropriate TCDSB staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development).

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

MULTI-YEAR STRATEGIC PLAN ANNUAL UPDATE FOR 2019-2020

For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. Jeremiah 29:11

Created, Draft	First Tabling	Review
November 2, 2020	November 19, 2020	Click here to enter a date.

Gina Iuliano Marrello, Superintendent of Learning, Student Success
Marina Vanayan, Senior Coordinator, Educational Research
Mariangela Artuso, Research Associate, Educational Research
Dan Koenig, Associate Director, Academic Affairs

INFORMATION REPORT

Vision:

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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 contains an annual review on the status of the TCDSB Multi-Year Strategic Plan 2016-2021, as at August 31, 2020. On March 23, all provincially funded schools were closed in Ontario due to the Coronavirus pandemic (COVID-19); all student learning took place online until June school year end.

A comprehensive review and status update of all the Directions, Priorities, and Goals/Targets as well as Areas of Focus/Next Steps are provided in the document, *Multi-Year Strategic Plan 2016-2021:2019-2020 Report Back (APPENDIX)*.

The comparative table found below, on the Status of Goals for 2016-2017, 2017-2018, 2018-19, and 2019-2020 shows the following:

- There has been an overall improvement in the Status of Goals.
- There has been a percentage increase for Goals identified with the Status *On Target or Monitor* from 79% in 2016-2017 to 89% in 2017-2018 to 95% in 2018-2019 to **97% in 2019-2020**.

Strategic Direction	Status of Goals 2016-2017	Status of Goals 2017-2018	Status of Goals 2018-2019	Status of Goals 2019-2020
A. Living our Catholic Values	3 On Target 1 Action Required	2 On Target 2 Monitor	3 On Target 1 Monitor	1 On Target 3 Monitor
				Overall Status: Monitor
B. Fostering Student Achievement and Well-Being	2 On Target 5 Monitor 4 Action Required	5 On Target 3 Monitor 3 Action Required	5 On Target 4 Monitor 2 Action Required	4 On Target 6 Monitor 1 Action Required
				Overall Status: Action Required
C. Enhancing Public Confidence	4 On Target 1 Monitor 1 Action Required	4 On Target 2 Monitor	4 On Target 2 Monitor	4 On Target 2 Monitor
				Overall Status: On Target
D. Providing Stewardship of Resources	6 On Target 1 Monitor	6 On Target 1 Monitor	6 On Target 1 Monitor	6 On Target 1 Monitor
				Overall Status: On Target

Strategic Direction	Status of Goals 2016-2017	Status of Goals 2017-2018	Status of Goals 2018-2019	Status of Goals 2019-2020
E. Achieving Excellence in Governance	3 On Target 1 Monitor	3 On Target 1 Monitor	3 On Target 1 Monitor	3 On Target 1 Monitor
				Overall Status: On Target
F. Inspiring and Motivating Employees	1 On Target 3 Monitor 2 Action Required	1 On Target 4 Monitor 1 Action Required	1 On Target 5 Monitor	1 On Target 5 Monitor
				Overall Status: Monitor

The cumulative staff time required to prepare this report was 155 hours

B. PURPOSE

1. To provide the Board of Trustees with an annual report on the status of the MYSP goals.
2. On March 3, 2016, at the *Student Achievement and Well-being, Catholic Education and Human Resources Committee* Meeting, the Board of Trustees passed a motion:

That an annual report to the Board of Trustees indicating those specific metrics being used to measure annual progress against each approved MYSP goal be provided.

C. BACKGROUND

1. **April 4, 2012** –The Board approved its first Multi-Year Strategic Plan 2012-2015. It was determined that feedback would be provided on an annual basis.
2. **March 3, 2016** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting, Trustees approved the Multi-Year Strategic Plan, which would be in place from 2016-2021, in addition to passing the above mentioned motion to report on progress.

3. **October - April 2018** - Informed by the Ontario Ministry of Education document, *Multi-Year Strategic Planning 2017*, staff developed a new framework and template for assessing and reporting on the Strategic Goals. This year is the fourth year that this format has been in use.
4. **April 19, 2018** - At the Regular Board meeting, senior staff presented the report to Board on the progress of the Multi-Year Strategic Plan for the 2016-2017 school year using the revised report back format. In the metrics and accountability section, it was noted that going forward staff would provide an update on the status of the Multi-Year Strategic Plan in the fall of each year, as per the revised calendar of annual reports.
5. **April – October 2018** - Senior staff and senior leaders within TCDSB collected, reviewed, and assessed data in order to report on the MYSP.
6. **November 15, 2018** – Senior staff provided Trustees with an update on the MYSP for the 2017-2018 school year in the document, *Multi-Year Strategic Plan 2016-2021: 2017-2018 Report Back*.
7. **April 2019– October 2019** - Senior staff and senior leaders within the TCDSB collected, reviewed, and assessed data in order to prepare the report on the MYSP.
8. **November 21, 2019** – Senior staff provided Trustees with an update on the MYSP for the 2017-2018 school year in the document, *Multi-Year Strategic Plan 2016-2021: 2018-2019 Report Back*.
9. **The 2019-2020 school year was unprecedented.** The early part of the school year was marked by labour sanctions across Ontario. On March 12, 2020, the Province of Ontario announced that all provincially-funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and ‘Distance Learning’ replaced ‘in-person’ learning for all students, K-12. The majority of target specific data from TCDSB surveys and other sources were not available in 2019-2020.
10. **June 2020 – October 2020** - Senior staff and senior leaders within the TCDSB collected, reviewed, and assessed data in order to prepare the report on the *Multi-Year Strategic Plan 2016-2021: 2019-2020 Report Back*.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The current Multi-Year Strategic Plan, as amended in 2016, will be in place from September 2016-2021. Staff will commence planning for a new three-year Multi-Year Strategic Plan beginning in Spring 2021.
2. The TCDSB Multi-Year Strategic Plan consists of 6 Strategic Directions, 9 Priority Actions, and 38 Strategic goals.
3. The document, *Multi-Year Strategic Plan 2016-2021: 2019-2020 Report Back*, (APPENDIX), provides a comprehensive review and status update of all the Directions, Priorities, and Goals as well as Areas of Focus/Next Steps.
4. Senior staff with responsibility for each of the 6 Strategic Directions reviewed each of the Priority Actions and Goals and engaged in the following process: considered the evidence with regard to meeting each Goal; indicated the status of each Goal by assessing whether the target was met.
5. For each Goal, the following information is provided: Targets, Evidence, and Status.
6. Staff used the following scale, adapted from the Ontario Ministry document, Multi-Year Strategic Planning 2017, to determine the Status in terms of meeting goals Goals/Targets:
 - ON TARGET – On track
 - MONITOR – On track but requires additional support
 - ACTION REQUIRED – Not on track
7. Areas of Focus/Next Steps were outlined for Goals where the status was *Monitor* or *Action Required*.
8. A review of the 38 goals indicates an overall improvement in the status of goals. Goals with the Status *On Target* or *Monitor* moved from 79% (30 of 38 Goals) in 2016-2017 to 89% (34 of 38 Goals) in 2017-2018 to 95% (36 of 38 Goals) in 2018-2019 to **97% (37 of 38 Goals) in 2019-2020**. Ongoing monitoring and actions will be needed to continue to make progress towards realizing all of the goals set out in our MYSP.

9. Below is a high-level summary for each Strategic Direction looking back and moving forward.

Living Our Catholic Values

Last year was the second year of our three-year Pastoral Plan, *Rooted in Christ: We Belong, We Believe, We Become*. With the move to Distance Learning, the TCDSB community began a new journey, which involved celebrating our Catholic Values through a new virtual platform. This year, the third year of the Pastoral Plan, the TCDSB community will focus on *Rooted in Christ: We Become*.

Fostering Student Achievement and Well-Being:

In 2018-2019, TCDSB overall literacy results in Grades 3, 6, and 10 remained strong with scores at or above 75% of students achieving Level 3 or Level 4.*

The Primary and Junior EQAO mathematics assessment results remain low for both the Board and the Province.*

At the secondary level, Grade 9 applied mathematics scores for TCDSB are above the Province; however, results continue to be low. In both Grade 9 academic mathematics and OSSLT, the Board mirrors the Province and maintains strong results.*

***Please Note:** These reflect 2018-2019 EQAO results; EQAO tests were cancelled in 2019-2020 due to labour sanctions and Covid-19 – Distance Learning. We continue to monitor classroom assessments.

Enhancing Public Confidence:

There is evidence of improved transparency, communication, and engagement measured through stakeholder surveys. There were two Parent/Guardian Voice surveys that took place in 2019-2020: *Annual Parent/Guardian Voice* and *Parent/Guardian Voice: Learning During the COVID-19 Pandemic*. We also introduced revised surveys for students and staff during the Distance Learning period: *Student Voice: Learning During the COVID-19 Pandemic*, *Teacher Voice: Teaching and Learning During the COVID-19 Pandemic*, *Administrator Voice: Teaching and Learning During the COVID-19 Pandemic*.

Providing Stewardship of Resources:

TCDSB eliminated the accumulated deficit and maintains an operating reserve of 2%. Enhanced financial reporting and accountability measures that were implemented ensure fiscal responsibility and continued alignment with the Multi-Year Strategic Plan. A reorganization process has resulted in increased resources, improved accountability, and enhanced facility condition, which directly influences learning outcomes. Additional energy saving strategies, such as replacement of inefficient equipment, are underway.

Achieving Excellence in Governance:

Improved accountability has been achieved through refined procedures, including the hiring of a Board Parliamentarian and an Integrity Commissioner to support Trustees in demonstrating good governance. All approved Board and Committee motions are tracked and reviewed on a weekly basis to ensure completion. Budget reports to stakeholders are aligned with the MYSP.

Inspiring and Motivating Employees:

There is improved alignment of equity, leadership, and wellness initiatives with an emphasis on the development of innovative instructional and business exemplary practices, continued implementation of the Employee Family Assistance plan which began in 2017, and the introduction of an appraisal system for Business Leaders in 2019. The Workforce Census was implemented in the 2019-2020 school year.

E. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor the Directions, Priorities, Goals and Targets set for the Multi-Year Strategic Plan.
2. Staff will provide an update on the status of the Multi-Year Strategic Plan in the fall of 2021, as per the Calendar of Annual Reports.
3. To inform the next version of the Multi-Year Strategic Plan, staff will undertake a review of current practices in terms of scope, number, and specificity of goals to ensure that they are Strategic, Measureable, Achievable, Reasonable/Relevant, Time-Bound (SMART goals).

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

MULTI-YEAR STRATEGIC PLAN 2016 - 2021

2019 - 2020 Report Back

Presented to Board on November 19, 2020



Revised November 13, 2020



OUR MISSION

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OUR VISION

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

OUR STRATEGIC DIRECTION

2016-2021

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



TCDSB Multi-Year Strategic Plan 2016 - 2021

2019 - 2020 Report Back

Presented to Board on November 19, 2020

TORONTO CATHOLIC SCHOOL BOARD

80 Sheppard Ave East

Toronto, ON M2N 6E8

Phone (416) 222-8282

www.tcdsb.org

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Multi-Year Strategic Plan Report Back: OVERVIEW

The Multi-Year Strategic Plan contains 6 Strategic Directions, 9 Priority Actions, and 38 Goals. In this Report Back, for each **goal**, **targets** are identified, and where applicable, supporting evidence is included.

The **status** of each goal is updated using the following scale:

- On Target – On Track
- Monitor – On Track but requires additional support
- Action Required – Not on track

Areas of Focus/Next Steps are identified and where applicable, a target of 75% positive result has been identified in alignment with Ministry standards (Level 3).

TCDSB System-wide surveys

Comprehensive surveys are administered annually to collect feedback from students and teachers in all schools. The following surveys will be referenced throughout the document.

	PANEL	SURVEY	SCOPE	N in 2019-2020
STUDENT VOICE	Elementary	Student Voice: Learning During the COVID-19 Pandemic ¹	All Grade 6 and 8 students	7,531
	Secondary	Student Transition	Sample of Grade 9 students	3,568
		Student Voice: Learning During the COVID-19 Pandemic ²	All Grade 10 and 12 students	4,839
		Safe Schools	Sample of Grade 9 to 12 students	5,464
TEACHER VOICE	Elementary & Secondary	Teacher Voice: Teaching and Learning During the COVID-19 Pandemic ³	All teachers	1,982
ADMINISTRATOR VOICE	Elementary & Secondary	Administrator Voice: Teaching and Learning During the COVID-19 Pandemic ⁴	All principals and vice-principals	171
PARENT/GUARDIAN VOICE	Elementary & Secondary	Annual Parent/Guardian Voice	All parents or guardians	6,266
	Elementary & Secondary	Parent/Guardian Voice: Learning During the COVID-19 Pandemic	All parents or guardians	4,914

NOTE: ¹ Replacing the Safe and Caring Catholic School Climate survey; ² Replacing the My School My Voice survey; ³ Replacing the annual Teacher Voice survey; ⁴ Replacing the annual Administrator Voice survey.

<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

STRATEGIC
DIRECTION

A

LIVING OUR CATHOLIC VALUES



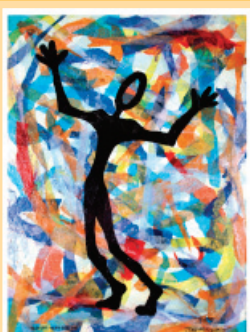
PRIORITY ACTION #1

To understand and apply Catholic Teachings to all that we do:

GOAL

Students will be instructed in a curriculum that is rooted and informed by the Ontario Catholic School Graduate Expectations.

A1.1



A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER

TARGET

75% of students, teachers and administrators will respond positively to:

STUDENT VOICE SURVEY QUESTION:

I am familiar with the Ontario Catholic School Graduate Expectations.

In my school, I am encouraged to live my life like Jesus, according to the Gospel values and as outlined in the Ontario Catholic School Graduate Expectations.

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

Pedagogy and instruction are aligned with the Ontario Catholic School Graduate Expectations.

Students are encouraged to live their life like Jesus as outlined by the Ontario Catholic School Graduate Expectations.

EVIDENCE 2019 - 2020

Events and initiatives in which the Ontario Catholic Graduate Expectations (OCSEs) are emphasized:

NEW

- NCC We Believe Liturgy and Culminating Event broadcast (NCC YouTube Channel June 18, 2020) - 1,774 views.
- NCC Liturgy and Reflection broadcast during Catholic Education Week (NCC YouTube Channel May 7, 2020) - 1,233 views.
- NCC Weekly Liturgy and Reflection broadcasts (March to June, 2020) on NCC YouTube Channel - 13,986 views.
- "Our Daily Nurture" Reflections and Prayers (March to June, 2020) on NCC Twitter Account and Website - 8,282 views.
- Student participants in bi-weekly CSLIT "Let's Talk Faith" livestream (April to June, 2020) - 1,132 views.

While some events were not possible as a result of moving into Distance Learning, the following took place:

- 11% of schools submitted examples of how schools celebrated "We Believe" for the culminating pastoral plan celebration (Low participation as a result of the pandemic).
- A Catholic Call to Serve - 63% of secondary schools participated.
- Growing in Faith, Growing in Christ elementary Religious Education program in-service - 72% of schools participated.
- **Target specific data from TCDSB surveys were not available in 2019-2020.**

On Target

STATUS

A1.2

GOAL

Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.

2020 - 2021 NEXT STEP:

- Continued targeted communication regarding opportunities for employees (e.g., announcements and email communication encouraging participation at retreats at principal meetings, vice-principal meetings and business leaders meetings).

TARGET

School staff will have the opportunity to participate in monthly liturgical celebrations.

Central staff and Trustees will have the opportunity to participate in monthly liturgical celebrations.

90% of School Administrators and Business Leaders will participate in spiritual retreats by 2021.



A REFLECTIVE, CREATIVE AND HOLISTIC THINKER

EVIDENCE 2019 - 2020**Liturgical Celebrations in Schools:**

- All schools hold one Faith Day, and monthly liturgical celebrations as per the liturgical calendar.

Liturgical celebrations at the CEC:

- Heart of Welcome Mass (September).
- Thanksgiving Mass (October).
- Remembrance Day Service (November).
- Advent Reflections (December).
- Advent Mass (December).
- Epiphany Cheer (January).
- Ash Wednesday (February/March).
- First Friday Masses (Monthly).
- Last Friday Adoration (Monthly).

NEW Virtual Celebrations (NCC YouTube Channel):

- Lenten Liturgy and Reflection Broadcast (March and April - 900 views).
- "The Seven Last Words of Christ" Liturgy and Reflection Broadcast (April - 2,100 views).
- Easter Liturgy and Reflection Broadcast (April - 900 views).
- Year-End Liturgy and Reflection Broadcast (June - 1,000 views).
- Rosary and Reflection Broadcast (May - 994 views).
- Liturgy and Reflection broadcast during Catholic Education Week (May - 1,233 views).
- Pastoral Plan: We Believe Liturgy and Culminating Event (June - 1,774 views).
- Weekly Liturgy and Reflection broadcasts (March to June, 2020 - 13,986 views).

Special Invitations:

- A Catholic Call to Service Mass (October).
- Young Disciples Ignite (Teaching Mass) (October/November).
- Retirement Mass (November).
- Memorial Mass (November).
- 25 Year Recognition Mass (February).

NEW Special Invitation:

- Catholic Education Week - Province-wide Virtual Mass (May)

2019-2020 Participation in Spiritual Retreats:

- Vice Principals - 90%; Business Leaders - 70%.

NEW Virtual Retreats:

- Principals' Liturgy and Reflection Video conference - 65%.
- Retreat for Chaplains and Religion Department Heads, June 4th - 95% participation.

Monitor

STATUS

GOAL

Parents will be supported in their integral role of nurturing the relationship between home, school and parish.

BLIP AREA OF FOCUS:

- Home, School and Parish: Nurturing Our Catholic Community.

A1.3**2020 - 2021 NEXT STEPS:**

- PRO Grants - awaiting further direction from Ministry of Education regarding PRO Grants for 2020-21.
- Increased and improved communication with parents through: email, websites (through the portal), newsletters, face-to-face meetings, surveys, videos, webcasts, conferences, workshops and resources.
- Annual Submission Rates of CSPC Budget Reports.
- Staff and parents will continue to work together to improve the CSPC Budget submission rate.

TARGET

Every school will access their school parent involvement funds.

By June 30, 2020, there will be a 15% increase in the overall submission rates of CSPC Year-end Budget Statements to the Board, and a 10% increase in the utilization of local school approved Parent Engagement funds using benchmark data from the 2018-2019 school year.

Parents will be provided with opportunities to enhance their learning and skills to support and increase parent engagement.

Increase parent engagement through TCDSB staff collaboration with Catholic School Parent Council (CSPC), Catholic Parent Involvement Committee (CPIC), Ontario Association for Parents in Catholic Education (OAPCE), and Special Education Advisory Committee (SEAC).

75% of parents will respond positively to:

PARENT VOICE SURVEY QUESTIONS:

My child's school is working closely with the parish.

There is a strong connection between school, home and parish.

EVIDENCE 2019 - 2020

- In 2019-2020, due to the sudden school closure only 14 % of schools accessed their Ministry provided parent involvement funds in the School Block Budget (\$500.00).
- In 2019-2020 the Ministry changed its parameters regarding PRO Grants:
 - schools could not apply directly to the Ministry for funding.
 - the Board received a total of \$51, 009.48 which was divided evenly by Trustee Ward and distributed to the schools that had made use of most or all of the PIC funds from previous years.
 - in spite of the sudden closure of schools in March 2020 derailing the majority of local school plans for in-person events, 27% of the schools benefited from in-person or virtual events.
- In 2019-2020, 52% of Catholic School Parent Councils (CSPC) submitted the year-end activity and financial reports.
- Outreach and collaboration between the Parent Engagement Department, CSPC, Catholic Parent Involvement Committee (CPIC) and Ontario Association for Parents in Catholic Education (OAPCE) has resulted in increased two way communication with parents.
- CSPC Share Point was created to provide CSPC chairs with resources.
- In 2019-2020, 100% of schools updated the CSPC chair's information providing chairs with email and credentials, allowing for greater communication and access to internal CSPC sites (e.g., CSPC Share Point; Grants 4 You).
- Detailed revision to Board CSPC Policy S.10, and accompanying TCDSB CSPC By-Laws, will have a positive impact on the operation of councils.
- Several CPIC Motions associated with improving parent access and communication were approved at Board for further implementation with the goal to improve parent engagement.

Parents agreed:

- 81%
- 77%

**Monitor****STATUS**

GOAL**A1.4**

Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social teachings (e.g., stewardship of God's creation; option for the poor and vulnerable, etc.).

TARGET

All Policies will be reviewed using the MYSP Strategic Directions, Priorities, and Goals.

Environmental responsibility will be promoted through board-wide initiatives as governed by B.M.06 Environmental Practice Policy.

EVIDENCE 2019 - 2020

All policies reviewed, where applicable, have been aligned with MYSP, which includes living our Catholic values, consistent with the TCDSB Meta Policy M.01.

- Board committed to creation of a conservation culture and consultation with all stakeholders on development of targets for energy conservation.
- Participation in City of Toronto Mayor's Climate Challenge and Green Will Initiative.
- A total of 67 certified schools participated in Eco-Schools Program.

The onset of the pandemic curtailed many Environmental events. However, many teachers embedded eco-themes in their lessons in order to promote the Board's Environmental Initiatives.

2020 - 2021 NEXT STEPS:

- Update Environment Committee composition and focus on creation of a conservation culture.
- Increased participation in EcoSchools Canada Program which has a new online platform that is inclusive of virtual learning.
- Continued participation in Environmental Initiatives that meet health and safety protocols related to COVID-19.
- Continued stakeholder consultation on development of energy reduction targets.
- Signing of Participation Agreement for City's Green Will Initiative.
- Updating of building standards to support path towards net zero carbon.
- Installation of bicycle racks at all schools.
- Expansion of water-bottle filling stations program to all schools to reduce use of plastic bottles.

Monitor**STATUS**

STRATEGIC
DIRECTION

B

FOSTERING STUDENT ACHIEVEMENT
AND WELL-BEING

PRIORITY ACTION #2

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations:

GOAL

Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.

BLIP AREA OF FOCUS:

- Curriculum, Teaching and Learning: A Focus on Assessment Practices.

B2.1

TARGET

TCDSB students will meet or exceed Ontario EQAO results.

ONTARIO RESULTS IN 2018-2019:

- Primary Reading 74%.
- Primary Writing 69%.
- Junior Writing 82%.
- Primary Math 58%.
- Grade 9 Applied Math 44%.
- OSSLT 80%.
- Junior Math 48%.
- Junior Reading 81%.
- Grade 9 Academic Math 84%.

EVIDENCE 2019 - 2020

All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education, due to the extraordinary circumstances facing the province.

Percentage of students obtaining A or B (term 2 Report Card):

Grade 3:

- Reading: 78%; Writing: 72%.
- Mathematics across all strands: 81% to 85%.

Grade 6:

- Reading: 80%; Writing: 78%.
- Mathematics across all strands: 78% to 83%.

Percentage of students obtaining 70% or more:

- Grade 9 Mathematics Academic: 70%; Applied: 52%.
- Grade 10 English Academic: 79%; Applied: 51%.

- Target specific data were not available in 2019-2020.*

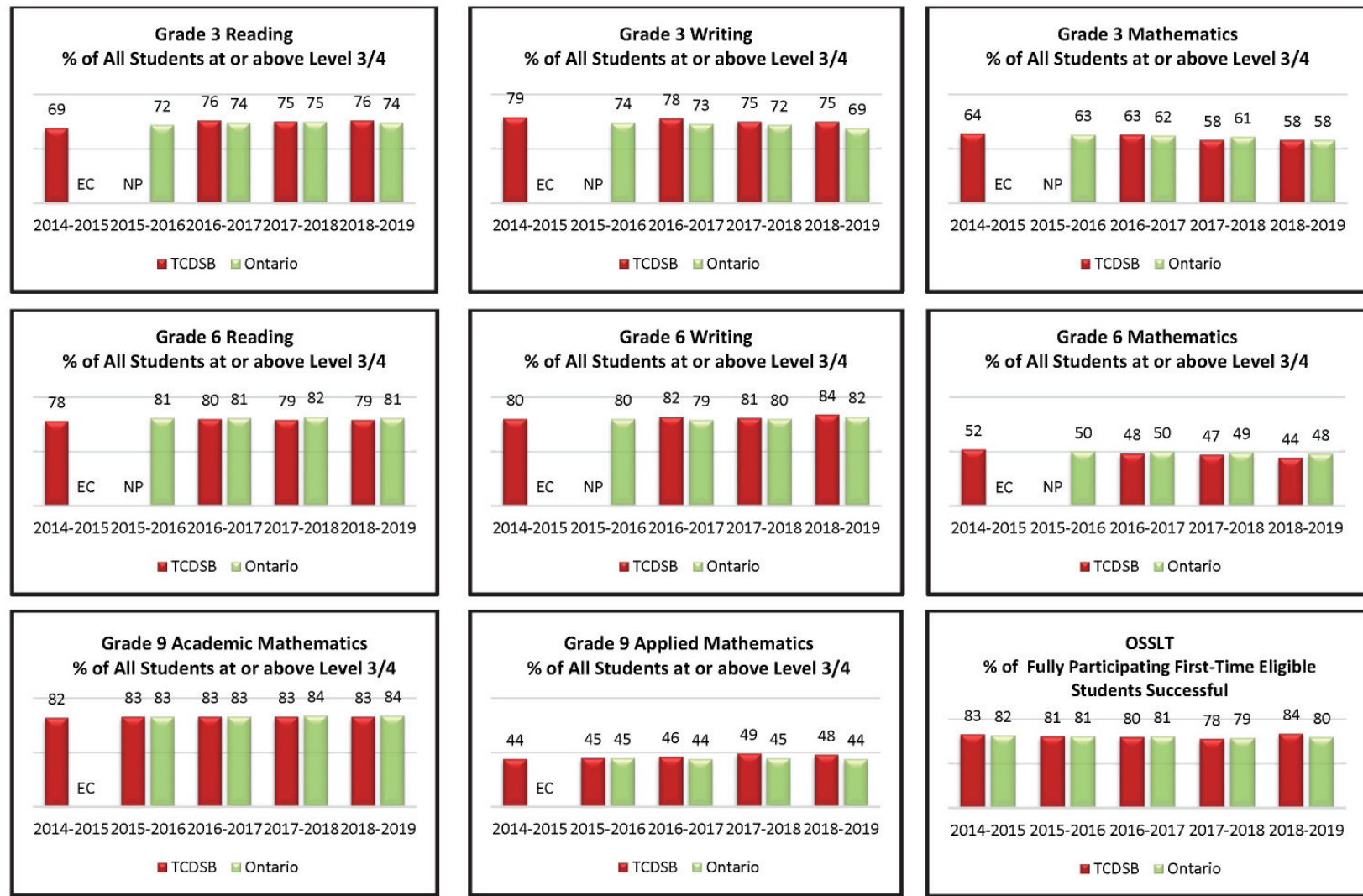
2020 - 2021 NEXT STEPS:

- Junior Math, Junior Reading, Grade 9 Applied Math continues to be areas of focus.
- Continue to provide targeted support for literacy and numeracy as outlined in the BLIP and the Professional Learning Plans.
- Focus Professional Learning on new Math Curriculum and Transition from Grade 8 to Grade 9 in the area of Mathematics.

Action Required

STATUS

EQAO TRENDS OVER TIME: 2014 - 2015 TO 2018 - 2019



GOAL

Students will exceed the provincial average in credit accumulation and graduation rate.

BLIP provincial indicators of achievement.

B2.2**TARGET**

TCDSB students will exceed Provincial credit accumulation rates and graduation rate.

In Ontario, results released by the Ministry of Education in 2018-2019:

- 86% of Grade 9 students accumulated 8 or more credits.
- 79% of Grade 10 students accumulated 16 or more credits.
- 83% of Grade 11 students accumulated 23 or more credits.
- 87% graduated in 5 years.

EVIDENCE 2019 - 2020

TCDSB is on track for meeting the credit accumulation targets and surpassed the graduation rate target.

In the TCDSB, results released by the Ministry of Education in 2018 - 2019:

- 87% of Grade 9 students accumulated 8 or more credits.
- 83% of Grade 10 students accumulated 16 or more credits.
- 81% of Grade 11 students accumulated 23 or more credits.
- 89% graduated in 5 years.

In the TCDSB, 2019-2020 preliminary internal results:

- 87% of Grade 9 students accumulated 8 or more credits.
- 81% of Grade 10 students accumulated 16 or more credits.
- 81% of Grade 11 students accumulated 23 or more credits.
- 88% graduated in 5 years.
- *Ministry of Education results in 2019 - 2020 are yet to be released.*

On Target**Graduation Rate Over Time**

Percentage of students graduating

GRADE 9 COHORT YEAR	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage of TCDSB students graduating	88%	90%	89%	89%	88%
Percentage of Ontario students graduating	86%	87%	86%	87%	N/A
Graduation year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

STATUS

GOAL

Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning.

BLIP AREA OF FOCUS:

- Curriculum, Teaching and Learning: A Focus on Assessment Practices.

B2.3**TARGET**

75% of teachers, administrators and students will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

In my school:

- Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
- During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.

STUDENT VOICE SURVEY QUESTIONS:

- I understand learning goals and success criteria.

My school emphasizes:

- Giving and receiving timely feedback on how to improve my work.
- Gathering information about your learning before, during and at the end of a unit of study.

EVIDENCE 2019 - 2020

Assessment for, as and of learning practices

DISTANCE LEARNING SURVEY

Teacher Voice:

The ways in which teachers assessed student achievement during distance learning:

- Assessment of learning:
 - 90% via assignments; 50% via quizzes; 49% via culminating activities.
- Assessment for learning:
 - 85% via daily work; 48% via observations; 47% via conversation.
- Assessment as learning:
 - 63% via self-assessments; 11% via peer assessments.

- Target specific data from TCDSB surveys were not available in 2019-2020.*

2020 - 2021 NEXT STEPS:

- More focused Professional Learning on Assessment practices with emphasis on increasing engagement of elementary and secondary students in in-person and virtual learning environments.
- Area superintendents will continue to focus on assessment practices as part of a formal monitoring process.

Monitor**STATUS**

GOAL

Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.

B2.4**TARGET**

Staff will provide parents with information regarding assessment practices, based on the Ministry of Education's *Growing Success* document, on the Board website and at the local school level.

75% of teachers, administrators and parents will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTION:

Our school provides parents with information regarding assessment (for, as, and of learning) practices (e.g., through newsletters, curriculum night, etc.).

PARENT VOICE SURVEY QUESTIONS:

I have seen evidence of classroom strategies that support my child's learning (e.g., learning goals and success criteria).

My child's school provides parents with information regarding evaluation and assessment practices.

EVIDENCE 2019 - 2020

Parents are provided with information regarding assessment strategies through:

- Board website.
- School sharing of SLIP.
- School sharing of EQAO Data.
- School Curriculum Night.
- Literacy and Numeracy Nights.
- School newsletters.
- CSPC and CPIC - meetings and information sessions.
- School-based Support Learning Team meeting.

Parents agreed:

- 78%.
- 85%.

- *Some target specific data from TCDSB surveys were not available in 2019-2020.*

On Target**STATUS**

PRIORITY ACTION #3

To support our students' ability to apply critical and innovative thinking in all subjects:

GOAL

Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens.

B3.1**TARGET**

75% of teachers, administrators and students will respond positively to:

TEACHER and ADMINISTRATOR SURVEY VOICE QUESTIONS:

In my school:

- Comprehensive education and career/ life planning programs meet the learning needs, interests and aspirations of all students and provide opportunity to complete the Ontario Catholic Graduate Expectations.
- Evidence based teaching and learning strategies are used to support students to meet the Ontario Catholic School Graduate Expectations.

STUDENT VOICE SURVEY QUESTIONS:

My school emphasizes:

- Using information in new situations or relating it to problems in the real-world.
- Deciding the value of information or ideas; determining whether conclusions make sense.

EVIDENCE 2019 -2020

Explicit teaching in this area needs to continue to support student critical and innovative thinking:

- Through expanded pathways programming, teachers provide students with opportunities to become reflective thinkers and self-directed learners.
- Evidence-based teaching and learning strategies are used to support students to meet the Ontario Catholic School Graduate Expectations.
- Comprehensive education and career/life planning programs, meet the learning needs, interests and aspirations of all students and provide opportunity to complete the Ontario Catholic School Graduate Expectations.
- Ontario Catholic School Graduate Expectations are integrated in all professional learning.
- *Target specific data from TCDSB surveys were not available in 2019-2020.*

2020 - 2021 NEXT STEPS:

- Continue to integrate the teaching of critical thinking in Professional Learning sessions consistent with BLIP strategies for School and Classroom Leadership.
- Continue to focus on Inquiry-based Professional Learning for teachers.

Monitor**STATUS**

GOAL**B3.2**

Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.

TARGET

75% of teachers, administrators and students will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

For most instructional activities and assessments, students are given choice with regards to:

- a) Content
- b) Process
- c) Product
- d) Format or learning environment

STUDENT VOICE SURVEY QUESTIONS:

In my classes, I am given a choice in:

- a) Content
- b) Process
- c) Product
- d) Format or learning environment

I try hard and do my best when doing my school work.

How important is it for you to do well in school?

EVIDENCE 2019 - 2020

Input provided to the Planning Department on new school design projects with special education student considerations in mind.

Professional Learning opportunities for staff to inform the writing of student Individual Education Plans (IEP) to reflect supportive accommodations.

Teachers continue to incorporate differentiated instruction to address student learning needs through:

- Focused and expanded use of Universal Design for Learning (UDL) to create inclusive learning environments.
- Increased access to accommodations informed by principles of dignity, individualization, integration and full participation.
- Continued support for barrier free and inclusive structural design.
- Expanded strategies that promote access to multiple learning pathways.
- Teacher Professional Learning, which focused on various strategies to engage students online.

DISTANCE LEARNING SURVEY

One of the most difficult parts of distance learning - Meeting student learning needs

- Teacher Voice: 52%.
- Administrator Voice: 48%.

- *Target specific data from TCDSB surveys were not available in 2019-2020.*

2020 - 2021 NEXT STEPS:

- Continue to work in collaboration with the planning department on new school designs.
- Provide Professional Learning for staff through instructional learning modules available through the staff portal.

Monitor**STATUS**

GOAL

Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.

B3.3**TARGET**

Annually invest in technology to support 21st Century skills.

**EVIDENCE 2019 - 2020**

Investments in technology to support student learning (September 2019 to March 2020):

- Upgraded the WiFi networks in 14 secondary schools.
- Increased bandwidth of board-wide internet access by 30% (continued from previous year and into 2021).
- 700 additional devices for students with special needs.

Investments in technology to support student learning (March 2020 to June 2020):

- Provided 10,500 devices to students for distance learning including;
 - 6,100 Chromebooks and 4,400 iPads.
 - Of the iPads, 1250 were enabled with LTE internet.
- Acquired Zoom for use by all teachers to enable online communication and collaboration for distance learning for all students and teachers.

On Target**STATUS**

PRIORITY ACTION #4

To create welcoming, healthy and equitable learning environments for all students:

GOAL

Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.

B4.1**2020 - 2021 NEXT STEPS:**

- Targeted Professional Learning opportunities.
- Accountability framework for special education to refine measurable goals.

TARGET

Based on achievement levels and demographic needs ensure equity of access to specialized programs.

Focused professional activities for Special Services staff.

Increased service provision for students with Special Education Amount equipment in order to enhance their ability to access the curriculum.

75% of teachers, administrators and students will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

STUDENT VOICE SURVEY QUESTIONS:

Students groups that make up our school population can see themselves reflected in the culture and curriculum.

EVIDENCE 2018 - 2020

To provide all students with equitable access to learning and technology:

- Provided 10,500 devices to students for distance learning including:
 - 6,100 Chromebooks and 4,400 iPads.
 - Of the iPads, 1250 were enabled with LTE internet.

To close the opportunity gap, school receive:

- Program supports (e.g., 5th Block, Empower, After School).
- Differentiated funding and central staff support for school math initiatives.
- Differentiated computer allocations based on needs.
- EPAN Schools received funds to support students in need, culturally relevant and responsive materials and resources, and for locally-determined needs.
- Budget enhancement to schools with low socio-economic data.

For students with Special Needs, gaps remain in literacy and numeracy.

Training for staff and students to support the use of Special Equipment Amount (SEA) claim equipment to enhance student learning.

- From September 2019 to March 2020, 228 requests for SEA training for staff and students were generated by schools. Most popular request for training was to support the use of "Read & Write" Google Chrome extension.
- From March 2020 to June 2020, system-wide training for staff to support distance-learning was provided. Training included 186 sessions over 59 days for over 6000 participants. Webinar topics included Google Classroom, Read & Write, Google Forms, Google Sites, Google Drive and Google Slides.
- Special Equipment Amount (SEA) device requests during the 2019 - 2020 school year: 2044 Chromebooks, 69 iPads, 4 Blind and Low Vision equipment requests.
- EPAN Schools received funds culturally relevant and responsive resources, and to help students with locally-determined needs.

DISTANCE LEARNING SURVEY

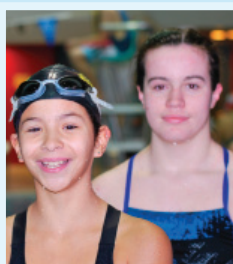
Parent Voice: 12% reported that they received a TCDSB or School loaner device to use at home during the school closure.

- *Target specific data from TCDSB surveys were not available in 2019-2020.*

Monitor**STATUS**

GOAL

Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.

B4.2**TARGET**

75% of teachers, administrators, parents and students will respond positively to:

TEACHER and ADMINISTRATORS VOICE SURVEY QUESTIONS:

In my school:

- In our planning, we understand the various challenges faced by our students and families (this includes spiritual, socio-economic, emotional, social and physical needs).
- Our school is a happy and welcoming place to learn.

PARENT VOICE SURVEY QUESTIONS:

- My child's school is a welcoming place to learn.
- My child's learning needs are met at school.
- My child's school supports the spiritual, social, physical and mental well-being of students.

STUDENT VOICE SURVEY QUESTIONS:

My school:

- Meets the spiritual needs of students and provides spiritual direction and guidance.
- Is a happy and welcoming place to learn.
- Is a healthy and active place to be.
- Adults in my school have high expectations for me.

EVIDENCE 2019 - 2020

Significant differentiated allocation of resources to schools in priority neighbourhoods to support intellectual growth and physical wellbeing of all students.

Students were given the opportunity to participate in the following initiatives for their spiritual needs:

- Catholic Student Leaders - Let's Talk Faith broadcast.
- ACCTS - A Catholic Call to Serve.
- Radio Maria Writing Contest - Living Your Faith During the Pandemic.
- Local school retreats.

Students' emotional needs were met through:

- Participation in Stop the Stigma student teams in 73 elementary and 32 secondary schools.
- Participation in Student Mental Health Advisory Council.
- School-based mental health individual interventions (6528 by social workers, psychologists and mental health workers).
- Mental health workshops delivered (259 by social workers, psychologists and mental health workers).
- Mental health intervention groups (387 delivered by social workers, psychologists and mental health workers).

Parents agreed:

- 94%.
- 83%.
- 87%.

- *Some target specific data from TCDSB surveys were not available in 2019-2020.*

On Target**STATUS**

B4.3

GOAL

Strive to ensure that all students are eating nutritionally and are physically fit.

2020 - 2021 NEXT STEPS:

- School well-being will continue to be addressed through a collaborative approach with schools to build capacity at the local level and increase the number of School Well Being Teams that take an integrated approach.
- Increase Stop the Stigma in Elementary.
- Central staff to increase communication regarding opportunities for schools to engage students in healthy active living.

TARGET

75% of students, teachers and administrators will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

- How often do you eat healthy meals?
- Vigorous physical exercise is exercise that makes you sweat and breathe harder (e.g., fast walking, jogging, running, skating, team sports, etc.). On average, how many hours a day do you engage in vigorous physical exercise?

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

- Students are provided with opportunities for Daily Physical Activity (DPA) 20 minutes a day.
- Our school is a healthy and active place to learn.

There will be an annual review of Student Nutrition Programs by staff.

EVIDENCE 2019 - 2020**STUDENT VOICE - DISTANCE LEARNING SURVEY QUESTIONS:****How often do you eat healthy, well-balanced meals?**

Students indicated often or all of the time:

- Elementary - 70%.
- Secondary - 57%.

Active physical exercise is exercise that makes you sweat and/or breathe harder (e.g., fast walking, jogging, running, roller blading, cycling, etc.) On average, how many hours a day do you engage in active physical exercise?

Students reported at least one hour a day:

- Elementary - 70%.
- Secondary - 59%.

Schools are meeting students' nutritional and physical fitness needs:

- Healthy Active Living and Daily Physical Activity (DPA).
- School Well Being Teams: student well-being is being addressed through an integrated approach in about 25% of our schools through Health Action Teams, Stop the Stigma and Safe Schools teams, etc.
- 184 Student Nutrition Programs funded by grants through the Angel Foundation for Learning meet the daily needs of learners in 167 TCDSB schools.
- 1.2 million (1,190,920) meals served per month and 11.2 million (11,194,648), in the 2019-20 academic year.
- *Some target specific data from TCDSB surveys were not available in 2019-2020.*

Monitor**STATUS**

GOAL

Provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying.

BLIP AREA OF FOCUS:

- School and Classroom Leadership: Professional Learning, Collaboration and Engagement.

B4.4**TARGET**

75% students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

- How safe do you feel in your school?
- Our school is concerned about bullying and tries to help students.
- All students get along regardless of race, culture, gender and ability level.

Continue to provide and promote Safe Schools initiatives.

Increase number of elementary schools participating in Stop the Stigma initiative to 80 by 2021.

2020 - 2021 NEXT STEPS:

- Safe Schools department will continue to provide Professional Learning on building healthy relationships, bullying prevention and intervention, and positive school climate will be offered online.
- The Safe Schools Department will review data with the Equity, Diversity, Indigenous Education, Community Relations, and Research Departments, to explore recommendations related to bullying in various racial groups.
- Stop the Stigma: Increase the number of participating elementary schools from 73 to 80.
- Mental Health clinicians will continue to offer system-wide suicide awareness and intervention training and other mental health professional learning.

EVIDENCE 2019 - 2020

Schools continue to provide students with a safe, healthy learning environment.

Students felt safe: Elementary - N/D; Secondary - 93%.
Students agreed: Elementary - N/D; Secondary - 73%.

STUDENT VOICE – DISTANCE LEARNING SURVEY QUESTIONS:
How safe do you feel online while working on distance learning activities?

Students felt safe or very safe: Elementary - 97%; Secondary - 97%.

How are you feeling since March Break?

Students reported not stressed or somewhat stressed:

- Elementary - 73%; Secondary - 56%.

Safe Schools department Professional Learning modules:

- Cyberbullying and Internet Safety (December).
- De-Escalation Strategies (October).
- Connecting with Parents and Caregivers (October).

Elementary and Secondary Safe Schools Student Ambassador Symposiums promoted bullying awareness and prevention, healthy relationships, self compassion and kindness: October and November.

TCDSB Mental health clinicians offered Professional Learning as follows:

- Applied Suicide Intervention Skills Training (ASIST)* was delivered 4 times to about 120 staff members including social workers, psychologists, administrators and guidance counselors.
- SafeTalk* was delivered 3 times to about 90 staff members.
- Supporting Students' Anxiety; How to Create a Mentally-Healthy Classroom.*
- Supporting Students with ADHD.*

32 Secondary Schools and 73 Elementary Schools participated in the Stop the Stigma Campaign and initiatives.

Several student events and staff Professional Learning cancelled due to Labour sanctions or COVID-19.

- Some target specific data from TCDSB surveys were not available in 2019-2020.*

Monitor**STATUS**

STRATEGIC
DIRECTION

ENHANCING PUBLIC CONFIDENCE



PRIORITY ACTION #5

To create enhanced, regular communication with all stakeholders we will:

GOAL

Improve communication and consultation, that reflect the mission, vision and values of the board.

C5.1



TARGET

100% of major Board-wide initiatives and decisions will be supported by a communication and engagement plan.

EVIDENCE 2019 - 2020

The Communications Department continues to explore and expand tools to communicate with all stakeholders in a responsive and timely manner. Below is a snapshot of communication and social media tools being utilized to reach audiences:

- Instagram: 5,057 followers (up from 2,209 last year).
- Twitter: 46,713 followers (9,913 new followers since Sept 2019).
- Facebook was introduced in Oct 2019.
- Weekly wrap-up: ~15,000 recipients including CSPC Chairs, CPIC, OAPCE, and SEAC featuring information for families, students and staff.
- Bulletin is updated with highlights from TCDSB school communities.
- Provide schools with monthly updates to share with families in school newsletters.
- School Messenger is being utilized centrally and locally to ensure timely communications to parents related to labour negotiations, pandemic response and shutdown, return to school information and questionnaires, TCDSB department newsletters, lockdown/hold & secure.
- Website is regularly updated with pertinent information and user-friendly modifications are being made.

Response rate in major consultations in 2019 - 2020:

- Budget Survey: 4,549 (up from 2,718 responses last year) and a virtual townhall had 326 attendees.
- Return to School Virtual townhall: 4,906 participants.
- Return to School Registration Questionnaire: 95% response rate.
- Parent/Guardian Voice Survey: 6,266 responses.
- Consultations on social media guidelines with CPIC, OAPCE, school administrators, and labour partners.

On Target

STATUS

GOAL

Ensure timely and sensitive responses to stakeholder questions and concerns.

TARGET

Stakeholder questions and concerns will be addressed within 48 hours.

EVIDENCE 2019 - 2020

Stakeholder questions and concerns continue to be addressed through:

- TCDSB's feedback form.
- TCDSB's webmaster email and communications email.
- Phone call inquiries via Switchboard, the Communications Department, Admissions, and other TCDSB departments.
- Social media responses (Twitter, Instagram, Facebook).

On Target**C5.2**

75% of parents will respond positively to:

PARENT VOICE SURVEY QUESTIONS:

- For those who contacted someone on the senior team (Superintendent, Director, Associate Director, etc.) to ask any questions and/or present concerns, were you contacted in a timely (2 business days) manner?

**Parents who agreed:**

- 68% to 79%.

STATUS

GOAL

Create opportunities for meaningful dialogue, feedback and input from the community.

C5.3**TARGET**

100% of major program initiatives will be subject to consultation under the Board's Community Engagement Policy (T.07) with a level of engagement (from 6 priority rankings) specified prior to the beginning of each consultation.

Continue to meet with all Community Advisory Committees (i.e., African-Canadian, Filipino, Portuguese, Spanish, Ukrainian, Indigenous Education, Catholic Social Justice Committee) to engage in dialogue.

EVIDENCE 2019 - 2020

The following processes and tools are in place to drive greater dialogue, feedback and input:

- Google Translator Tool (in 103 languages) available on TCDSB website.
- Consultations on board wide initiatives, capital and planning projects and budget (including small group table discussions, in-person and virtual town halls).
- Anonymous surveys administered through SurveyMonkey.

Each Community Advisory Committee met up to four times. Topics of discussion included:

- Identifying supports and resources for student success, including culturally relevant and responsive learning materials.
- Identity-based data collection and analysis to support the student achievement needs of that particular diaspora.
- Understanding the anti-Black racism and anti-Indigenous racism global crisis and how to support teachers and students through it.
- Responding to the COVID-19 pandemic and how the pandemic disproportionately affected marginalized communities.

On Target**STATUS**

GOAL**C5.4**

Build and maintain community partnerships.

TARGET

Staff will enhance and improve existing partnerships.

Staff will increase partnerships in alignment with TCDSB system priorities across discipline areas.

2020 - 2021 AREA OF FOCUS/NEXT STEPS:**Pathways Partnerships**

- Six GTA school boards and five Colleges to develop a shared Regional Planning website to promote the dual credit program.
- Continue to develop new virtual cooperative education placements and partnerships with community partners.
- Build reach ahead and experiential learning opportunities with new sector partners (SHSM, COOP, OYAP).
- Professional Learning opportunities for teachers to explore and discuss the growing list of certifications, experiential learning and reach opportunities.
- Expand opportunities for students to virtually be on post-secondary campuses/ training centres through pathway programs including dual credit, SHSM, and OYAP.

Partnership Development

- To provide additional resources to support student academic, spiritual, physical, and mental health and well-being, maintain and expand partnerships with private companies, postsecondary institutions, mental health agencies, and other boards.
- Expand grant opportunities and support schools with grant application completion.

EVIDENCE 2019 - 2020**Pathways Partnerships**

- Pathways Opener Event in Fall 2019 to connect school-based pathways team to 29 various community partners through a marketplace.
- Delivered over 300 virtual SHSM certification/training opportunities with two community partners during school closures.
- Joint Dual Credit Information session developed with six GTA school boards and five Colleges to promote the program virtually.
- A digital partnership appreciation message was shared with over 60 community partners and cooperative education employers during school closures.
- Strengthening our existing partnerships with professional associations including Ontario Council for Technology Education (OTCE) by participating in the development of educational resources.
- Memorandums of Understanding with 13 mental health agencies that work collaboratively with TCDSB clinical team to deliver social emotional programs to targeted classrooms and schools.

Partnership Development

To support student success and well-being, strengthened TCDSB partnerships with:

- Postsecondary institutions.
- Private enterprises to reduce facility operating costs and maximize the efficient utilization of Board assets.
- Mental health/social service agencies.
- TCDSB central departments and several schools in the development of grant application and to provide curriculum support.
- Other school boards.

Monitor**STATUS**

GOAL

Ensure public accountability and transparency in all processes and policies.

C5.5**TARGET**

The Board's website will be updated on a daily basis.

100% of major Board policies will be posted on the Board website ("Policy Register").

100% of major Regular Board and Board Committee meeting agendas will be posted 5 days prior to the date of the meeting.

Approved meeting minutes and meeting video telecasts will be posted within 24 hours.

Board policies will be scheduled for a review cycle at least five (5) years from the date they were last reviewed.

EVIDENCE 2019 - 2020

Website continues to be updated daily.

In 2019-2020, TCDSB Web Page hits per year (September 1 to June 30):

- Board and school - 11,196,463 (approx. 8% increase from previous year).
- Board Internet Home Page - 3,634,209 (approx. 20% increase from previous year).
- Policy Page - 11,372 (approx. 15% decrease from last year).

100% of major Board policies have been posted on the TCDSB website.

Agendas for Board meetings are posted within 5 days.

Board meetings are accessible to the public and available in real time and archived videos.

The Policy Development team continues to update policies as required on a five year cycle.

At the end of every month, the Communications Departments summarizes all major board decisions and policies that may have an impact on parents, students, and the broader Catholic community via the Weekly Wrap-up.

On Target**STATUS**

GOAL

Strive to ensure equitable treatment of all stakeholders.

2020 - 2021 NEXT STEPS:

- Focus on anti-Black racism, anti-indigenous racism Professional Learning with all stakeholders including senior team, trustees, principals and vice principals, teachers, and support staff.
- Conduct virtual focus groups to learn about the lived experiences of all Black and Indigenous stakeholders in the system. This will inform the Board's Dismantling Anti-Black Racism and Anti-Indigenous Racism strategy.
- Consideration of another workforce census to capture a greater percentage of respondents.

TARGET

There will be barrier free access to stakeholders on new and renovated buildings.

100% of major communications will seek to increase stakeholder involvement that bridges across barriers.

100% of staff will be in-serviced on the Board's policy H.M.14 *Harassment and Discrimination in the Workplace*.

Provide Professional Learning in Equity for Senior Team, Principals, Vice Principals and Teachers.

100% of schools will conduct an Equity Audit.

The TCDSB will implement a Workforce Census.

EVIDENCE 2019 - 2020

Annual report to the Board of Trustees on communications and community engagement.

Director's Annual report which reflects the diversity of our communities, is provided to all stakeholders.

TCDSB committee reviews compliance with Accessibility for Ontarians with Disabilities Act (AODA) standards.

The Board has created an active Google Translator tool.

All key documents are made available online in the language of the user's choice.

All school staff were in-serviced locally on the Board's policy H.M.14. *Harassment and Discrimination in the Workplace*.

Professional Learning in equity was provided for the Senior Team, Principals, Vice Principals, Teachers, and Support Staff. Professional Learning opportunities embedded culturally responsive pedagogy.

100% of schools conducted an Equity audit.

Support provided to marginalized communities through community agencies.

The TCDSB Workforce Census was executed.

Monitor**STATUS****C5.6**

STRATEGIC
DIRECTION

D

PROVIDING STEWARDSHIP OF RESOURCES



PRIORITY ACTION #6

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources we will:

GOAL

Ensure all students have the appropriate resources they need to support their learning within the available budget.

D6.1



TARGET

Ensure that practices and procedures are established through the budget setting process that facilitate the optimal allocation of resources to students in order to support their learning.

Expansion of the Spotlight Schools Initiative to create and implement a new initiative called Equity - Poverty Action Networks (E-PAN) in up to 60 schools by 2021 in support of TCDSB poverty mitigation strategy.

EVIDENCE 2019 - 2020

Practices include:

- Budget allocations are based on enrollment and socio-economic/ demographic needs.
- Allocation of human resources and Professional Learning days for school staff is based on student achievement.
- New curriculum resources are supplied to all schools.
- Technology is centrally allocated based on school need, equity and previous allocations.
- Continue system investment allocation as available to schools in lower socio-economic categories.

Expanded EPAN initiative to 61 schools.

Distributed equity funds of \$1.5 million for locally-determined needs and to support the TCDSB poverty mitigation strategy.

On Target

STATUS

D6.2

GOAL

Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.

2020 - 2021 NEXT STEPS:

- Encourage greater participation in Teacher and Administration Voice surveys.
- Act on recommendations of air quality monitoring study.
- Continue to implement and monitor energy upgrades (2nd year of 5 year plan).
- Continue to carry out retro-commissioning of older buildings.

TARGET

100% of schools will participate in surveys measuring student, teacher, administrator and parent voice.

100% of schools improvement teams will identify their urgent critical learning needs based on an analysis of data.

The Planning and Facilities Department will use data to inform their decisions to recommend capital priorities and school renewal plans, and energy management programs.

EVIDENCE 2019 - 2020

Schools participated in student, teacher, administrator and parent voice.

STUDENT VOICE PARTICIPATION:

- Learning During the COVID-19 Pandemic - Elementary 7,531; Secondary 4,839.
- Student Transition Survey - 3,568.
- Safe Schools Survey - 5,464.

TEACHER VOICE PARTICIPATION:

- Teaching and Learning During the COVID-19 Pandemic - Elementary 1,387; Secondary 588.

ADMINISTRATOR VOICE PARTICIPATION:

- Teaching and Learning During the COVID-19 Pandemic - 171.

PARENT/GUARDIAN VOICE PARTICIPATION:

- Annual - 6,266.
- Learning During the COVID-19 Pandemic - 4,914.

100% of school improvement teams reviewed data to inform the urgent critical student needs identified.

Implementation of indoor air quality monitoring in sample schools to inform decisions regarding mechanical ventilation improvements and window operation.

Consultant retained to monitor and report back on energy savings realized through actions outlined in Energy Conservation and Demand Management Plan.

Retro-commissioning program initiated to identify measure needed to optimize heating and ventilation systems in older schools for better performance and energy use reduction.

Monitor

STATUS

PRIORITY ACTION #7

To ensure fiscal responsibility at all levels of the organization we will:

GOAL

Establish informed, accountable and ethical decision-making for policy development and resource management.

TARGET

100% of decision-making for policy development and resource management follow the TCDSB Consultation Policy, ensuring that they are informed, accountable, equitable and ethical.

All policy development and review is guided by the Meta Policy M.01.

At least 10% of Board policies will be reviewed annually.

All resource management decisions during the annual budget planning process will be guided and informed by the Community Consultation Policy.

**EVIDENCE 2019 - 2020**

Provided updated metrics regarding the Whistleblower Services usage for 2019-20, no further input required from Business Services.

All relevant stakeholders are consulted on new policies and policies reviewed.

Electronic Governance and Policy Priority Schedule established with clear deadlines and a requirement for a legal and equity review of all policies.

Ensure all allocations of budget, resources and capital priority submissions to schools are done on an equitable basis informed by socio-economic demographic data (i.e., poverty mitigation in priority neighbourhoods).

All Policies are developed and reviewed using the Meta Policy M.01 as a guide.

Due to COVID-19 interruptions, policy review was put on hold while attention focused on addressing the pandemic situation, thus reducing the number of policies being reviewed.

22 policies were reviewed during 2019-2020.

All policies continue to be reviewed in consultation with Special Services, Equity and Legal Departments.

Updated/New policies continue to be added to the TCDSB Policy Register page on the board website.

All relevant stakeholders are consulted on new and reviewed policies as appropriate.

Continue to ensure all allocations of budget, resources and capital priority submissions to schools are done on an equitable basis informed by socio-economic/demographic data (i.e., poverty mitigation in priority neighbourhoods).

On Target

STATUS

D7.1

GOAL

Align operational and capital budgets with the Multi-Year Strategic Plan.

TARGET

100% of operational and capital budgets are aligned with the MYSP Strategic Directions.

Ensure new school and major capital investments reflect pedagogical needs in support of MYSP.

EVIDENCE 2019 - 2020

Staff used comprehensive staffing modelling tools to ensure compliance with the Education Act and fulfill strategic system initiatives associated with the MYSP (Achieving Excellence in Governance, Inspiring and Motivating Employees).

Operational and Capital Budgets are aligned with MYSP.

The Annual Budget includes the following investments which support the MYSP:

- Increased funding for Student Nutrition Program through the Angel Foundation (*Student Achievement and Well-being*).
- Investing \$750K in an Employee Family Assistance Program (*Inspiring and Motivating Employees*).
- Providing water at no cost to students (*Living our Catholic Values*).
- Investing \$75K in Whistleblower Policy and Third-party Reporting Services (Stewardship of Resources).
- Investing \$200K in Parliamentary and Integrity Commissioner Services (*Achieving Excellence in Governance*).
- IT infrastructure including wireless connectivity through-out schools. (*Student Achievement and Well-being*).
- Commitment of \$2M per year from Renewal Grant for a total of \$10M over 5 years for energy efficiency upgrades at 40 schools. (*Stewardship of Resources*).
- Through the Playground Reserve and Equity funds, the Board has funded 59 playground improvement projects (to be constructed in 2021) for a total of \$1.4M (*Living our Catholic Values, Stewardship of Resources*).

Meeting pedagogical needs in support of Student Achievement and Well-being, Living our Catholic Values and Stewardship of Resources as follows:

- Reorganization of Capital Development, Asset Management and Renewal provided more resources and accountability for monitoring and improving facility condition, which directly influences learning outcomes.
- Increased collaboration between Capital and academic staff in review of new school designs to ensure pedagogical needs are addressed
- Increased collaboration between Capital and ICT departments to ensure technology is integrated with building design and adaptable to future needs.
- Increased collaboration between academic, operations, maintenance and renewal staff in development of annual renewal plan.

On Target

STATUS

D7.2

GOAL

Maintain a sustainable balanced budget that reflects ecological justice principles.

TARGET

Achieve a balanced budget and maintain a minimum Accumulated Surplus in Reserve of 1% and make strategic investments with socioeconomic and ecological justice as guiding principles.

Increase awareness and implementation of energy strategies to improve building performance.

Expansion of site greening projects.

Continue to fund and implement energy saving measures in schools, as aligned with the Board's energy management plan.

EVIDENCE 2019 - 2020

TCDSB eliminated the historical accumulated deficit and currently maintains 2% in reserves and developed a Reserve Strategy and Policy.

The following strategic investments aligned with socioeconomic and ecological justice principles continued:

- \$22M spent or committed to upgrade heating and ventilation equipment and controls.
- 44 new water-bottle filling stations were installed in 2019 - 2020.
- \$1M allocated in Renewal Plan for installation of water bottle filling stations so all schools will have a minimum of 2.
- Playground Reserve Fund doubled for 2020 - 2021.
- Upgrading of Nutrition Rooms to meet Public Health Standards continued with 16 upgrades complete in 2019 - 2020.
- Bike rack installation at all schools underway.

Additional Energy saving measures underway:

- Replace inefficient chillers and boilers with high efficiency equipment.
- Install Voltage Harmonizers to stabilize electric supply, reduce costs.
- Retrofitting compact fluorescent lighting(CFL) with LED lights.
- Upgrading Building Automation Systems (BAS).

Increase Awareness of energy saving strategies developed as follows:

- ECO School Program.
- Earth Hour and Earth Month.
- Providing annual energy consumption dashboard with school staff.
- Participation in "Enbridge Energy Challenge Program" to engage students in activities focused on energy efficiency.

On Target

STATUS**D7.3**

GOAL

Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget.

D7.4**TARGET**

Conduct monthly detailed program reporting and provide quarterly financial analysis and forecasting for internal and external reporting (e.g., School Operations and Maintenance and Capital reporting, EPD and other Revenues reporting, School Block/Outside Agency/CSPC reporting).

EVIDENCE 2019 - 2020

Monthly reports are distributed electronically to all Schools, CSPCs, and all stakeholders, including trustees.

Regular monitoring and reporting of school cash suite enabled in 2018-2019 and online access provided to TCDSB's Executive staff and Board of Trustees.

On Target**GOAL**

Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.

D7.5**TARGET**

Create a TCDSB Board Policy and develop procedures to regulate financial reporting and internal control requirements which governs reporting frequency (i.e., monthly, quarterly).

EVIDENCE 2019 - 2020

TCDSB Policy FM.08 (Finance and Accounting Procedures) and the associated Procedures for Effective Financial Management and Control of Operations and Accounting provide clear and consistent direction to govern financial reporting and internal control of accounting operations.

Provide quarterly financial, risk analysis and forecasting reports to Board and the Ministry of Education (all of which are published on the TCDSB website for public distribution).

On Target**STATUS**

STRATEGIC
DIRECTION

ACHIEVING EXCELLENCE IN GOVERNANCE



PRIORITY ACTION #8

To lead and model best practices in Board governance we will:

GOAL

Build trustees', senior staffs' and students' capacity for governance.

E8.1

TARGET

Trustees, senior staffs and students will take part in learning opportunities in the area of governance.

Senior staff will commit to completing two Ontario Catholic School Trustees Association (OCSTA) modules per year on good governance over the next three years.

Briefing notes will be developed on emerging topics to enable trustees to be informed on urgent issues throughout the school year.

EVIDENCE 2019 - 2020

The Board Parliamentarian has provided feedback related to good governance after each Board and Standing Committee meeting. Feedback has informed staff as to ways in which they can create reports and agenda items to ensure that the flow of meetings is effective and efficient.

Staff support and provide guidance for Student Trustees as they develop new CSLIT and ESLIT goals for the upcoming year.

Student Trustees have utilized their understanding of good governance to ensure that they are voting on all items that have a direct effect on students. They have also provided monthly updates on all of their committee structures to reflect good governance and the attainment of identified student goals.

Senior staff have created a number of briefing notes that provided essential information to trustees on items that are of an urgent nature that require information to reply to stakeholders. The briefing notes have filled gaps in information between Board and Committee meetings.

Senior staff have completed the two modules created by Ontario Catholic Schools Trustee Association.

The Board will hire an Integrity Commissioner who will support the Trustees in demonstrating good governance for the board and provide identified areas of need for professional learning.

On Target

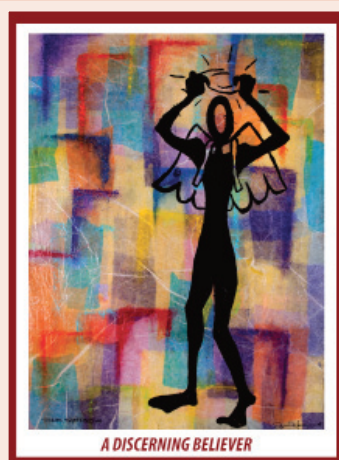
STATUS

GOAL

Provide Professional Learning to strengthen leadership, accountability and transparency at all levels.

TARGET

All system leaders will participate in ongoing Professional Learning focused on the Catholic School Leadership Framework.

**EVIDENCE 2019 - 2020**

Ongoing current Professional Learning Sessions for current and aspiring school leaders:

- Head Start.
- Issues and Succession (Transitioned to Virtual).
- Leadership Strategy (Postponed).
- Principal Meetings (Transitioned to Virtual).
- Transition Series (Transitioned to Virtual).
- Foundation Series (Transitioned to Virtual).

All sessions are always linked to the Catholic Leadership Framework.

Continue to enhance and refine principal's capacity as lead learners in the area of Mathematics.

First ever Head Start for MAPA (Management Administrative and Professional Association) and business leaders took place in August 2019.

29 MAPA (Management Administrative and Professional Association) Business Leaders provided with Lumina Spark Profiles which includes a fulsome portrait of leadership strengths and potential.

Formed a steering committee for LEAP (Leadership Engagement and Appraisal Process) to improve the "onboarding" process for all business employees.

On Target

STATUS

E8.2

E8.3**GOAL**

Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability.

TARGET

There will be tracking of all action after items for all Board and Committee meetings.

There will be completion of all pending items within the prescribed timelines as stated in Board Agendas.

EVIDENCE 2019 - 2020**Tracking of all Action After items:**

All approved Board and committee motions are recorded and posted on the TCDSB website and in all the Board agenda packages.

Completion of all Pending items:

Senior staff review Action After items on a weekly basis during Education Council and Director's Council to ensure timely completion.

The majority of pending items have met the timelines as established in the agenda section. Some of the requested reports have been delayed due to COVID 19.

On Target**E8.4****GOAL**

Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.

TARGET

An annual report back of the Multi-Year Strategic Plan (MYSP) will provide status information for each of the 6 strategic directions.

The budget will reflect the MYSP and provincial priorities.

EVIDENCE 2019 - 2020

The MYSP, with status assessment, has been presented to the Board of Trustees on an annual basis.

The budget reports to stakeholders reflect the 6 MYSP strategic directions and provincial priorities.

The Board's Audit Committee oversees budget priorities to ensure there is alignment with the MYSP.

Beginning in 2019-20, Financial and Budget Report generation undergoes a Senior Executive Team review process with an equity and MYSP alignment lens.

On Target**STATUS**

STRATEGIC
DIRECTION

F

INSPIRING AND MOTIVATING EMPLOYEES



PRIORITY ACTION #9

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration we will:

GOAL

Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization.

F9.1

BLIP AREA OF FOCUS:

- School and Classroom Leadership: Professional Learning, Collaboration and Engagement.

TARGET

Increase the number of Exemplary Practices submitted for the annual award ceremony.

Provide schools with opportunities to share innovative practices.

Increase the understanding of the Respectful Workplace Policy.

Provide Professional Learning for system and school leaders to support a culture of respect and professionalism.

EVIDENCE 2019 - 2020

In 2019-2020, there were 13 projects submitted and 9 Exemplary Practices were awarded and shared on the Board website.

Mental Health team delivered Professional Learning on Staff Well-Being (5 sessions, 100 participants, 45 educational assistants and central team).

Improved alignment of equity, leadership and wellness initiatives by:

- Developing innovative instructional and business exemplary practices and promoting enhanced principal awareness to archived replicable innovative practices summarized on the TCDSB portal.
- Showcasing the value of cultural responsiveness in all teacher collaborative inquiry Professional Learning sessions.
- Creating an administrator/senior management manual with sample scenarios to address HR issues.
- Providing Professional Learning for school leaders during labor disruption and a pandemic via weekly virtual sessions and the use of interactive leader portals.
- Engaging the Conflict Resolution Department to conduct 48 facilitation meetings that resolved issues at the local level; 17 in-services to staff stakeholders regarding the Respectful Workplace Policy.
- Conducting Equity Walks with Community Relations Officers, working with the Equity-Poverty Action networks, supporting staff Professional Learning through book study (Deep Diversity by Shakil Choudhury) and examining employee implicit bias.
- Engaging New Teacher Induction Program (NTIP) teachers in orientation sessions, Professional Learning on Curriculum, Growing Success and Mitigating the Effects of Poverty, and Mentorship.
- Despite this year's unique circumstances, the 2020 Awards Night was held virtually during Catholic Education week to recognize the accomplishments of our alumni, students, staff and friends of Catholic education.
- In January, the Unsung Heroes initiative was launched to acknowledge our current employees and volunteers for their contributions to our TCDSB communities.

On Target

STATUS

GOAL

Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders.

F9.2**TARGET**

Provide targeted leadership development opportunities for all school leaders.

Initiate dialogue with system/business leaders to identify areas requiring leadership development.



A COLLABORATIVE CONTRIBUTOR

EVIDENCE 2019 - 2020

An investment in targeted leadership development has been maintained and refined through:

- Mentor/Mentee program (employees in new positions).
- Foundation Series (for aspiring leaders).
- VP transition series (for aspiring Vice Principals).
- Head Start (Summer Institute for shortlisted Vice Principals, Principal and newly appointed Business Leaders).
- Issues Series (to support first year Vice Principals).
- Succession Series (to support first year Principals).
- Launched a business leaders LEAP (Leaders Engaged in the Appraisal Process) program.
- Leadership discernment surveying was conducted in partnership with unions to inform succession planning strategies.
- First ever Head Start for MAPA (Management Administrative and Professional Association) and business leaders (August 2019).
- 29 MAPA Business Leaders were provided with Lumina Spark Profiles which includes a fulsome portrait of leadership strengths and potential.
- Formed a steering committee for LEAP (Leadership Engagement and Appraisal Process) to improve the “onboarding” process for all business employees.

2020 - 2021 NEXT STEPS:

- Extend the business leader LEAP pilot appraisal process to a greater number of Business Leaders and use the feedback to inform targeted professional development.
- Use Employee Family Assistance Program metrics to increase awareness of factors that impact employee wellness.
- Identify and support the completion of 50 practicums in strategic areas to assist with organizational efficacy and principal exposure to system functions.
- New Virtual Principal and Vice Principal Mentorship Platform rolled out to system.
- Renew the Leadership Strategy format for the entire system creating a more coherent and consistent system of inspiring and motivating employees.

Monitor**STATUS**

F9.3

GOAL

Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.

TARGET

Monitor the number of Principals, Vice Principals, Superintendents and Business Leaders retiring or eligible to retire.

Develop strategies to support succession planning and transition.

**EVIDENCE 2019 - 2020**

An annual summary statistical report highlighting projected attrition for both academic and business leaders is created to inform succession planning/Professional Learning needs. Internal departmental organizational reviews/workflow audits were conducted to identify efficiencies which refined employment/leadership opportunities.

Fostered a collaborative and empowering work environment by including a diverse range of leaders on labour and COVID contingency planning committees to build lateral leadership capacity.

In the spring, the Principal and Vice Principal transfers, placements and new appointments are reviewed by senior staff to best address system priorities.

Conducted a Professional Learning session entitled Preparing For Structured Interviews for prospective VP candidates.

Expanded candidate pools through external recruitment activities.

2020 - 2021 NEXT STEPS:

- Strike a steering committee of visible minority academic and business leaders to identify barriers to promotion and design initiatives to support all employees in achieving success
- Conduct an information session for aspiring business leaders to enhance leadership opportunity awareness.
- Conduct targeted Professional Learning sessions for business leaders to enhance procedural efficiency in handling difficult situational leadership challenges (i.e. personnel issues).
- Create a video resource bank to archive leadership practices and document instructional videos which can be accessed to enhance leadership efficacy.

Monitor

STATUS

GOAL

Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board.

F9.4**2020 - 2021 NEXT STEPS:**

- Disaggregate workforce census data to inform recruitment and employee support policies.
- Initiate a self-identification component to the job application process.
- Remain open to the onboarding/training and support of uncertified French teachers to meet system needs.
- Secured funding for an ATS and begin to identify specialized system metric requirements including the deliberate tracking of visible minority applicants.

TARGET

Compliance with legislation regulating hiring process for teaching staff.

Increase the number of opportunities for interviews to include a broad range of applicants in order to reflect the diversity of our stakeholders.

Improve transparency in the hiring process throughout the organization.
Support conflict of interest procedures in interviews and all HR practices.

EVIDENCE 2019 - 2020**Recruitment interview statistics**

ACADEMIC YEAR	CANDIDATES INTERVIEWED	CANDIDATES HIRED
2017-2018	583	340
2018-2019	774	544
2019-2020	*645	*418

** The decrease in reported numbers is attributable to COVID-related impediments (face to face hiring for 7 months only). Staff transition to virtual work environments (limited access to key documents/document retrieval), transition to virtual interviewing, and the on-line retrieval of required documents restricted the recruitment process.*

On average, the board hired 100% of the candidates who were successful during the interview, in spite of significant competition from other boards. This is an increase from 90% hired in the 2018-2019 school year.

Recruitment procedures are compliant with hiring practices - Legislation Regulation 274.

Transparent hiring processes and procedures established including the development of assessment tools.

Exit interviews were conducted with business leaders to gather feedback and inform next steps regarding Human Resources practices.

Enhanced the elementary Emergency List of Retired Teachers and introduced a retired Secretary List to address job fill rate challenges.

Conducted a Workforce Census to include voluntary self-identity statistics (Fall 2019).

Prepare quarterly data analytics reports to monitor the number of minority candidates for recruitment and promotion opportunities (manual).

Finalized plan to invest in an HR applicant tracking system to enhance recruitment practices and analytics.

Provided culturally specific interview preparatory sessions.

Monitor**STATUS**

GOAL

Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies.

F9.5**TARGET**

Enhance and expand current performance appraisal and mentorship strategies.

Increase completion rates of Annual Learning Plans (ALP) and Teacher Performance Appraisals (TPA) by teachers and Annual Growth Plans (AGP) and Principal Performance Appraisal (PPA) by administrators by 2021.

EVIDENCE 2019 - 2020**Support strategies currently in place:**

- Head start session for newly appointed academic and business leaders.
- Leadership, Transition, Foundation, Issues, Succession and Renewal Series - designed to promote discernment and leadership capacity for academic leaders.
- Mentorship program for administrators in their first 2 years of their appointment.
- Timely and regular HR support provided to all administrators through Professional Learning, Pal sessions, weekly virtual Principal meetings and online resources.
- Use of retired administrators to coach and counsel newly appointed administrators.

ALP Completion Rates	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary Teachers	80%	84%	92%	96%	91%
Secondary Teachers	65%	73%	89%	93%	89%

2020 - 2021 NEXT STEPS:

- Formally launch a Leadership Goals Planning Tool for business leaders to support the appraisal process.
- Continue to launch an expanded business leaders appraisal process with sub-committee oversight.

Monitor**STATUS**

GOAL

Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.

F9.6**TARGET**

Meet on an ongoing basis with federation and association executives to dialogue and address any emerging issues in a timely manner.

EVIDENCE 2019 - 2020

Leaders of Your Own Learning Annual Professional Learning Sessions conducted and informed by Teacher Annual Learning Plans.

Senior team regularly reviews committee agendas (e.g., Principal Meetings, CPIC (Catholic Parent Involvement Committee), Director's Liaison, Health and Safety and CSPC (Catholic School Parent Council) to ensure issues are being addressed in a timely manner.

Involved union partners in leadership and wellness development (4 meetings with teacher unions on each topic per year) and co-designed union Professional Learning sessions to build positive working relationships.

Review of quarterly summary statistical reports highlighting EFAP usage in planning for targeted communications and needs.

Collaborated with Morneau Shepell in responding to the COVID pandemic with new resources targeting employee needs (i.e. personal anxiety, family challenges).

Utilized various methods of distributing communications through the TCDSB network for greater visibility, in promoting and educating employees and family members of available resources.

2020 - 2021 NEXT STEPS:

- Further refine our disability case management process with the goal of implementing staff attendance support measures with further input from stakeholders.
- Use EFAP metrics to inform the development of marketing materials to encourage a greater Employee Family Assistance Plan utilization rates to assist staff in coping with the COVID pandemic.
- Maintain commitment to Leadership Development and Health & Well being committees with TECT and TSU with a deliberate focus on equity awareness.

Monitor**STATUS**

Multi-Year Strategic Plan Report Back: SUMMARY OF STATUS RESULTS

PRIORITY	GOAL	2016-2017	2017-2018	2018-2019	2019-2020
STRATEGIC DIRECTION A • LIVING OUR CATHOLIC VALUES • PRIORITY ACTION #1					
A1.1	Students will be instructed in a curriculum that is rooted and informed by the Ontario Catholic School Graduate Expectations.	T	T	T	T
A1.2	Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.	T	M	M	M
A1.3	Parents will be supported in their integral role of nurturing the relationship between home, school and parish.	AR	M	T	M
A1.4	Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social values.	T	T	T	M
STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #2					
B2.1	Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.	AR	AR	AR	AR
B2.2	Students will exceed the provincial average in credit accumulation and graduation rate.	M	T	T	T
B2.3	Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning.	AR	M	M	M
B2.4	Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.	M	T	T	T
STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #3					
B3.1	Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens.	AR	AR	AR	M
B3.2	Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.	M	M	M	M
B3.3	Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.	T	T	T	T
STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #4					
B4.1	Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.	AR	AR	M	M
B4.2	Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.	v	T	T	T
B4.3	Strive to ensure that all students are eating nutritionally and are physically fit.	M	M	M	M
B4.4	Provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying.	M	T	T	M
STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5					
C5.1	Improve communication and consultation, that reflect the mission, vision and values of the board.	T	T	T	T
C5.2	Ensure timely and sensitive responses to stakeholder questions and concerns.	M	M	M	T

T - On Target

M - Monitor

AR - Action Required

PRIORITY	GOAL	2016-2017	2017-2018	2018-2019	2019-2020
STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5 <i>(continued)</i>					
C5.3	Create opportunities for meaningful dialogue, feedback and input from the community.	T	T	T	T
C5.4	Build and maintain community partnerships.	AR	M	M	M
C5.5	Ensure public accountability and transparency in all processes and policies.	T	T	T	T
C5.6	Strive to ensure equitable treatment of all stakeholders.	T	T	T	M
STRATEGIC DIRECTION D • PROVIDING STEWARDSHIP OF RESOURCES • PRIORITY ACTION #6					
D6.1	Ensure all students have the appropriate resources they need to support their learning within the available budget.	T	T	T	T
D6.2	Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.	M	M	M	M
STRATEGIC DIRECTION D • PROVIDING STEWARDSHIP OF RESOURCES • PRIORITY ACTION #7					
D7.1	Establish informed, accountable and ethical decision-making for policy development and resource management.	T	T	T	T
D7.2	Align operational and capital budgets with the Multi-Year Strategic Plan.	T	T	T	T
D7.3	Maintain a sustainable balanced budget that reflects ecological justice principles.	T	T	T	T
D7.4	Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget.	T	T	T	T
D7.5	Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.	T	T	T	T
STRATEGIC DIRECTION E • ACHIEVING EXCELLENCE IN GOVERNANCE • PRIORITY ACTION #8					
E8.1	Build trustees', senior staffs' and students' capacity for governance.	M	M	M	T
E8.2	Provide Professional Learning to strengthen leadership, accountability and transparency at all levels.	T	T	T	T
E8.3	Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability.	T	T	T	T
E8.4	Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.	T	T	T	T
STRATEGIC DIRECTION F • INSPIRING AND MOTIVATING EMPLOYEES • PRIORITY ACTION #9					
F9.1	Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization.	T	T	T	T
F9.2	Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders.	M	M	M	M
F9.3	Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.	M	M	M	M
F9.4	Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board.	AR	AR	M	M
F9.5	Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies.	AR	M	M	M
F9.6	Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.	M	M	M	M
T - On Target M - Monitor AR - Action Required		Goals on target or monitoring:		79%	89%
				95%	97%



**TORONTO CATHOLIC DISTRICT SCHOOL
BOARD TRUSTEES 2020 - 2021**

Wards

1. Joseph Martino	416-512-3401
2. Markus de Domenico	416-512-3402
3. Ida Li Preti	416-512-3403
4. Teresa Lubinski	416-512-3404
5. Maria Rizzo	416-512-3405
6. Frank D'Amico	416-512-3406
7. Michael Del Grande	416-512-3407
8. Garry Tanuan	416-512-3408
9. Norm Di Pasquale	416-512-3409
10. Daniel Di Giorgio	416-512-3410
11. Angela Kennedy	416-512-3411
12. Nancy Crawford	416-512-3412
Keith Andre Baybayon, Student Trustee	416-512-3413
Kathy Nguyen, Student Trustee	416-512-3417

Dr. Brendan Brown, Director of Education

Joseph Martino, Chair of the Board

80 Sheppard Avenue East,
Toronto, Ontario M2N 6E8
Phone: 416-222-8282
www.tcdsb.org

NOVEMBER 2020



REPORT TO

REGULAR BOARD

RETURN TO SCHOOL UPDATE

"The Lord gives sight to the blind, the Lord lifts up those who are bowed down, the Lord loves the righteous."
Psalm 146:8

Created, Draft	First Tabling	Review
November 11, 2020	November 19, 2020	Click here to enter a date.
Barbara Leporati, Senior Coordinator, Planning Services Shazia Vlahos, Chief, Communications and Government Relations Corrado Maltese, Coordinator, Occupational Health and Safety Deborah Friesen, Superintendent, Capital Assets and Renewal Michael Loberto, Superintendent, Planning and Development Services Lori Di Marco, Superintendent, Curriculum Leadership & Innovation; ICT Adrian Della Mora, Executive Superintendent of Human Resources Omar Malik, Acting Chief Information Officer		
INFORMATION REPORT		

Vision:

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

Mission:

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

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



Brendan Browne, PhD
 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 last update to the Reopening Action Plan was submitted to the November 12, 2020 Corporate Services meeting for information and consideration. The Plan is updated as necessary and is available on the TCDSB website. Key updates and strategies are provided for consideration.

Staff are securing teaching staff to deliver core French to St. Anne students in Grade 7 and 8 as well as Experiential French for Grade 1 to 6 students. St. Anne elementary students will also be receiving progress reports and parent/teacher interviews will be conducted to maintain the connection with a regular school year.

The Ministry of Education in collaboration with Public Health units announced an initiative to make readily available saliva COVID-testing to asymptomatic students and nasopharyngeal testing to staff in schools who have had positive cases.

TCDSB recently received information from consultants regarding indoor air quality and specifically use of window opening restrictors. This is preliminary information that will form part of the fulsome report back to the Board following completion of the study.

TCDSB schools continue to adjust to in person routines and safety measures following guidance from Toronto Public Health.

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

B. PURPOSE

To provide the Board with updates as they pertain to the TCDSB Reopening Action Plan.

C. BACKGROUND

1. *The TCDSB Reopening Action Plan continues to be updated to reflect recent changes.* Items from Board motions and Ministry updates that are

confirmed have been included for parents to reference. The plan will continue to be updated as information changes moving toward a complete school reopening.

D. EVIDENCE/RESEARCH/ANALYSIS

Staffing and Recruitment

2. *Human Resources (HR) Staff provided four days of direct support to all system Principals as they operationalize time-sensitive school re-organizations.*
3. *Senior HR staff is liaising with Field Superintendents to determine the optimal deployment of retired administrators.* Recent announcements expanding eligible days from 50 to 95 per year are informing these discussions.
4. *Senior HR staff is working with our elementary union partners to identify excess French as a Second Language (FSL) teacher capacity in our brick and mortar schools that can be immediately redeployed to St. Anne Catholic Academy to deliver core French to grade 7 and 8 students.* Staff is also finalizing discussions with our union partners to inform the launch of a virtual core French experiential program to support French language acquisition for St. Anne students in grades 1 – 6.

St. Anne Academy

5. *In elementary, classes are being reorganized to accommodate approximately 1500 new students.*
6. *Progress Reports are being completed for elementary students with teachers distributing to parents via email Nov 16th. Parent/Teacher Interviews (occurring Nov 17 and 19) are being conducted, as they would be for in person learning.*
7. *In secondary, student timetables are being created and reviewed for quad two.*
8. *Professional learning opportunities are being offered to support new and current St Anne staff.*

Communications

9. *A reminder communication of start dates has been shared with families whose children are in elementary.* Communications will also be shared with families whose child(ren) will be impacted by the reorganization including information about change to classroom structure. The classroom number and name of teacher will be provided.

COVID-testing

10. *The Ministry of Education in partnership with Ontario Health and Public Health units announced a targeted testing initiative to make readily available saliva COVID-testing to asymptomatic students and nasopharyngeal testing to staff in schools who have had positive cases.* Currently, once there is a positive case at a school, staff and students in affected cohorts who wish to be tested are required to make their own arrangements with their nearest assessment center at a local hospital. Due to wait times at local hospitals, this can be inconvenient to working parents.
11. *Under this new Ministry initiative, testing will be expanded and made available on a voluntary basis to asymptomatic students outside of the affected cohorts where the positive case was identified.* The testing will be fast tracked by the Local Health Integration Network who will make the testing arrangements on behalf of the school with one of the local hospitals near the school. Toronto Public Health will identify schools for the expanded targeted testing based on case investigations, where multiple cohorts have been dismissed and where there are suspected outbreaks. *The targeted testing will occur over a 4 week period starting November 23 and end the week of December 14 as per Ministry direction.*

Windows/Indoor Air Quality

12. *Staff recently sought the assistance from two architectural firms, which specialize in schools, in the interpretation of Ontario Building Code requirements that have led to the use of window opening restrictors.* Relevant portions of the Ontario Building Code section that apply are quoted as follows:

O. Reg. 332/12: Building Code, under Building Code Act, 1992, S.O. 1992, c. 23

Section 3.3.1.17

(1) Except as provided in Sentence (6) and Article 3.3.4.7, a guard not less than 1070 mm high shall be provided,*

(c) at each raised floor, mezzanine, balcony, gallery, interior or exterior ramp, and at other locations where the difference in level is more than 600 mm.

(2) Except as provided in Sentence (3) and Sentence 3.3.2.8 (4), openings through any guard that is required by Sentence (1) shall be of a size that will prevent the passage of a sphere having a diameter more than 100 mm unless it can be shown that the location and size of openings that exceed this limit do not represent a hazard.*

(5) Unless it can be shown that the location and size of openings do not present a hazard, a guard shall be designed so that no member, attachment or opening located between 140 mm and 900 mm above the level protected by the guard will facilitate climbing.

(6) Sentence (1) does not apply at the front edges of stages, floor pits in repair garages and loading docks.

**3.3.4.7 Stairs, Ramps, Landings, Handrails and Guards for Dwelling Units*

**3.3.2.8 applies to guards for fixed seating in places of assembly*

- 13. *As previously reported, following completion of one month of Indoor Air Quality monitoring in three sample schools, the Building Science consultant will comment on how larger window openings might be achieved safely in classrooms with vertical sliding windows.*** The study will also provide data on the performance of large double-awning windows with restrictors in improving air quality and staff are investigating options and costing to provide guards on larger window openings. Staff will report to Board on the findings.

Technology

- 14. *Orders continue to flow and be fulfilled. An additional 2600 Chromebooks and 400 iPads have been ordered to stay ahead of demands and emergency needs.***
- 15. *Information and instructions will be shared with secondary school principals on the technology allocation for secondary schools available to address local technology needs for the hybrid model.***

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. *FAQs continue to be gathered from parent feedback.* The board continues to provide updates, frequently asked questions and answers on the board website, social media channels, and shared with families via School Messenger.
2. A webpage has been created with information about *the classroom reorganization* including a section on frequently asked questions.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

RECOMMENDATION FOR RESOLUTION TO REAFFIRM TCDSB'S COMMITMENT TO INTERNATIONAL EDUCATION PROGRAM

“Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? Luke 15:4

Created, Draft

November 3, 2020

First Tabling

November 19, 2020

Review

[Click here to enter a date.](#)

Peter Aguiar – Superintendent of Student Achievement and Wellbeing and International Education
 Alex Mazzucco – Program Coordinator – Continuing Education and International Education Department
 Stefan Barrans – Coordinator – Continuing Education and International Education Department

RECOMMENDATION REPORT

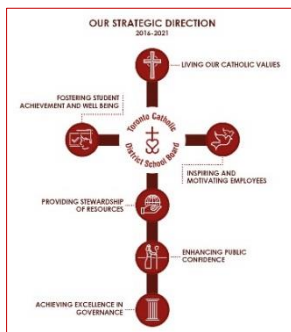
Vision:

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



Brendan Browne, PhD
 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

It is recommended that the Toronto Catholic District School Board pass a motion to reaffirm our commitment to our International Education Program, thus fulfilling the requirements of the Federal and Provincial governments in order to continue to be able to recruit and place International Students at the TCDSB.

B. PURPOSE

The Federal and Provincial Governments require a Board motion indicating that the TCDSB will continue to recruit and accept International Students, as per the conditions outlined in the attached *Attestation for School Boards and Private School – Public Health Institutional Readiness Requirements for International Students in Ontario* (Appendix 1) and supporting appendices (Appendix 2). This report summarizes the readiness of the TCDSB and the International Education Department to safely welcome international students into our schools and local communities. Requirements of Federal Public Health and the Ontario Ministry of Education are clarified and the TCDSB plans and protocols supporting the safe arrival of our international students are attached.

C. BACKGROUND

1. The COVID-19 pandemic has had a significant impact on international education around the world. The economic and psychological impact on families has reduced the level of engagement in international education globally. Travel restrictions related to border closures and reduced flight availability have limited the ability for international students to enter our country. In Canada, borders closed to travel March 18, 2020. International students with study permits approved prior to March 18 were provided an exemption. Students with permits issued after this date are currently not eligible to enter the country.
2. As of October 20, 2020, the Federal Government restricted access to International Students to Ontario, British Columbia and Nova Scotia.
3. Due to the travel uncertainty, approximately one-third of our 450 returning students remained in Canada over the summer. Currently, we have 300 new or

returning international students registered for studies in September. Of these students, 180 will be engaging in distance learning from their home country. The Ministry of Education has permitted school districts to issue OENs (Ontario Education Numbers) to students new to our school system who are beginning their learning in their home country. The goal is to have these students travel to Canada as soon as borders open. If travel remains restricted, the Ministry will allow these students to complete a full year of studies--earning credits through distance learning from their home country if necessary.

4. Currently, educational institutions in Ontario are not allowed to physically accept International Students until they have completed a mandated *Attestation for School Boards and Private School – Public Health Institutional Readiness Requirements for International Students in Ontario* (Appendix 1). The completed Attestation and supporting appendices (Appendix 2), will be forwarded to the Ministry of Education. It will be reviewed jointly by the Ministry and Federal health authorities to determine the TCDSB's readiness to safely accept and support International Students. Once approved, International Students currently enrolled in the TCDSB, but studying from their home country, would be able to travel to Ontario. This approval would also extend to new International Students. At least 150 new applicants to our system for September cancelled or deferred their studies due to border closures, study permit delays, and the pandemic. The Attestation, once approved, would remove some of the barriers they have been facing.

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Provide a pre-arrival attestation and guidelines for students and parents consistent with the requirements in the attestation. Students must quarantine for 14 days and be tested for COVID-19 prior to being allowed to attend a TCDSB school. This requirement is necessary for both International and local students.
2. TCDSB staff will review all Quarantine Plans prior to departure. Assistance will be provided by an approved TCDSB vendor should the parents require support or if the plan provided does not meet Federal and Provincial requirements. All plans will be uploaded on the ArriveCan App as per Federal

requirements.

3. The TPH re-entry attestation plan will be completed and submitted to the day school prior to students being allowed to attend school. The plan attestation will verify that the 14-day quarantine was followed and proof of a negative COVID-19 test will be included.
4. Students, parents and custodians will be provided with an overview of the TCDSB Opening Action Plan and a documentation to support Student Wellbeing/Mental Health. International Education staff will be available during the quarantine period and to support students as they transition back to school.

E. STAFF RECOMMENDATION

Staff recommends that the Board of Trustees approve the following motion:

“The TCDSB reaffirms its commitment to continuing its International Education program in compliance with the guidelines for accepting international students that have been established by the Ontario Ministry of Education and the Canadian Federal Government.”

ATTESTATION FOR SCHOOL BOARDS and PRIVATE SCHOOLS — PUBLIC HEALTH INSTITUTIONAL READINESS REQUIREMENTS FOR INTERNATIONAL STUDENTS IN ONTARIO

By signing this form, I, **Brendan Browne**, attest that **TORONTO CATHOLIC DISTRICT SCHOOL BOARD** has met the requirements set out in the table below. By signing this form, I further attest that I have authority to bind **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**.

The following items are also attached for review and/or approval by the Government of Ontario and any other appropriate authorities:




☒ A plan that includes details of **TORONTO CATHOLIC DISTRICT SCHOOL BOARD** readiness to accept international students; and


☒ Commitment by my school board/private school to have all international students tested for COVID-19 during their mandated quarantine period, and to require proof of a negative COVID-19 test from any domestic students that I am aware have arrived from outside of Canada during the two weeks prior to their academic start date.


Attachments include:





- APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Guide**
- APPENDIX 2: Quarantine/Self-Isolation Plan**
- APPENDIX 3: TCDSB Quarantine Program**
- APPENDIX 4: TCDSB COVID-19 Reopening Action Plan**
- APPENDIX 5: TPH COVID-19 Decision Guide for Schools**
- APPENDIX 6: TCDSB School Reporting Protocol for Positive COVID-19**
- APPENDIX 7: TPH Re-Entry Attestation**
- APPENDIX 8: TCDSB Supporting Student Wellbeing**
- APPENDIX 9: IRCC Guide for International Students in Canada Arriving from Abroad**





I attest that the following requirements are included in the plan for my school board/private school and will be faithfully and wholly implemented:




Attestation	Plan Requirements	Comments
<p>Please check box to indicated completeness</p> 	<p>Including:</p> <ul style="list-style-type: none"> • Overall Requirements, • Pre-Arrival Requirements for Institutions, • 14-Day Quarantine Requirements, and • Post-Quarantine Requirements 	<ul style="list-style-type: none"> • APPENDIX 1: TCDSB COVID-19 Pre-Arrival & Quarantine and School Entry Information Guide
Overall Requirements for Institutions		
	<p>The school board/private school will work within provincial and local health guidelines and protocols for businesses and other organizations consistent with the Government of Ontario's plan for reopening the province in stages:</p> <p>https://www.ontario.ca/page/reopening-ontario-stages</p>	<ul style="list-style-type: none"> • As per TPH guidelines and TCDSB protocols • APPENDIX 4: TCDSB COVID-19 Reopening Action Plan Pg. 4-6
	<p>Mechanisms are in place to accept quarantining international students and any co-arriving immediate family members.</p>	<p>APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Plan</p> <p>APPENDIX 2: Quarantine/Self-Isolation Plan</p> <p>APPENDIX 3: TCDSB Quarantine Program</p>



	<p>The school board/private school has a plan in place to support public health units in outbreak response in its community, including stakeholder communications and assistance with contact tracing, and this plan aligns with local and provincial public health guidelines.</p> <p>See: https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/interim-guidance-cases-contacts.html</p>	<p>TCDSB LEAD: CORRADO MALTESE corrado.maltese@tcdsb.org</p> <p>APPENDIX 4: TCDSB COVID-19 Reopening Action Plan <i>Pg. 11-16</i></p> <p>APPENDIX 5: TPH COVID-19 Decision Guide for Schools</p> <p>APPENDIX 6: TCDSB School Reporting Protocol for Positive COVID-19</p> <p>APPENDIX 7: TPH Re-Entry Attestation</p> <p>Protocols in place consistent with <u>Operational guidance: COVID-19 management in schools</u> per: https://www.ontario.ca/page/operational-guidance-covid-19-management-schools</p>
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	<p>The school board/private school has a protocol for notifying local and provincial authorities of:</p> <ul style="list-style-type: none"> • Any compliance issues within the 14-day mandatory quarantine period; and • Any cases of COVID-19 infection during the 14-day mandatory quarantine period. 	<p>To support the safe reopening of schools for the 2020-2021 school year, the Ontario government has mandated each board to identify a COVID-19 contact person. The purpose of this is to facilitate ongoing and timely communications with school boards in order to track cases and monitor the potential impact of COVID-19 across schools in Ontario.</p> <p>As referenced in the Guide to Reopening Ontario's Schools, school boards must report on a daily basis any probable or confirmed cases of COVID-19 within a school to the Ministry of Education via an online tool. The expectation is that the reporting will be completed by the school Principal or their designate (i.e., Vice-Principal, Administrative Assistant, etc.).</p> <p>APPENDIX 4: TCDSB COVID-19 Reopening Action Plan <i>Pg. 11-16</i></p> <p>APPENDIX 5: TPH COVID-19 Decision Guide for Schools</p> <p>APPENDIX 6: TCDSB School Reporting Protocol for Positive COVID-19</p> <p>APPENDIX 7: TPH Re-Entry Attestation</p>
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	The school board/private school has a protocol for publicly communicating outbreaks of COVID-19 affecting or implicating international students and any immediate family members including, but not limited to, signage posted at entrances and in public spaces, and through online communication, such as websites and social media.	APPENDIX 6: TCDSB SCHOOL REPORTING PROTOCOL FOR POSITIVE CASES OF COVID-19
	The school board/private school will meet the requirements set out in this table for as long as it appears on the federal list of designated institutions.	The District maintains its commitment to continuing its International Education program in compliance with the guidelines for accepting international students that have been established by the Ontario Ministry of Education and the Canadian Federal Government.
Pre-Arrival Requirements for Institutions		
	The school board/private school will ensure pre-arrival requirements are communicated to international students and any co-arriving immediate family members in advance of travel to Canada.	APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Guide APPENDIX 2: Quarantine/Self-Isolation Plan
	As a best practice, international students and any co-arriving immediate family members are encouraged by the school board/private school to download the Government of Canada's <u>ArriveCAN</u> application prior to arrival at the border and complete the information required.	APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Guide

	The school board/private school will provide appropriate transportation of international students and any co-arriving immediate family members from their point of entry to Canada to a 14-day quarantine location, consistent with Government of Canada recommendations (e.g. wearing a mask for onward domestic travel; travelling directly to the place of quarantine).	Airport limousine or comparable service will be the exclusive transportation service provider and is pre-arranged for arriving students and their co-arriving immediate family members. APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Guide
	Any costs associated with the implementation of the requirements set out in this document will be covered by the school board or private school.	TCDSB will pay all costs incurred on a fee for service basis. The students' parents, custodians or recruiter will be invoiced in order for the Board to recover costs.
14-Day Quarantine Requirements		
	The school board/private school has developed and implemented plans that include quarantine arrangements for international students and any co-arriving immediate family members that support the minimum requirements listed below.	APPENDIX 1: TCDSB COVID-19 Pre-Arrival & Quarantine APPENDIX 2: Quarantine/Self-Isolation Plan
	The school board/private school will ensure international students and any co-arriving immediate family members are made aware of their responsibility for on-going self-monitoring and assessment of COVID-19 symptoms.	APPENDIX 1: TCDSB COVID-19 Pre-Arrival & Quarantine APPENDIX 2: Quarantine/Self-Isolation Plan

	<p>As a best practice, international students and any co-arriving immediate family members are made aware of the <u>ArriveCAN</u> application to be used by international students and any co-arriving family members within 48 hours after arrival in Canada, and for their daily symptom reporting.</p>	<p>APPENDIX 1: TCDSB COVID-19 Pre-Arrival & Quarantine</p>
	<p>Appropriate individual accommodation options for the 14-day quarantine period are provided consistent with current Orders in Council under the <i>Quarantine Act</i> and guidelines of the Government of Canada, as well as the requirements of the school board/private school's local and provincial public health authorities.</p>	<p>APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Guide</p> <p>APPENDIX 2: Quarantine/Self-Isolation Plan</p>
	<p>Confirmation that students are symptom free and have a suitable isolation plan ensuring they will not be staying with vulnerable populations or living in a communal or group setting and will have access to the necessities of life.</p>	<p>APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Guide</p> <p>APPENDIX 2: Quarantine/Self-Isolation Plan</p>

	<p>The school board/private school will provide support for all quarantined individuals throughout the 14-day period, including, but not limited to:</p> <ul style="list-style-type: none"> • food, medical care, other necessities of life so no that individual will be required to break quarantine at any point; • COVID-19 infection control information and training; and • regular and robust institutional monitoring of quarantined individuals throughout the 14-day period for COVID-19 symptoms, general well-being, and compliance with quarantine requirements, with emphasis on individual COVID-19 infection control practices. 	<p>APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Guide</p> <p>APPENDIX 2: Quarantine/Self-Isolation Plan</p> <p>APPENDIX 3: TCDSB Quarantine Program</p>
	<p>Promotion of reliable, accurate messages about COVID-19, including COVID-19 related stigma (https://www.who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf) and anti-racism supports.</p>	<p>APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Guide</p> <p>APPENDIX 2: Quarantine/Self-Isolation Plan</p> <p>APPENDIX 8: TCDSB Supporting Student Wellbeing</p>
<p>Post Quarantine Requirements</p>		

	<p>The school board/private school will support international students and any immediate family members after they complete their 14-day quarantine period. This includes:</p> <ul style="list-style-type: none"> • mental and physical health, anti-racism, and COVID-19 stigma supports; and • mitigation of social barriers to support student compliance with individual COVID-19 infection control practices. 	<p>APPENDIX 1: TCDSB COVID-19 Pre-Arrival, Quarantine and School Entry Information Guide</p> <p>APPENDIX 2: Quarantine/Self-Isolation Plan</p> <p>APPENDIX 4: TCDSB COVID-19 Reopening Action Plan</p> <p>APPENDIX 8: TCDSB Supporting Student Wellbeing</p>
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By signing this form, I, **Brendan Browne**, attest that TORONTO CATHOLIC DISTRICT SCHOOL BOARD will comply with the implementation of this plan and ensure all precautions are taken and followed.

(Name)

(Date)

This Attestation, and any other documents to be delivered in connection with this Attestation, is signed when the party's signature is delivered by email. Electronic signatures will be treated in all respects as having the same force and effect as original signatures.



Toronto Catholic District School Board

International Education Department

COVID-19 Pre-Arrival, Quarantine and School Entry Informational Guide

Appendix: 1

Welcome to the
**Toronto Catholic District School
Board**

The following guide provides important step-by-step information to make your journey to Toronto as safe and enjoyable as possible

Included are forms necessary for a safe arrival to Toronto and a smooth transition to a successful school year

A MINIMUM OF 2 WEEKS PRIOR TO TRAVEL

Completed: Quarantine/Self-Isolation Plan Document must be received by the TCDSB

If you choose Plan B: TCDSB Quarantine Plan for your 14 day quarantine, please email the International Education Department to finalize details.

International.education@tcdsb.org

Review all documents in this Guideline

BEFORE YOUR ARRIVAL



Ensure that you meet the 'safe to travel' guidelines in your home country and do not have any symptoms.



Communicate with your custodian to share updates on travel information and health concerns.



Connect with your host family to introduce yourself and to get to know them.



Inform the TCDSB of arrive date & time, Flight Number and contact information.

international.education@tcdsb.org

(416) 222-8282 ext. 2135



Contact your Homestay Provider to provide an update on arrival information.



Download the Arrival Canada App on your mobile device. This app will reduce wait time at the airport and limit points of contact by filling your information before you arrive. The app allows you to save your information to submit upon arrival at the airport up to 48 hours ahead of time.

DURING TRAVEL



ARRIVAL

The following documents may be required at Canadian Customs



Valid Passport and Study Visa



Custodianship Documentation, Letter of Invitation and Letter of Acceptance



Host Family Profile with contact information



Health Insurance coverage information from VHIP Insurance Protection Program

AFTER YOUR ARRIVAL



Ensure all baggage and belongings are taken



Observe physical distancing while navigating the airport



Contact your custodian to inform them you have arrived and have completed customs



Contact your Homestay Provider to organize transportation to a designated quarantine location *(see TCDSB approved Homestay Provider information below)*



Download the COVID Alert App and register to receive important information



Contact the TCDSB with confirmation that you have arrived 416 222-8282 ext. 2135
international.education@tcdsb.org

HOMESTAYS

The following Homestay Providers are approved by the TCDSB:

YES Homestay

- 4789 Yonge street, Unit 510, north York, ON M2N 0G3
- (416) 730-9440

Canada Homestay Network

- studentinfo@canadahomestaynetwork.ca
- 1 877 441-9062

MLI Homestay

- 439 University Avenue, Suite 2110, Toronto, ON M5G 1Y8
- (416) 646-5405

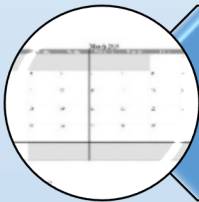
Edu Plus International Education

- 17 Friars Ln, Etobicoke, ON M9A 1T6
- (647) 879-6119 (416) 880-7992

QUARANTINE



Your Homestay Provider will arrange the necessary information regarding location for quarantine, meals, and daily contact



The Quarantine will last for 14 days



You will have the opportunity begin your studies remotely during this period



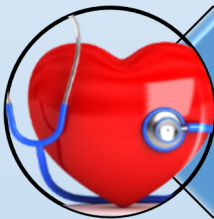
Between days 10-14, students must complete a COVID-19 test at one of the following locations

[COVID-19 Assessment Centre](#)

DURING QUARANTINE



Stay connected to family and friends and check your email for important information

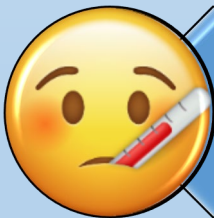


Continually monitor your physical health and maintain an active and healthy lifestyle during the isolation period



Monitor your mental health as traveling to a new country can be challenging especially when needing to self-isolate

[TCDSB Student Health Resources](#)



If you develop any COVID-19 symptoms, please contact the onsite supervisor and call Toronto Public Health as soon as possible

(416) 338-7600

Effective October 1st, the provincial Ministry of Health has updated COVID-19 symptom screening for students JK-12.

Screening is now divided into two groups of symptoms:

1. Symptoms



Fever > 37.8°C



Cough



Difficulty breathing



Loss of taste or smell

2. Symptoms



Sore throat, painful swallowing



Stuffy/runny nose



Headache



Nausea, vomiting, diarrhea



Feeling unwell, muscle aches, tired

Daily Self-Screening for Students

Every student must complete a daily self-screening questionnaire before going to school. Students with chronic symptoms due to a medically diagnosed condition other than COVID-19, should look for **new, different or worsening symptoms**.

In most scenarios, students may be excluded from school:

- (A)** If the student has been in **close contact** with a person who has COVID-19, the student will need to self-isolate for 14 days, even if they don't have symptoms. If the student has symptoms, their household members will need to stay home and self-isolate until COVID-19 is ruled out.
- (B)** If the student has **travelled** outside of Canada they must self-isolate for 14 days. Their household members do not need to self-isolate if they have not travelled, if they don't have symptoms of COVID-19, and if they are not a close contact of a positive case.

Students without symptoms

If a student does not have symptoms of COVID-19, he/she may attend school, if they are not a close contact (A) or have travelled outside of Canada (B).

Students with symptoms

- 1. If a student has any new or worsening symptoms of [fever, cough, difficulty breathing or loss of taste/smell]:** The student must stay home, self-isolate, and get tested or contact their health care provider. The student's household members will have to self-monitor for symptoms. They may go to school or work if they don't have symptoms, and the student is not a close contact of someone with COVID-19 (A).
- 2. If a student has ONE of the following symptoms of [sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, muscle ache/fatigue]:** The student must stay home for 24 hours. If the symptom is improving, they can return to school 24 hours later. Testing is not needed. If the symptom is not improving after 24 hours or is getting worse, the student should stay home, self-isolate and get tested or contact their health care provider.
- 3. If a student has TWO of the following symptoms of [sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, muscle ache/fatigue]:** The student must stay home, self-isolate for 10 days, and get tested or contact their health care provider.

Students with a Laboratory Confirmed Positive COVID-19 Test

- Students they must stay home and self-isolate for 10 days from the day the symptoms first appear. They may return to school after 10 days if they do not have a fever (without use of medication), and their symptoms have been improving for at least 24 hours.
- Students without symptoms must stay home and self-isolate for 10 days, from the day the test was done.
- Family members of the student who test positive should self-isolate and follow public health advice.

Students with Negative Test

Students can go back to school if their symptoms have been improving for 24 hours, and if they are not a close contact of someone with COVID-19 (A) or have travelled outside of Canada (B).

Students who are not tested – Alternative diagnosis

- Students with an alternative diagnosis from a health care provider that is **not** related to COVID-19 can go back to school once their symptoms have been improving for 24 hours. Family members without symptoms, should self-monitor, and can go back to school or work.

Students who are not tested for COVID-19

- If a student is not tested and has any new or worsening symptoms not related to an existing medical condition:
 - **ONE of the following symptoms:** fever, cough, difficulty breathing or loss of taste/smell.
 - **ONE of the following symptoms that does not improve in 24 hours:** sore throat, stuffy/runny nose, headache, nausea/ vomiting/diarrhea, muscle ache/fatigue.
 - **TWO of the following symptoms:** sore throat, stuffy/runny nose, headache, nausea/ vomiting/diarrhea, muscle ache/fatigue].
- The student must self-isolate for **10 days** from the date their symptom(s) first appear. They may return to school after 10 days if they do not have a fever (without taking medication), and their symptoms are improving for 24 hours.

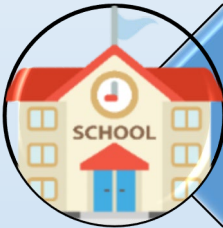
Students who are close contacts of someone with COVID-19

- Students in close contact with a person with COVID-19 must stay home and self-isolate for **14 days** from their last date of exposure.

Back to School Confirmation Form

- Parents can complete a "[Back to School Confirmation Form](#)" to provide to the school to confirm the child is safe to return to school.
- Toronto Public Health is not recommending or requiring medical notes for return to school.

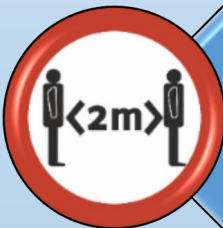
AFTER QUARANTINE



Once you have received a negative COVID-19 test result, please ensure that the attestation form has been completed by your custodian



Provide the completed TPH document indicating that you have received a negative test to your school upon arrival



Continue to practice COVID-19 prevention measures by wearing a mask, washing your hands frequently and socially distancing yourself from those around you

TCDSB CONTACT

TCDSB International Education Department

- TCDSB Catholic Education Centre
- international.education@tcdsb.org
- 416 222-8282 ext. 2135
- Alex Mazzucco -Program Coordinator:
alex.mazzucco@tcdsb.org
- Stefan Barrans – Coordinator:
stefan.barrans@tcdsb.org
- Teresa Chung – Resource/Guidance
Teacher: teresa.chung@tcdsb.org



We hope you have a safe and
enriching experience with the
Toronto Catholic District School Board!



QUARANTINE / SELF-ISOLATION PLAN

MUST BE COMPLETED PRIOR TO ARRIVAL IN CANADA

Appendix: 2

APPENDIX 2

Student Information

First name	Last name	Date of birth (YY/MM/DD)	
Phone number	Email address		
Home address	City	Province or territory	Country

Primary Contact Information in Canada

First name	Last name	Date of birth (YY/MM/DD)	
Phone number	Relationship(Custodian/Homestay/Relative)	Email address	
Home address	City	Ontario	Postal code

Travel Information

Are there additional travelers in your group? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please fill in chart to the right		Additional Travelers (please list all additional travelers)		
		First name	Last name	Date of birth (YY/MM/DD)
Arrival Date (YY/MM/DD)	Arrival From (City/Country)			
Airline / Flight number				
Arrival Time				

Quarantine / Self-Isolation Plan

A) Do you have accommodation arrangements for your self-isolation period? Yes No (refer to section B)	
If yes, at what address will you be completing the 14-day quarantine / self-isolation period? Address: _____ City: _____ Postal Code: _____ Phone Number: _____	
The following are required to complete the Quarantine Plan. Please initial if the accommodation meets the quarantine requirements. If any of the following requirements are not met, please refer to Section B .	
The accommodation has a private entrance.	Parent/Guardian initials: _____
The accommodation has a private bathroom.	Parent/Guardian initials: _____
The accommodation has a private bedroom.	Parent/Guardian initials: _____
The accommodation has no shared areas.	Parent/Guardian initials: _____
The accommodation will provide food.	Parent/Guardian initials: _____
Will you be staying with anyone during your quarantine? Yes No Parent/Guardian initials: _____ Name the person(s) and relationship to you: Name: _____ Relationship: _____ Name: _____ Relationship: _____ Name: _____ Relationship: _____	
this person(s) must adhere to the quarantine/Self-Isolation requirements.	
Section B) The TCDSB will assist in organizing your Quarantine/Self-Isolation. Please see Appendix 3: TCDSB Quarantine Program - PLAN B	
What form of transportation will you take to your quarantine/self-isolation location? **Public Transportation is prohibited**	
COVID-19 Test Center Locations:	

****Please note that Orientation Centre appointments will only be scheduled once this document is completed and approved. ****

Certify Declaration

I, _____, certify that all information to be accurate. Date: _____
(Student's Last/First Name)

I, _____, certify that all information to be accurate. Date: _____
(Student's Parent/Guardian Last/First Name)

I, _____, certify that all information to be accurate. Date: _____
(Student's Custodian Last/First Name)

Office Use Only

Received by: _____ Date: _____

Reviewed by: _____ Date: _____

TCDSB staff have communicated with the student within 48 hrs. of arrival to Canada: Date: _____



Toronto Catholic District School Board
International Education Department
416 222-8282 ext 2135
International.education@tcdsb.org



TCDSB Quarantine Program - Plan B

Appendix: 3

The Quarantine program organized by the Toronto Catholic District School board will comprise of the following details to ensure the safety and well-being of the students during the 14 days.

Cost:	\$2500 + HST for 14 days per student.
Arrival date:	students must arrive mid-August for semester 1 or mid-January for semester 2
Transportation:	Commercial transportation will be provided from port of entry to accommodation
Accommodations:	All students will have a private sleeping area and private bathroom
Food:	Three meals a day will be provided for each student
Supervision:	Onsight supervision during the 14-day quarantine
Testing:	Onsight COVID-19 Testing in consultation with Toronto Public Health

"I intend to use the TCDSB Quarantine Program when I arrive to Toronto."

Student Name: _____ Date of Birth: _____

Contact email: _____ Phone Number: _____

Parent/Guardian Name: _____

Custodian Name: _____ Phone Number: _____

*****Service provider will be TCDSB approved*****

Toronto Catholic District School Board
International Education Department
416 222-8282 ext 2135
International.education@tcdsb.org



TCDSB Reopening Action Plan

A Guide to Returning Safely to TCDSB Schools



Transforming the world through witness, faith, innovation & action

Last Updated: September 17, 2020

TCDSB REOPENING ACTION PLAN

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MESSAGE FROM DIRECTOR OF EDUCATION

Life during the COVID-19 pandemic has been challenging and uncertain for parents and students alike. The return to school is an important and hopefully welcome step, and you and your children likely have many questions. The following document is an overview of what to expect and how we will continue to work together to support you. We hope that it will be helpful to you as you fill out the Return to School Survey #3 regarding your decision to send your child back to school in September at the Toronto Catholic District School Board.

The development of our TCDSB school reopening plans have been made in concert with Toronto Public Health, the Ministry of Education as well as the Province's overall COVID-19 response. They were also informed by ongoing consultations with our union partners, parents and staff. The health of every child remains at the center of every guideline, using the best available evidence and advice.

In early September, administrative staff and teachers will be trained on best practices and protocols to ensure the safety of everyone in a school setting. We know that the return to school will look different but we remain committed to providing a safe and meaningful learning environment for every student.

While this plan details guidelines and protocols for the safe return to school, it is important to note that the lay of the land may change again or present additional challenges. Through this ongoing uncertainty, we appreciate your understanding and flexibility as we adapt these models as needed, to ensure the safety of students, staff and families. Please also note that these guidelines may be modified to meet the unique needs of individual school settings.

Thank you for your ongoing support and patience. We wish you and your families good health and God's blessings.

Sincerely,



Rory McGuckin
Director of Education



INTRODUCTION

The plan for the reopening of schools and administrative buildings will focus heavily on the health and safety of students and staff. Full support throughout this transition to a new learning environment will be provided through guidance and training.

The TCDSB will take every precaution, following the guidance of Toronto Public Health, to ensure the health and safety. Students are entitled to receive an excellent academic experience supporting mental health and well-being and considering the needs of families.

The Ministry of Education announced their plans for reopening of schools on July 30 which provided expectations for school boards around learning model delivery of a full return to school for elementary and a quadmester return for secondary. **The TCDSB Reopening Action Plan: A Guide to Returning Safely to TCDSB Schools has been adapted to reflect this. It is important to note that this document is evolving and may require further changes based on new information received from Toronto Public Health, the Ministry of Education, staff, families, stakeholders or community partners.**

This TCDSB Reopening Action Plan is an evolving document that provides information for families to prepare for school in September. A more fulsome document with specific instructional material will be provided as we approach the first day of school in September.

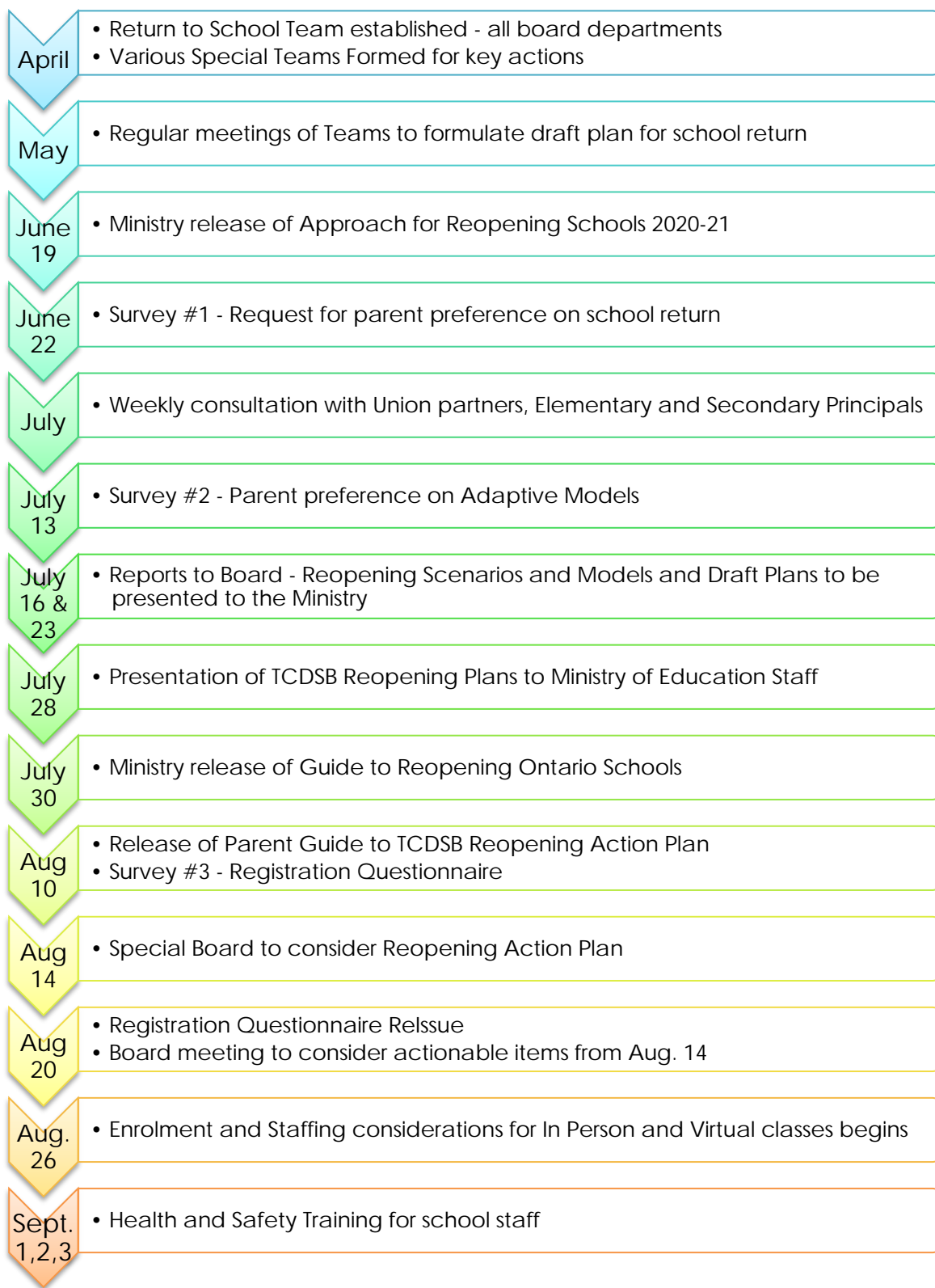
This plan is updated regularly to reflect recent Ministry announcements and Board Motions.

The TCDSB Reopening Action Plan is centered on the following:

OUR GUIDING PRINCIPLES	ACTION
Health and Safety for Students and Staff	Prioritizing Health and Safety for all Staff and Students
Equity and Access	Being aware with the flexibility to respond to Equity and Access Needs
Student Learning: A Faith Community of Believers	Committing to Continuity of Student Learning: Healthy minds, bodies and souls
Ongoing Communications and Improving Practices	Listening, Observing and checking practices and situations to always improve the response plan



TIMELINES



ENGAGING OUR STAKEHOLDERS

SURVEY #1

A survey was issued to parents June 22 to receive input regarding potential models and willingness to attend via school bus support. The following are results:

- A preference for a return to a classroom environment either through full return or partial return.
- Of the responses from families typically eligible for transportation, approximately half would be likely to resume bussing with a quarter of respondents unsure at the time of the survey.
- Parents indicated that they would likely opt for parent drop-off if transportation was not available.

SURVEY #2

A second survey was issued to parents July 13 to determine preference should an Adaptive Model (Scenario 2) be the direction of the Ministry.

- Results indicate that families are split on alternating students between in-class and distance learning bi-weekly and alternating students between in-class and distance learning within the school week.
- For secondary, families are split into thirds for a blended model, continued distance learning and full time return to school

SURVEY #3 – Registration Questionnaire

TCDSB requires confirmation of parents' intent for their children's education. The Ministry of Education, through the release of their plans for reopening, have detailed the return to school models that will be in place at the start of school.

TCDSB issued a pre-registration survey of elementary, secondary and adult students asking families to indicate their intentions regarding attending in-person or distance learning in order to consolidate plans for September. The pre-registration survey was available for one week from Monday, August 10, 2020 to Sunday, August 16, 2020.

Registration Questionnaire Re-Issued

We understand that the previous registration communication may have caused some confusion among families and to ensure optimum responses from families for the Return to School, another registration questionnaire is being issued from August 20 to 26, 2020.

Should families wish to change their choice of delivery model following completion of this questionnaire, the Board passed a motion that will allow students to change between models upon notification to school administrative staff (Principal) within a reasonable amount of time as space allows.

LEARNING MODELS

During the 2019-20 school year, most students were participating in various forms of distance learning from mid-March to the end of June. This was due to the fact that the Province closed all publicly funded school buildings as part of its plan to control the spread of COVID-19.

At the TCDSB, we are planning for a safe return to school for students and staff for the 2020-21 school year. The Ministry of Education required us to plan for three possible scenarios for returning to school: Full Return, Adapted Model, and Distance Learning. Both the Full Return and the Adapted Models operate with enhanced cleaning and health protocols in place.

On July 30, 2020, the Ministry of Education released a guidance document for school boards. The TCDSB models follow the direction of the [Guide for Reopening](#).

In order to support student well-being and safety as they transition back to learning, the Toronto Catholic District School Board will be staggering the re-entry of students over a one week period at the start of the school year beginning on September 14th, 2020.

Elementary: A ¼ of each class would start each day with full attendance achieved on Thursday September 17, 2020.

Secondary: Gr.9 students would attend for the first two days, Grade 10.11 and 12 would start on Wednesday September 16, 2020.

Staff will ensure that siblings who attend the same school will be scheduled on the same days. At this time, we do not have dates selected for individual students as schools are currently in the process of establishing class placements. Parents and guardians will receive confirmation of their child's re-entry schedule from the school as soon as placements have been finalized.

Elementary (Junior Kindergarten to Grade 8) Full Return

All elementary students will attend school 5 days per week, limited to one cohort for the entire day including recess and lunchtime. Enhanced cleaning and health and safety protocols will be in place. Some adaptations to program delivery will occur in order to adhere to Public Health protocols.

Secondary (Grade 9 to Grade 12) Adaptive Return

All regular classes will be cohorted and split into two of approximately 15 students or less. Students will attend every second day and will take two courses at a time through a quadsemester timeline for the school year. Further learning in the two courses will take place through Distance Learning. Students who regularly attend Special Education ISP DD/ME specialized classes will attend every day for the full day. Please note that further information from the Ministry of Education may further impact the details of this model.

An afternoon supervised study hall space will be available for students who wish to remain at school for the afternoon distance learning session. Students who choose distance learning will be taught by teachers outside of the regular school

Additional Details from Ministry Guidelines:

- Parents/guardians will have the option to choose face to face (in school) or distance (at home) learning for their children.
- Cohorting, which is the practice of keeping students together in self-contained groups through the school day, should be used to limit exposure to a wide variety of people.
- Direct and indirect contacts in schools for elementary students should be limited to approximately 50 and for secondary students should be limited to approximately 100.
- School-based staff who are in close regular contact with students will be provided with appropriate personal protective equipment (PPE).
- Students in all grades will be required to wear non-medical or cloth masks/face coverings indoors on school property, including in hallways and in classrooms. Outdoor times like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts.
- Students may wear their own non-medical or cloth masks, and non-medical masks will also be made available for those students that may forget to bring their own. Reasonable exceptions (medical reasons) on the requirement to wear masks will apply.

Cohort/Class Sizes – Elementary and Secondary

- Information gathered from the pre-registration survey to families will provide needed data to guide in the creation of classes and cohorts
- Elementary classes will adhere to class sizes in current Collective Agreements
- Kindergarten cohorts will be considered with opportunities to work in smaller groupings with Dedicated Early Childhood Educators (DECE's), classroom and itinerant staff to further enhance safety and distancing measures
- Secondary classes will be in cohorts of up to 15 students

Cohort and Distancing related Board Motions from August 14, 2020

- Class or cohort sizes be limited to allow for 2 metre distancing, or if this is not feasible given space limitations as much physical distancing as is possible
- A regional approach will be used in the allocation of additional resources
 - First to address schools within high incidence areas with high transmission and high-needs
 - Priority will be directed to kindergarten classes and other grades thereafter to achieve distancing where facilities or TCDSB resources allow, and will then explore options for space outside of TCDSB resources
- An exemption has been sought from the Ministry to allow DECE's to assist with smaller cohorts in kindergarten classes in the event that there is not a sufficient number of teachers available

ENGAGING OUR FAMILIES

Families play a critical role in supporting health and safety in our school communities.

The collaborative efforts of families, community and schools to help mitigate the transmission of COVID-19 is key to our partnership in creating safe and healthy learning environments.

The most important thing families can do is to screen their children daily for any COVID-19 symptoms and keep them home from school if they are sick or have had close contact with anyone diagnosed with COVID-19.

Parents/guardians should also teach their children about health and safety measures put in place to protect them and others around them. These practices include physical distancing, hand washing, and wearing a mask or face covering.

Families will have the option to choose face to face (at school) or distance learning (at home).

The Ministry of Education has provided guidance on school reopening. TCDSB has prepared models to accommodate all potential scenarios as we continue to take direction from the Ministry of Education guided by health experts. Our Guiding Principles, *Health and Safety of Students and Staff, Equity and Access, Student Learning: A Faith Community of Believers, Ongoing Communication and Improving Practices* will provide direction and stability in our school communities as they regather.

We will continue to engage families through communication and guidance on the TCDSB website. Your school Principal is a key conduit of information throughout this transition.

MEETING THE NEEDS OF STAFF AND EDUCATORS

Business and Academic staff are critical to our ability to prepare for a safe and successful reopening in September and beyond. We recognize that everyone is concerned about their own health and safety.

Employee Relations staff will work directly with Principals and Managers to respond to employee needs on a case by case basis. Discussions about approaches to meeting various needs will take place and will consider medical accommodations (e.g. disability, illness, etc.), self-isolation, accommodation for family status needs (e.g., child care, elder care, vulnerable family member at home, etc.), and mental health and well-being needs and support.

Educators are concerned for the safety and well-being of their students and are eager to check-in and connect with students in person. Planning for September and adapting to our new reality will be challenging. For TCDSB implementation plans to succeed, we must work together to solve problems, be flexible and responsive to new information and health data, and be willing to adapt where necessary.

Professional Learning and Capacity Building

Professional learning and capacity building opportunities will be provided to educators to help them to support all students. Learning will focus on:

- Health and Safety protocols related to COVID-19
- Focus on school re-entry
- Remote learning strategies & developing digital competencies
- Mental health and well-being
- Anti-racism Anti-discrimination training
- Implementation of the new Ontario math curriculum
- Providing support for students with Special Education Needs
- P. A. Days professional learning and training (September 1, 2, and 3)

Collaboration with our Employee Groups

We continue to meet regularly with our employees and union partners to support the planning and implementation of return to school models. Working in partnership, we are exploring solutions to issues that may impact some collective agreement parameters.

SUPPORTING OUR STUDENTS WITH SPECIAL EDUCATION NEEDS

The TCDSB will continue to focus on the support of students with special education needs as schools reopen. Transition plans are being established to facilitate a smooth transition back to school.

- All program delivery guidelines are created in consultation with TPH.
- All aspects of our plan prioritize our special education students (programming, cohort placement, transportation, support models).
- All students with special education needs will continue to be supported by Homeroom Teachers, Special Education Teachers, and Resource and School-Based Education Support Staff, as per their Individual Education Plans (IEPs).
- Full utilization of all Special Services providers (APT, Social Work, Psychology, etc.) to provide service to both face to face and distance learning needs for all of their students.
- Schools will follow the requirements to provide students with their IEPs in collaboration with parents/guardians. Changes in the school environments and/or distance learning needs will be considered when creating and updating the IEPs.
- Case Conferences (CC), School Based Support Learning Team (SBSLT), and Identification, Placement and Review Committee (IPRC) meetings will continue to take place.

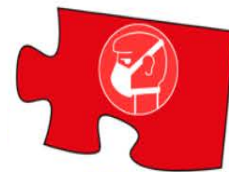
- Student Safety and Behaviour Plans will continue to be in place, as required. Appropriate Personal Protective Equipment (PPE) will be provided to staff who are responsible for Crisis Prevention and Intervention (CPI).
- Students will continue to access Special Equipment Amount (SEA) equipment/assistive technology and staff will continue to be supported with SEA equipment training to enhance student access to learning.
- Students with complex medical needs will have the option to attend face-to-face. Staff working with the students will be provided with appropriate PPE. Where return to school is not possible, Distance Learning will be available. Schools will collaborate with families and health care providers, according to the established referral process with community partners, to ensure that there is appropriate support to meet the needs of the students.
- All students with special education needs, who opt to engage in Distance Learning, will have timetabled synchronous learning opportunities included within the program.
- Elementary students with special education needs, engaged in face-to-face learning in non-Special Education classes, will attend school daily according to their assigned cohort.
- Secondary students with special education needs, engaged in face-to-face learning in non-Special Education classes, will follow the adaptive model, and attend school according to their assigned cohort.
- Elementary and Secondary students in Intensive Support Programs (ISPs) will attend school daily according to their ISP cohort, with consideration given to integration opportunities, as appropriate, in response to IEP program goals.

PROFESSIONAL SUPPORT SERVICES

- Students will continue to be able to receive support from TCDSB providers for Psychology, Social Work, Speech and Language Pathology, and Board Certified Behaviour Analyst services. Referrals to community supports for Occupational Therapy and Physiotherapy will continue according to established practices.
- Within each professional discipline of the Special Services Department, measures are being engaged to promote the health and safety of students and families while meeting face-to-face. Established supports for connecting with students and families in the virtual environment will be maintained.

MENTAL HEALTH AND WELL BEING: STUDENTS

- As students return to school after many months away, time and support to address the social and emotional needs of students will be required. This may include re-establishing school routines, nurturing peer relationships, and supporting students to manage stress and anxiety that they may be experiencing as they return to Face-to-Face or Distance Learning.
- All staff have a role to play in supporting students' mental health and well-being. Building relationships and connections to create a network of support will continue to be important to this process.
- Building capacity of school-based staff will help to ease the transition back to school and meet the needs of students. Special Services staff, who will be supporting students and schools, include Psychologists, Social Workers, Mental Health Professional Workers, Guidance Teachers and Child and Youth Workers.
- Students will be provided with a blended model of support, including both in-person and virtual supports. Supports will include both individual and group interventions, as appropriate.
- Transition supports will be provided for students in a variety of return-to-learn contexts.
- Students with special education needs will have attendance options which may include daily in school attendance or distance learning and will have access to a Resource Teacher as per their IEP.



HEALTH AND SAFETY

The health and safety of students and staff is always a priority. Based on guidance from Toronto Public Health and the Ministry of Education, enhanced measures will be implemented to reduce the spread of the virus – including physical distancing, good hand hygiene and respiratory etiquette, wearing face coverings, contact tracing and screening.

The Board and Ministry approved a staggered entry plan over the first week of school for elementary and secondary schools to address stakeholder concerns on space, transportation, health & safety compliance and monitoring, special education needs, class-size, sanitation, social distancing, traffic flow, and overcrowding. A request has been made to the Minister of Education and approval has been obtained by way of a Ministry Memorandum dated August 18, 2020. Further details are forthcoming with respect to the implementation of the staggered start.

Entering, Moving throughout and Exiting School

Before coming to school, all staff and students are expected to conduct a self-assessment for COVID-19 symptoms. Once they arrive at school, a second screening will be conducted to ensure no one exhibiting any symptoms comes into the school. This is the most important defence against transmission of COVID-19.

Students and staff will practice physical distancing and remain 2 metres apart to the maximum extent possible. Classrooms will be organized to encourage the maximum space between students. Floors will be marked with decals to designate a one-way traffic flow and identifying 2 metre distances in key areas. Signage will be placed throughout the building to reinforce safety protocols. Where physical distancing is not possible in school offices and public reception areas, we will review alternative methods of separation such as plexiglass barriers.

Three-sided plexiglass desk shields for students and teachers in classes of over 15 students will be considered with a focused prioritization of installation in schools in high incidence areas of highest needs (as identified by Toronto Public Health) coordinated with school administrative staff at the local level.

Our goal is to maintain physical distancing whenever possible. In order to reduce the potential for larger gatherings of students, we will be limiting occupancy levels in common areas such as hallways, stairwells and libraries. Lockers will not be used by students at this time.

Schools will determine local protocols including identifying entry/exit doors and parent pick up/drop off protocols.



Physical distancing directional decals at Brampton West

According to Toronto Public Health, hand washing is one of the most effective ways to minimize the risk of transmission of COVID-19. Signage about hand washing and proper respiratory etiquette will be prominent in schools/administration centres. For schools, hand washing time will also be built into daily routines, including after washroom use, recess and lunch breaks. Alcohol-based sanitizers will also be available throughout the school and at designated entry and exit points.

The Ministry of Education in their document entitled along with Board approved motion requires that masks be worn indoors for all students, staff, and visitors, with appropriate medical exemptions. If a student through information provided by the parent has a medical condition that makes him/her unable to wear a mask, then the student must wear a face shield. In the case where there is further information related to a medical condition that does not allow for the wearing of either a mask or face shield, parents must complete the TCDSB Prevalent Medical Conditions Form. This document requires physician verification and is a legislated requirement for the confidential purposes for the school to be aware of important medical conditions of students. Upon completion of the TCDSB Prevalent Medical Conditions Form, the school will accommodate the student with respect to his/her health needs. This process takes place in partnership between parents and the school principal.

Water fountains will be unavailable. Each student will be required to bring their own drink bottle that is labeled, filled at home, and kept with them during the day and not shared. Water bottle filling stations will be available in schools where they currently exist. There is an effort to increase the number of those filling stations in schools that currently do not have them.

A funding request has been made to the Minister of Education for the installation of water bottle filling stations to a ratio of one per every student washroom in schools.

Personal Protective Equipment (PPE)

All staff members will be provided with the appropriate PPE (medical masks, face shields, gloves and gowns where necessary) to safely interact with each other and with students. Additional PPE will be provided to staff who require it during their normal day to day responsibilities. All students will be required to wear a face mask or reusable cloth masks, which will be provided by the TCDSB. Reasonable exceptions regarding the requirement to wear masks/face coverings. Clear masks (or expression masks) will be readily available to Deaf and Hard of Hearing (DHH) students and any staff member with DHH students.

Training

All staff have been provided with a full day of Health and Safety training prior to the start of the school year. This included training on COVID-19 19 Awareness, Screening/Signs/Symptoms, donning/doffing PPE, and other safety protocols related to the return to work. We will consult with our Union/Federation partners and the Joint Occupational Health and Safety Committee on the training. Training will be delivered using a combination of webinars and videos. Training on COVID-19 awareness, masks/face coverings and safety protocols will also be made available to parents/students.

Cleaning and Other Additional Measures

Caretaking staff will perform routine cleaning of general facilities through the day and will conduct enhanced cleaning of high touch surfaces such as light switches, handrails, door

handles, etc. twice daily. Washrooms will be cleaned frequently throughout the day with a special attendance to high touch surfaces. Shared items will be used minimally and will be disinfected between users.

School Ventilation and Windows

Ventilation is the most essential element of any HVAC system. It influences air quality and energy efficiency, and proper ventilation helps controls odors, dilutes gases (such as carbon dioxide), and inhibits the spread of respiratory diseases. Submitted by schools, Environmental Support Services (ESS) has a proactive Preventative Maintenance (PM) program in place to service HVAC, air handlers and related equipment. These units are serviced on a regular basis throughout the year.

The Maintenance Department will proceed with modification of vertical sliding windows as needed to increase the opening from 4 inches to 12 inches. As this is a time-consuming process, priority will be given to schools in high COVID risk areas with no mechanical ventilation. For one window in each classroom, the spring mechanism will be inspected and repaired if necessary to ensure that the window can be opened to 12 inches without risk of falling. Once this is confirmed, the restrictors will be raised to allow an opening of 12 inches. If possible, this modification will be to the window directly opposite the classroom door to further facilitate air circulation.

In addition to the PM program, ESS has developed an action plan to improve school ventilation including the following steps:

1. Air Handling Unit's (AHU's) filters will be changed four (4) times per year, throughout the entire system which represents one additional filter change per year. These filters are HEPA quality
2. Increase in the Free Cooling procedure which involves opening the AHU's outside dampers to increase the fresh airflow intake and distribute throughout the system.
3. Increase the Preventative Maintenance program for the AHU's and exhaust fans during the summer to make sure all the systems are ready to handle the schools opening in September.
4. Raise the priority of the ventilations work-orders deficiencies to complete in a timely manner.
5. For older schools without mechanical ventilation and only exhaust fans, the operating schedule for these fans will be increased. This will generate an additional increase to the negative pressure created which draws the old air from inside the building and enhances the use of natural ventilation through open windows and doors.

Staff, in consultation with Building Sciences experts, are also developing a review of school air quality, window design and construction, and ventilation systems. As a result, contractors may carry out testing in September of CO₂ (carbon dioxide) levels at samples of schools with various types of ventilation systems and windows, as CO₂ level is a good indication of how well respiration is removed from the air. It's necessary this testing is completed when the buildings are occupied, as it is the people in a room that produce CO₂. Following this review and testing, recommendations for improvements will be made for action by TCDSB staff.

Health Screening for COVID-19 Symptoms

Before entering a school, students, staff and visitors (limited to only those necessary) must first do a self- assessment for COVID-19 symptoms. If staff or students feel unwell or have symptoms of COVID-19, they should not attend school and should go to a primary care provider or assessment centre for testing.

Each school will have a designated entrance(s) for staff and students with a screening station that has:

- Signage requiring all people entering to conduct a COVID-19 self-assessment.
- Signage and visual cues to remind people to practice to physical distancing while in the school.
- Exterior markings to reinforce physical distancing when entering the school.
- Alcohol-based sanitizer to disinfect hands prior to further entry into the building.
- A log book or alternative method of recording any visitors/itinerant staff for the purpose of contact tracing.
- A process for recording staff attendance for the purpose of contact tracing.

Suspected Cases of COVID-19

If a staff member or student has COVID-19 symptoms, they are to go to an assessment center and get tested.

As per direction of Toronto Public Health, if the test is negative, individuals can return to work/school 24 hours after symptoms go away, as long as they are not self-isolating for other reasons. Individuals with a confirmed case of COVID-19, can return to work 14 days after their symptoms first appear, as long as symptoms are mostly gone. No tests or clearance letter is required for return to work or school.

If a student develops COVID-19 symptoms while in school, they will immediately be separated from others in an isolation room until picked up. The student will be accompanied to the room by a staff member who will supervise them until they are picked up by family members. Both the staff member and the student will be required to wear a mask and other required PPE. To assist with this requirement, the room will be equipped with a PPE kit that includes masks, gloves, gown, face shield and tissues. The room will be disinfected once the individual leaves.

If a staff member becomes ill while they are at school, they are to go home, get tested for COVID-19 and self- isolate pending results. If they are unable to get home safely, they will be directed to wait in the isolation room until such time as a family member can pick them up. They will be required to follow all of the steps laid out for sick students in the isolation room.

Confirmed Case of COVID-19

The TCDSB will track student attendance and alert Toronto Public Health about unusual increases in absenteeism due to illness. Confirmed cases of COVID-19 are reported by the testing laboratory to Toronto Public Health who will help the school community through contact tracing.

Confirmed Case of COVID-19: Process

The following steps must be taken when there is a confirmed case of COVID-19 (student or staff):

- Supervisor/Principal to notify Manager/Superintendent, Health and Safety department and Communications.
- Supervisor/Principal to determine if employee/student was in the building 48 hours prior to and including the day of onset of symptoms OR 48 hours prior to positive specimen collection if asymptomatic at the time of specimen collection.
- If yes, Supervisor/Principal to inform all employees who have been in the building on those days of a confirmed case of COVID-19 (do not share personal information/name of infected person).
- Supervisor/Principal records this information including attendance, contact information and visitor sign-in logs for possible Toronto Public Health contact tracing purposes.
- Occupational Health & Safety Department reports name of employee/student to TPH. Also, the appropriate Union/Federation member will be notified (if an employee).
- Students and employees who test positive for COVID-19 will self-isolate for 14 days in accordance with TPH protocol.
- TPH will contact positive cases directly and provide a letter directly to the other staff/students identified to have a high risk of exposure. Communications Department to work with TPH on letters to school or community, as determined by TPH.
- TPH will collaborate with the Supervisor/Principal to obtain contact information for those individuals with a high risk of exposure.
- TPH will follow up with the Employer through the Occupational Health & Safety Department, if needed.
- Supervisor/Principal to discuss any enhanced cleaning protocols that may need to be performed with the Facility Team Leader. These area(s) will be closed until this enhanced cleaning is completed.
- Additional direction will be taken from TPH and is based on Ministry of Education and Ministry of Health guidance in the workplace.

Attendance and Absenteeism Reporting

TCDSB will track student attendance and alert Toronto Public Health about unusual increases in absenteeism due to illness. Confirmed cases of COVID-19 are reported by the lab to Toronto Public Health who will help the school community through contact tracing.

School Visitors

Schools will significantly limit visitors, including parents/guardians. Any essential visitors to a school will be required to conduct a COVID-19 health screening at the designated school entrance/screening station and will be required to wear a medical mask while on school property and sanitize hands upon entry.

Saliva Based Testing

The Board has recommended that a saliva based testing option be actively considered as a pilot project that can be scaled as needed and used in homes and schools. Toronto Public Health indicated that effective testing strategies can greatly assist in rendering schools safer with the aim of avoiding the shutdown of classes. Saliva testing kits for schools and homes will be explored further with TPH.



LEARNING AND INSTRUCTION

Students Requiring Technology

Starting in April the TCDSB has issued approximate 10,500 devices to students which included 6,100 Chromebooks and 4,400 iPads. Of these devices approximate 1,250 were to students who self-identified as needing internet access at home. To support these students, we have provided them LTE data enabled iPads. We plan to provide similar services to new students in September on request basis.

ELEMENTARY MODELS

Continuity of learning continues to be the goal in our schools for both face-to-face and distance learning models. Teachers will deliver programming based on the Ontario Curriculum and Ontario Kindergarten Program. Teachers will use effective instructional and assessment strategies that best meet the needs of their students and focus on student achievement and well-being. Ongoing professional learning opportunities for staff will prepare them to seamlessly transition between face to face and distance learning if necessary.

We acknowledge the need to ensure equity informs all aspects of our learning and instructional practices.

Full Return Face to Face (at school) - Elementary

Elementary school students in Kindergarten through Grade 8 will attend school five days per week, with 300 minutes of instruction per day, remaining in one cohort for the full day. Enhanced health and safety protocols will be in place in all schools. All students in Kindergarten to Grade 12 will be required to wear non-medical or cloth masks indoors on school property, including in hallways and in classrooms.

Cohorted classes will stay together and with one teacher (one teacher and one DECE in kindergarten), where possible. Flexibility in scheduling of recesses, lunches, and washroom breaks will be implemented. Itinerant teachers will safely provide instruction to classes in the full return model. Students will also be able to leave their classrooms to receive additional support and maintain limited groupings ([Ministry of Education Guide to Reopening](#)).

Educators will maintain an online platform (Google or Brightspace) for all students in the class and ensure that students are able to log in and know how to navigate the space. Professional learning and support will be provided to all staff to build capacity in using online learning resources.

Distance Learning (at home) - Elementary

As per the Ministry Guidance document on reopening schools, parents have the option of selecting face to face (in school) learning or distance (at home) learning for their children.

Please note that we are currently working on the creation of a TCDSB Virtual School. More information will be available to families in the days ahead.

The guidelines provided below is a preliminary outline of Distance Learning in the TCDSB for elementary students.

STRUCTURE OF DISTANCE LEARNING DAY

- Students will be assigned to virtual classrooms for distance learning.
- Teachers will record daily attendance.
- Students will receive 300 minutes of learning daily with a combination of synchronous and asynchronous opportunities.
- Teachers will support students in large and small group instruction.
- Staff will engage in ongoing and regular synchronous Check & Connect with students.
- Asynchronous independent work available in Google Classroom/Brightspace
- All teachers to maintain a robust Google or other approved platform for learning resources.
- Access to platform for relevant assigned itinerant staff and administrators to support and monitor learning.
- Students will receive timetables outlining weekly schedules for all classes.
- Central staff will provide resources on board website to enhance learning in all subject areas to enhance learning platforms.
- Roles and responsibilities of Mental health team to provide enhanced resources to support students and families.

CURRICULUM OVERVIEW

- Elementary program is based on the Overall Expectations of the Ontario Curriculum and the Kindergarten Program.
- Small group learning to follow up on students demonstrating their learning through play and inquiry (Early Years), literacy and numeracy, and other curriculum areas.
- Teachers will focus on core curriculum delivery and other subjects including Religion, Core French, Music, Visual Arts, Drama & Dance and Physical Education & Health.
- Synchronous and asynchronous learning supported by Google Classroom/Brightspace platforms.

DISTANCE LEARNING BY GRADE***Kindergarten***

- Daily synchronous instruction opportunities based on Kindergarten program
- Asynchronous activities/resources on classroom platform
- Whole Group Instruction (Synchronous and Asynchronous)
- Guided Small Group Instruction (Synchronous)
- Synchronous Check & Connect

Grades 1 – 3

- Daily synchronous instruction opportunities in Numeracy, literacy, religion
- Asynchronous activities/resources on classroom platform
- Whole Group Instruction
- Guided Instruction (Synchronous) & Independent Work
- Synchronous Check & Connect

Grades 4 – 6

- Daily synchronous instruction opportunities in Numeracy, literacy, religion, science
- Whole Group Instruction
- Guided Instruction (Synchronous) & Independent Work
- Synchronous Check & Connect
- Asynchronous activities/resources on classroom platform

Grades 7 – 8

- Daily synchronous instruction opportunities/Whole Group Instruction: Numeracy, literacy, religion, science, geography, history
- Guided Instruction (Synchronous) & Independent Work
- Synchronous Check & Connect
- Asynchronous activities/resources on classroom platform

EARLY YEARS PROGRAMS

Before- and After-School Programs (Extended Day Program, Authorized Recreation and Licensed Child Care) Before- and after-school programs (BASP) provide important care for families and their children outside of instructional hours and days. The TCDSB is committed to supporting the operation of these programs in schools in September, with the health and safety of children, families, and staff of utmost importance. The Ministry of Education recently announced revised [Operational Guidelines](#) for licensed child care operators to support the safe reopening of programs across the province. Updates are also being made to the *Before and After School Kindergarten to Grade 6 Policies and Guideline* to provide COVID-19-related operational guidance.

At this time, the Ministry has confirmed authorized recreation provider-operated after school programs and Extended Day Programs will be required to follow standard ratios and maximum group sizes set out in the *Before and After School Kindergarten to Grade 6 Policies and Guidelines*. Additionally, licensed child cares are required to develop infection prevention and control policies and procedures as per the [Toronto Public Health COVID-19 Guidance for Child Care Settings](#).

In September, school boards are expected to support cohorting of students to the greatest extent possible. While this can be challenging for students attending BASP, schools and BASP operators will collaborate to ensure that student lists and information are maintained and readily available to be provided to Toronto Public Health for contact tracing purposes. To support enhanced cleaning requirements in schools, TCDSB staff will work with BASP operators to facilitate the required cleaning before and after BASP students access program space.

While the full return to school supports the continued implementation of BASPs in TCDSB schools during the 2020-21 school year, the decision to operate and determine operating capacities for licensed BASP and authorized recreation programs will be made by organizations and individual program operators.

SECONDARY MODELS

Secondary Learning and Instruction - Adapted In-School and Remote Learning

All models in secondary use a quadmester calendar as suggested below:

QUAD	1	2	3	4
Start Day	September 14			
Last Day	November 18			
Start Day		November 19		
Last Day		February 5		
QUAD	1	2	3	4
Start Day			February 8	
Last Day			April 23	
Start Day				April 26
Last Day				June 29

PA Days: September 1, 2 and 3, 2020, November 20 (or 13), 2020
February 12, 2021, June 28 and 29, 2021

At the beginning of each quad, students/parents choose between Model 1 and Model 2 (below) and must indicate their choice two weeks prior to the start of quad. Most students are expected to complete two courses/quad. No switching is permitted during quads. Parent will need to notify the school in advance of the quad to ensure that appropriate programming will be able to take place.

Model 1: Adapted In-School Day Model (Cohorts)

Model 2: 100% Remote Learning

Adapted In-School Day (Cohorts) - Secondary

Unless there is further direction from the Ministry, the Adapted In-School Day model, learning will take place in-person at school in the morning and learning will continue at home. In school, there will be one teacher responsible per course and **classes will be divided into two halves (cohorts)** to ensure that there are approximately 15 students. Students will be positioned physically distant from each other in class in order to mitigate risk.

Consideration in planning student timetables and school models will also need to ensure that there are less than 100 indirect contacts between students. Local schools will do their best to re-locate larger classes in larger classroom spaces.

Classes will also utilize a recognized Learning Platform (Brightspace or Google Classroom) to facilitate the Distance Learning component of each class.

Distance Learning occurs when a student is demonstrating learning outcomes in communication with his/her teacher when they are not in the typical in-person classroom environment. Distance learning can be synchronous or asynchronous.

Synchronous Learning occurs when the teacher interacts with a student or group of students in real-time either online or through other means in relation to the course content, lessons or assessment tools. Learning platforms such as Brightspace and Google classroom can be used to support this approach.

Asynchronous Learning does not occur in-real time. Students respond to course content, lessons or assessments typically through accessing the learning platform where the teacher has placed these activities. Although this can seem to look like independent work, ideas, response and feedback can still occur. The feedback does not happen simultaneously with the teacher.

SECONDARY SCHEDULE: Adaptive Secondary Alternating Week Cycle

The example shown is with an 8:30 a.m. start. The start time of your secondary school will remain the same as last year.

Students typically take two courses per quad and will attend school every second day from 8:30 - 11:00 a.m.

- 8:30 a.m. - 11:00 a.m.:**
- One half of the class will attend school for in-class learning (alternating cohorts of the same class during the week)
 - The other half of the same class will participate in asynchronous learning in the morning

- *11:00 a.m. - 12:20 p.m.:** - Lunch for staff and exit for students

- 12:20 p.m. - 2:50 p.m.:**
- Learning in the other course will occur through synchronous learning Course 1 or Course 2 Synchronous Learning (both cohorts together) - prescribed by week
















The next week, the course that was taught in-person becomes the course taught through synchronous learning and the course that was taught through synchronous means is taught in-person at the school. This is the two-week cycle.











*At 11:00 a.m. students may remain at school and participate in the synchronous component of learning by attending a supervised study hall in the afternoon. Students must follow all protocols related to COVID-19 risk reduction and mitigation. There will be no cafeteria services offered. Students who remain will need to bring a lunch in the morning and cannot leave the building and re-enter, as contacts must be minimized among students throughout the day.

Student Timetables for Students Returning to Regular Secondary School
















Students will receive notifications of their first day, opening period and room number during the week of September 8. Once they are participating in in-class learning, timetables will be re-distributed.











(Week 1 of 2)

Morning	Day 1	Day 2	Day 1	Day 2	Day 1/2
BLOCK A 8:30 am - 9:45 am In-class learning	Cohort A Class 1 	Cohort B Class 1 	Cohort A Class 1 	Cohort B Class 1 	Cohort A/B Class 1 
BLOCK B 9:45 am – 11:00 am In-class learning	Cohort A Class 1 	Cohort B Class 1 	Cohort A Class 1 	Cohort B Class 1 	Cohort A/B Class 1 
BLOCK A/B 8:30 am - 11:00 am Asynchronous learning	Cohort B Class 1 	Cohort A Class 1 	Cohort B Class 1 	Cohort A Class 1 	Cohort B/A Class 1 

Afternoon	Day 1	Day 2	Day 1	Day 2	Day 1/2
BLOCK C 12:20 pm - 1:35 pm Synchronous Distance Learning	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 
BLOCK D 1:35 pm - 2:50 Synchronous Distance Learning	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 

(Week 2 of 2)

	Day 3	Day 4	Day 3	Day 4	Day 3/4
Morning					
BLOCK A 8:30 am - 11:00 am In-class learning	Cohort C Class 2 	Cohort D Class 2 	Cohort C Class 2 	Cohort D Class 2 	Cohort C/D Class 2 
BLOCK B 9:45 am – 11:00 am In-class learning OR	Cohort C Class 2 	Cohort D Class 2 	Cohort C Class 2 	Cohort D Class 2 	Cohort C/D Class 2 
BLOCK A/B 8:30 am - 11:00 am Asynchronous learning	Cohort D Class 2 	Cohort C Class 2 	Cohort D Class 2 	Cohort C Class 2 	Cohort D/C Class 2 

	Day 1	Day 2	Day 1	Day 2	Day 1/2
Afternoon					
BLOCK C 12:20 pm - 1:35 pm Synchronous Distance Learning	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 
BLOCK D 1:35 pm - 2:50 pm Synchronous Distance Learning	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 

Fully Remote Learning - Secondary

Some students may opt to not return to school and continue their learning at home. Below, please find the tentative model for Distance Learning in secondary with our board.

Students will have a daily schedule as outlined below. A minimum of 90 minutes/course/day must be synchronous through BrightSpace or Google Classroom.

Course 1: 9:00 a.m. - 11:30 a.m.

Course 2: 12:30 p.m. - 3:00 p.m.

Teachers will use BrightSpace or Google Classroom for course shells and content.

Considerations as this model is offered:

- Number of students who opt for the fully remote model
- Cohorts of students will be assigned to a teacher (not necessarily from their school)
- Remote Learning differs from the TCDSB e-Learning Day School Program
- Available staff expertise that will be available to provide course offerings

Alternative Ed. - Monsignor Fraser and Credit-bearing Adult Day School

Msgr. Fraser College Alternative Programming normally operates using quadmestered programming. The format of the programming will be augmented to ensure health and safety under the Adaptive Model. There are four TCDSB locations that offer alternative programs (for students age 16-18, 18-20) and/or adult programs (for students over the age of 21). All locations offer quadmestered courses. At the beginning of each quadmester, students may choose one of the following options (no switching during quadmasters):

A. Take up to two courses at the school

B. Take up to two courses on-line at the beginning of each quadmester

Registration forms and information are available online on the Monsignor Fraser College page of the TCDSB website.

ADULT LEARNING AND CONTINUING EDUCATION

The TCDSB is preparing a return to school plan for both the Adult Learning and the Continuing Education Departments that provides a safe learning environment for learners and instructors, allowing appropriate time for enhanced cleaning of school sites for daytime learning, eliminating student travel during peak times, and mitigating against the spread of the coronavirus. Each program area will deliver an effective online Distance Learning model that includes both synchronous and asynchronous instruction in the fall.

TCDSB Adult Education Programs: Federally funded LINC, provincially funded adult Non-credit ESL/FSL and Literacy and Basic Skill Programs

Adult Education Programs will be delivered in the 2020/2021 school year through a variety of modalities: from fully online, to a combination of face to face and online. Two different learning management systems and a wide selection of online resources have been compiled to meet the needs of diverse groups of adult learners. Instructor capacity to deliver the program through different modalities will continue to be enhanced through ongoing professional development. Care for Newcomer children will be offered in small group settings at the existing sites.

A managed, remote and small group face to face intake will be implemented in September to ensure a safe return to the classrooms for staff and adult learners.

All adult instructional sites and spaces will be receiving personal protective equipment, safety signs and additional cleaning to comply with all the Government of Ontario and Toronto Public Health guidelines for social distancing and health hygiene.

Elementary International Languages (Integrated Day School Hours)

- Day school classes will continue to be offered at the designated elementary schools integrated within the regular school day.
- After IL programs will be offered through an online platform. This includes both after school and weekend IL programs.
- Instructors will continue to be provided with professional development opportunities.

Elementary and Secondary Literacy and Numeracy Courses

- Program offerings are determined in collaboration with elementary and secondary schools.
- These courses will be delivered online through a Distance Learning model that includes both synchronous and asynchronous instruction.

Secondary Night School and Saturday International Language Credit Courses

- First semester for Night School will be delivered online through a Distance Learning model that includes both synchronous and asynchronous instruction.
- Saturday International Language credit courses will be delivered online through a Distance Learning model that includes both synchronous and asynchronous instruction.

GUIDELINES FOR SUBJECT DELIVERY - ELEMENTARY AND SECONDARY

Adaptations to some program delivery models may be necessary in order to adhere to enhanced safety protocols and Toronto Public Health guidance. Some programs that may be impacted include:

- Cooperative Education
- Health and Physical Education
- The Arts- dance, drama, music
- Technology programs and Excursions

OTHER CONSIDERATIONS TO LEARNING ENVIRONMENTS

Classroom Setup

In order to encourage physical distance, classrooms will be organized and set up in ways to encourage the maximum space between students.

“However, while physical distancing and its role in the prevention of infection transmission should be discussed with students of all ages, it is likely not practical to enforce strict physical distancing in elementary school children, especially during periods of play. Cohorting (discussed in Item #5) is an additional strategy that can be used to facilitate close interactions, while minimizing the number of potential exposures. Interaction, such as playing and socializing, is central to child development and should not be discouraged.”

(COVID-19: Guidance for School Reopening, p9)

Lunch & Recess

Planning and decisions about outside recess and play will be locally developed, based on Public Health direction and school context, including factors such as number of students, available space, etc. Lunch and recess will be staggered to allow for physical distancing and students will eat in classrooms and bring their own food (no sharing).

The following outlines expectations for Lunch at each grade level:

KINDERGARTEN STUDENTS

- Some children can be assigned to “picnic” spaces for eating lunch and snacks that would be designated around the room.
- When unmasked they are not at the same table. This could involve personal seating mats provided by the teacher.
- If student desks have plexiglass (classes over 15 students), those spaces will be used to create distancing during lunch.

ELEMENTARY STUDENTS

- Students will remain in their cohorts when they eat their lunch in the classroom.
- Students are encouraged to avoid conversations while seated during lunch.
- No food utensils or other food related materials are to be shared during lunch.
- Placement of waste in the garbage during lunch is coordinated so that students can dispose of their own waste and maintain proper social distancing.
- Students will wash their hands both before and after lunch.
- Elementary students may only leave the school building for lunch with a parent/guardian, following established visitor protocols.

SECONDARY STUDENTS

- If students are remaining at school for lunch then they are to remain in the school and bring their own lunch.
- There will be no cafeteria service in the school.
- Students will eat lunch in the room they had their previous class and will clean up their own waste.
- Students are encouraged to avoid conversations while seated during lunch.
- Students cannot exchange food or other items during this time.
- Students will wash their hands before and after lunch.

Excursions

Field trips and other activities that require group transportation will not be planned at this time.

Large Group Gatherings

Large in-person school gatherings such as assemblies, masses, concerts or dances) will not occur. Virtual options may be provided as an alternative.

School Clubs and Extra-Curricular

Schools can offer if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use.

Organized Sports

The Ministry Guide to Reopening indicates that schools can offer clubs and organized sports if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use. TCDSB will suspend participation for all interscholastic sports until the board receives explicit direction from the Ontario Medical Officer of Health (MOH) with respect to the resumption of activity. Once there is some easing of restrictions that enable certain activities to open within the orders of the MOH, plans for resumption can be tabled. This is not a return to normal, but rather to a “new normal” which will require everyone to modify their behaviour, stay informed, apply protective measures and follow public health advice and individual sport associations’ recommendations.



OPERATIONS

TRANSPORTATION

Transportation staff have been meeting regularly with bus operators over the summer to prepare for a safe return to school. It is important to note that approximately 20 percent of the driver pool is over sixty years of age, and it is anticipated that 100% service levels will not be achievable immediately. Bus operators have been encouraged to recruit drivers over and above their normal summer recruitment numbers to mitigate this anticipated shortage.

At a recent meeting between the Toronto Student Transportation Group (TSTG), which provides bus services for the Toronto District School Board (TDSB) and the Toronto Catholic District School Board (TCDSB), a motion was approved to move forward with a phased start for student transportation to ensure that students with special education needs are prioritized and receive bus service beginning the first week of school.

- During Week 1 of the school year (**September 14**) only students with special education needs will be provided with student transportation.
- Beginning **September 21** (week 2 of the school year), all other eligible students will be provided with student transportation, unless there is a significant driver shortage or other unforeseen issues related to COVID-19.

Given continued school bus driver shortages across the province, this staggered approach provides TSTG additional time to identify and address any potential start-up issues related to the driver shortage, and to ensure when full transportation services are in place, they are running as smoothly as possible.

The following considerations must be part of any successful and safe start up (sources include federal guidelines found at: www2.tc.gc.ca/en/services/road/federal-guidance-school-bus-operations-during-covid-19-pandemic.html and the Ontario Ministry of Education's *Guide to Reopening Ontario's Schools*).

1. **Reducing exposure:** Before every trip, bus drivers, students, parents and staff must self-assess for any COVID-19 symptoms and not board a bus if any symptoms are present. All students and drivers who experience symptoms need to self-isolate and stay home. If another member of a child's or driver's household develops symptoms, it is recommended that the child or driver stay home and self-isolate.

A child who develops symptoms while at school should not be permitted to return home on a school bus and should be picked up by a parent/guardian or provided a safe alternate means of transportation.

2. **Engineering controls:** Signage will be displayed on the buses to reinforce the importance of wearing masks, staying six feet apart where possible (e.g. lining up for the bus, boarding and disembarking), using good hand hygiene and not going into the aisles or congregating near the driver.

3. **Administrative controls:** Signage will be displayed prominently on buses and bus operators will continue their accelerated cleaning programs (increase the frequency of cleaning) in the buses (e.g. seats, inside hand railing, interior windows and walls, etc.). It is expected that the steering wheel and immediate driver area, as well as the tops of seats and hand railing will be wiped down between runs, which may result in some delay. All other enhanced cleaning will be performed either before or after the shift.

In addition to regular disinfecting of school bus interiors, to the extent possible, it is recommended that operators reduce the number of drivers who use a vehicle and ensure that the same drivers use the same vehicle and keep the same work schedules in order to limit contacts as much as possible. Some limits to busing may need to be imposed to start the school year dependent on driver availability and planning time required.

Where possible, the seat directly behind the school bus driver should remain empty to maintain physical distancing. Windows should be opened when feasible to increase ventilation.

4. **Safe work and hygiene practices:** Signage and messaging will be available encouraging people to stay home if they are ill. A self-assessment will be required before entry and a list of signs of illness to look for will be prominently displayed.

A meeting will take place with bus operators to ensure that they prepare professional development, to support school bus drivers.

Students should be reminded by parents/guardians and teachers to wash their hands with soap and water for 20 seconds before they leave home to take the bus, when they arrive at school, when they are leaving school prior to taking the bus, and when they get home.

Bus drivers should wash their hands often, including before and after completing trips and have sanitizer available for in-trip. Sanitizer should have at least 60% alcohol and should be used after assisting a child to their seat (if applicable), touching wheelchairs or other assistive devices, or having other direct contact with children, as needed throughout a trip and where other PPE such as gloves are not able to be used. Sanitizer should be properly labeled and stored in accordance with its material safety data sheet. Sanitizer should be stored outside the reach of children.

5. **Personal protective equipment:** Medical masks and eye protection (e.g. face shields) will be provided for school bus drivers. Eye protection for drivers should not interfere with the safe operation of vehicles and is intended to protect drivers during close contact with students, not while driving. Operators will follow Ministry of Transportation requirements as well as the guidance of Transport Canada's [Personal Protective Equipment and their uses by Commercial Vehicle Drivers](#). Drivers will also use gloves when cleaning or touching surfaces and safely dispose of them.

The choice of PPE for drivers should not interfere with their ability to access vehicle controls, or hinder or distort the driver's view – directly or through mirrors - of the road, students around the bus or of passengers.

As bus rides range from 5 minutes to over 60 minutes, and physical distancing is not always possible based on bus load capacity, PPE solutions for students will need to be implemented. Masks for students who can safely wear them will be the first line of

defence. To the extent that physical distancing may not be possible, the use of non-medical masks for all students will be required on school vehicles. Exceptions should be made for students with medical conditions or special needs that prevent masking. For those students unable to secure their own masks, some will be made available by the Board, along with a process to receive the masks through the school.

Another administrative control will be assigned seating for students. Students should be assigned seats and a record of the seating plan should be kept to assist with contact tracing in the case of a student or driver contracting COVID-19. Students who live in the same household or are in the same classroom cohort should be seated together. This will have the benefit of reducing exposure as well as assisting in reaching out to students most at risk should an exposure occur.

6. **Students with Special Education Needs:** Special care and attention will be given to ensuring adequate drivers for students with special education needs. It is understood that some children may not be able to use masks or may have medical or other special circumstances that may require accommodations. It is important to make the principal and transportation dept and/or bus operator aware of any accommodation requirements as soon as possible.
7. **Active and Safe Travel:** TSTG, in conjunction with TCDSB, provides pointers on active and safe travel (AST), including safety tips and maps including stop lights, crosswalks, etc. For more information on AST, please visit the TSTG website at www.torontoschoolbus.org/activetransport.
8. **Communication:** TCDSB initially reached out to families to determine their intention to send their children on the bus in September by way of a survey. Following a Board approved motion, the Registration Questionnaire will be re-issued from August 20-26.

TSTG has issued two recent communications to families (July 24 and August 14) and will continue to send out messages through the student transportation portal, and post to the website, to provide additional information on how to ensure a safe start up, including a video to reinforce safe habits prior to leaving the house (pre-screening, hand hygiene), arriving at the bus stop (physical distancing), on the bus (remaining in the seat, wearing a mask and not touching their face or others) and disembarking the bus (physical distancing, patience and washing hands at arrival to school), along with supporting information.

Parents/guardians or staff with questions may contact the transportation office at 416-394-4BUS (416- 394-4287) (starting July 27, please use the temporary start-up number at 647-790-3829) or by emailing transportation@torontoschoolbus.org.

ADMINISTRATIVE SITES

With the city of Toronto moving to stage 3 on July 31, we have been able to begin reopening our administrative sites. protocols have been in place since mid-July to allow staff who request it, limited access to work in office spaces. Occupancy is expected for the beginning of September, which is in line with other school boards and large public sector organizations.

COVID-19 signage, PPE and floor decals have been placed at TCDSB sites to indicate direction of travel, two metre distancing points in key areas and occupancy limits for elevators, meeting spaces and staff washrooms.

Each employee must conduct the COVID -19 self-assessment prior to entering the building, must sanitize their hands, record their entry/exit into the building and follow all physical distancing requirements.

Department Leads are responsible for managing occupancy levels, employee schedules and tracking mechanisms for contact tracing until a full return is implemented. Where workstations are closer than 1 metre distancing physical barriers may be considered. Administrative staff will be required to wear face coverings in areas where physical distancing is a challenge.

Staff from the Occupational Health and Safety Department will provide guidance and assistance on issues related to physical distancing and other safety measures.

COMMUNITY USE OF SCHOOLS

City Day Camps, Child Care, Field permits and some religious groups continue to operate at a number of schools currently.

The use of school facilities for community use will be limited in order to maintain disinfection of buildings and provide sufficient time to perform enhanced cleaning required for child care and regular school use.

Allowing outside permitting of school buildings would require these spaces to be cleaned prior to and after use by the outside group(s). Many permits have multiple cohorts of students/group members which could require cleaning during the permit as well. Sufficient caretaking resources do not currently exist to do this work.

Permits for the fall will be restricted to those programs that TCDSB is obligated to provide such as Before and After School Programs and programs operated by lease holders as part of their Lease.

CAFETERIAS

Until further notice, school cafeterias will be closed and food services will not be provided. This will prevent student gathering in these areas. Lunch rooms in elementary schools should not be used as such but rather additional instructional space if required. Students in elementary schools will be required to eat lunch in their classroom to maintain cohorting.

STUDENT NUTRITION PROGRAMS

Staff are looking into the options to support and continue student nutrition programs in the fall. Discussions around the use of pre-packaged and served using a “grab-and-go” approach are being explored. There are ongoing discussions on what the final delivery approach will look like and additional support that can be provided to students.

COVID-19 FUNDING

The Ministry of Education has announced the following provincial funding:

Provincial Funding Description	Amount (\$M)
Remote Learning	17.6
Ventilation in Classrooms	50.0
Additional Teacher Staffing	30.0
Additional Custodial Staffing	50.0
Health and Safety Training	10.0
Additional Supports for Special Education	10.0
Mental Health Supports	10.0
Additional Mental Health Support	10.0
Masks and Personal Protection Equipment (PPE)	60.0
Cleaning Supplies, Additional Staffing & PPEs for Student Bussing	40.0

Cleaning Supplies for Schools	25.0
Additional Public Health Nurses	50.0
Increased Lab Testing Capacity	23.6
Technology	15.0
Enhanced Cleaning	4.0

COMMUNICATIONS

We remain committed to sharing information as it becomes available and by communicating with TCDSB families and staff in a timely manner.

Communications and Health & Safety Departments are working together to produce a Return to School safety video, infographics and social media content to generate awareness around safety protocols for return to school including classroom hygiene, safety, physical distancing and handwashing. These products will continue to be developed and modified where appropriate. The TCDSB also continues to share transportation related information and updates with families.

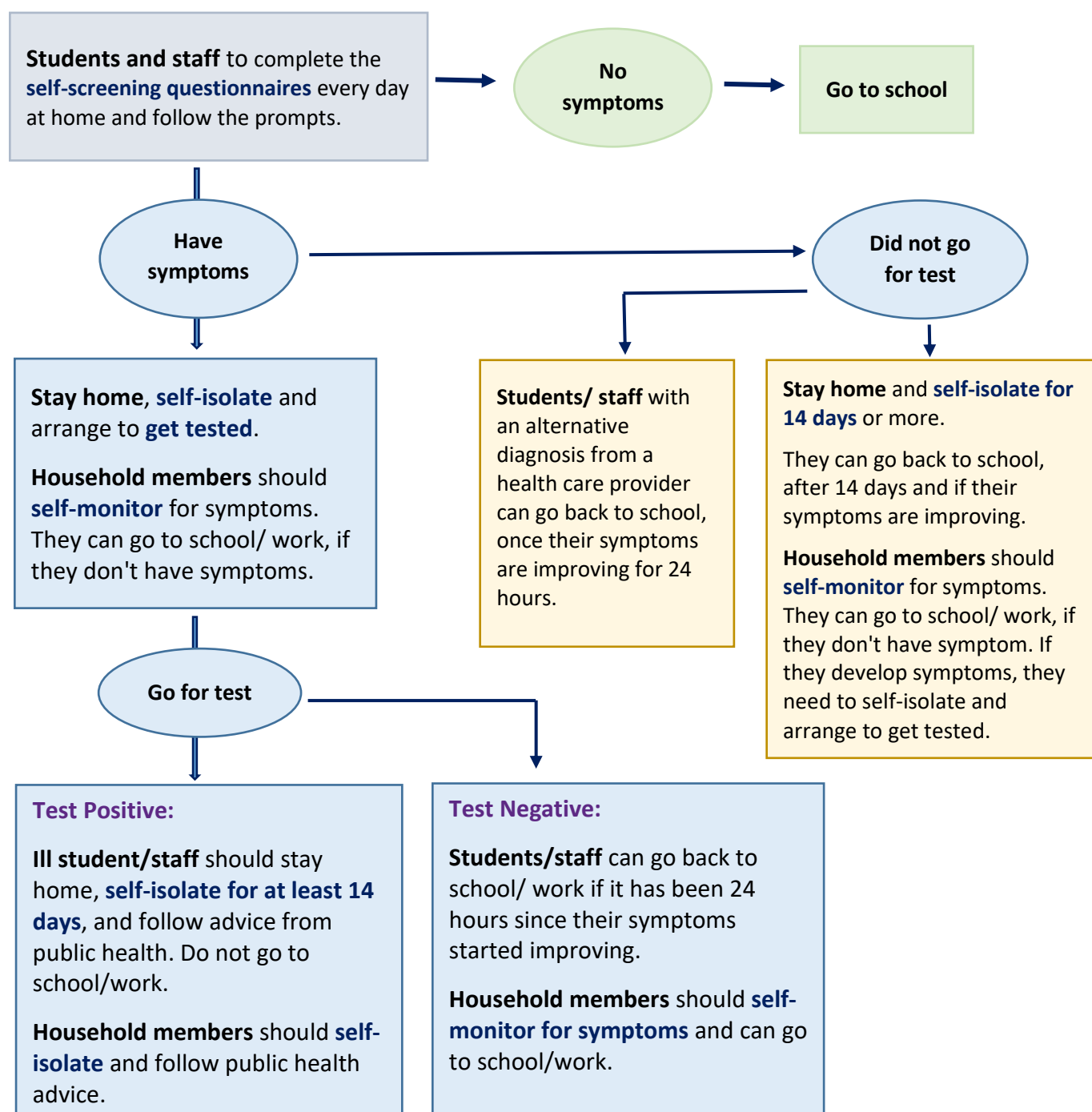
Important information related to the return to school plan will be provided through a variety of channels, including school messenger, the TCDSB website, exchange emails and social media.

COVID-19 School Decision Guide

Updated September 24, 2020

For all situations listed in the flow chart below:

- If the student or staff has symptoms and has been in close contact with a person who has COVID-19, the ill student/staff will need to self-isolate for 14 days. Their household members will need to stay home and self-isolate until COVID-19 is ruled out.
- Anyone who has travelled outside of Canada is required to self-isolate for 14 days. Their household members do not need to self-isolate if they have not travelled, if they don't have symptoms and they are not a close contact of a positive case.



SCHOOL REPORTING PROTOCOL FOR POSITIVE CASES OF COVID-19 STUDENTS AND STAFF

STEP 1 Principal will:

- ☐ Notify TCDSB OHS Department and Area Superintendent:

Email Corrado Maltese, corrado.maltese@tcdsb.org CELL 416-574-8389

Email Marta Radic, marta.radic@tcdsb.org CELL 647-227-3584

OHS Department will notify:

- Emergency Operations Center (EOC)
- Communications (Shazia Vlahos)
- Facilities Operations (Marty Farrell)
- TPH Liaison, Angela Pisan, Registered Nurse, angela.pisan@toronto.ca
- Ministry of Education, Donna Randall, Education Officer, donna.randall@ontario.ca
- Ministry of Labor, 1-877-202-0008

STEP 2 Principal will:

- ☐ Notify Toronto Public Health by submitting the following information to the TPH intake email address: CovidSchools@toronto.ca

- Name of School, address
- Name of school contact, phone number
- Name of ill student / staff
- Contact information for student / staff (parent name if student is under age 14, phone number, address and if possible, date of birth)
- Onset of symptoms
- Last day at school
- Who reported the case to the school
- Any other ill staff or student reports

STEP 3 Principal will:

- ☐ Report the positive case on the Ministry of Education's Online COVID Reporting Tool (GO-Secure site)

STEP 4

- ☐ TPH will investigate and prepare a communication for the school community. Share this draft with TCDSB Communications Department (Shazia Vlahos) before sending to your school community. Once approved by Shazia, forward this communication to all staff and parents. Please do not report the case to staff and parents until TPH has completed their investigation and has provided you with their letter. OHS Department will provide a copy of the TPH letter to the JHSCs and Unions.

STEP 5

- ☐ TCDSB Communications will post the relevant information on the COVID-19 Advisory section found on the [TCDSB web site](#) and on your school's page.

Back to School Confirmation Form

Please complete this form to confirm that your child is healthy and able to return to school. Check only one box. By adding your signature, you are verifying that the information is true. Return the completed form to your child's school principal.

Child's Name: _____

My child was absent from school because of a suspected illness:

- ☐ My child's health care provider has confirmed that my child does not have COVID-19, and their symptoms have been improving for more than 24 hours.
- ☐ My child had ONE of the following symptoms: sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, or muscle ache/fatigue. His/her symptom has improved for 24 hours.

Note: If your child's symptom has not improved in 24 hours or if your child had more than one symptom, they need to be tested for COVID-19 or stay home and self-isolate for 10 days.

- ☐ My child tested negative for COVID-19 and their symptoms have improved for more than 24 hours.
- ☐ My child had COVID-19 symptom(s), did not go for testing, and has completed 10 days of self-isolation from when the symptoms started. They do not have fever (without the use of medication) and their symptoms have been improving for at least 24 hours.
- ☐ My child tested positive for COVID-19 and has completed 10 days of self-isolation from when the symptom(s) started (or the test was done). My child was not hospitalized. My child does not have a fever (without the use of medication), and his/her symptoms are improving.

My child was identified as a close contact of someone who tested positive for COVID-19:

- ☐ My child tested negative for COVID-19 and has completed 14 days of self-isolation.
- ☐ My child tested positive for COVID-19 and has completed 10 days of self-isolation from when the symptoms started (or the test was done). My child was not hospitalized. My child does not have a fever (without the use of medication), and his/her symptoms are improving.
- ☐ I did not take my child for a COVID-19 test, but my child has completed 14 days of self-isolation and is well with no symptoms.

Date of COVID-19 test (if applicable): _____ (day/ month/ year)

I declare that my child is well, and is able to return to school.

Parent/Guardian Name: _____

Signature: _____ Date: _____ (day/ month/ year)



Supporting Student Mental Health During A Pandemic (COVID-19)

During a pandemic, like all of us, students may experience a range of emotions. You may observe that students appear anxious, preoccupied, or tired, and/or you may notice a range of physical complaints.

Reactions will vary according to:

- students' development stage
- level of awareness about the pandemic
- exposure to accurate information about the pandemic
- physical or emotional proximity to the outbreak
- health status of student and/or loved ones
- mental health status of student and/or loved ones
- prior experience with traumatic circumstances

Common student reactions

Anxiety

Worry about self or loved ones

Difficulty focusing on school

Preoccupation with illness

Need for reassurance

Fatigue

Stomach aches, headaches, etc.

During a pandemic, anxious reactions are common. As caring adults in a student's life, we can help young people by being a steady calming influence, providing developmentally-appropriate and factual information about the local situation, and helping students to feel some level of control. For example, students can help to prevent the spread of the illness through frequent and thorough hand-washing, good coughing and sneezing etiquette, and practicing self-care (e.g., healthy eating and sleep).

And, in times of crisis, there are opportunities. Model for students the importance of compassion, caring, and collective responsibility for the wellness of those around us. As educators, we can also hold up the power of the human spirit and highlight the courage of those impacted by the illness, and the many helpers who are selflessly and competently tending to them.

As a caring helper in students' lives, you can:

1. maintain a calm classroom environment
2. support students as they work through feelings of pandemic worry, in the course of daily school life
3. anticipate and notice that a student might be struggling and may require additional support
4. offer classroom accommodations to students experiencing social emotional concerns
5. assist students who are struggling, and their families, to access more intensive support

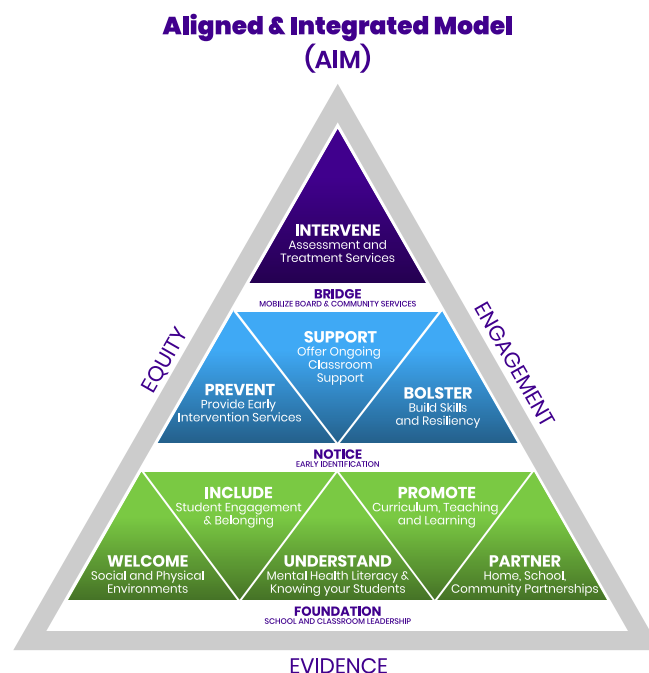


Note – All of us are affected to some degree by the pandemic, and depending on our personal circumstances there may be more or less cause for concern. In any case, remember to pause, and take the time you need and deserve to rest and relax, to be with family and friends, and to do the things that help you to stay well.

1. SUPPORT FOR ALL –

Maintain a calm classroom environment

- ☐ Set a calm pace for learning, relaxing deadlines as needed.
- ☐ Maintain normal, predictable routines as much as possible.
- ☐ Remind students about good hygiene and looking out for one another.
- ☐ Use learning activities that allow you to float and check-in with students.
- ☐ Create quiet spaces for student reflection and dialogue within the classroom.
- ☐ Encourage students to take breaks from news and social media.



2. SUPPORT FOR ALL –

Support students as they work through feelings of pandemic worry

- ☐ Keep explanations of the pandemic and related updates age-appropriate and factual.
- ☐ Listen well, and notice how your students are viewing the situation.
- ☐ Calm worries and reinforce hygiene procedures as something students can do to help.
- ☐ Validate feelings of anxiety and let students know that you have heard their concerns.
- ☐ Encourage students to draw on their faith, culture, natural supports, and coping skills.
- ☐ Maintain close communication with parents/guardians, reassuring them about school practices.
- ☐ Model compassion, positive coping and self-care skills.
- ☐ Help students to notice opportunities, quiet heroes and signs of hope.



3. SUPPORT FOR SOME – Anticipate and notice when a student might be struggling

- ☐ Consider whether there are students in the class who may be feeling more vulnerable
 - For example, students with: a personal connection to someone with the illness, a personal connection to those in or travelling through a widely affected region, a pre-existing medical condition (self or a family member), a pre-existing mental health problem, etc.
- ☐ Monitor these students more closely, checking in with them each day.
- ☐ Be mindful that students without an obvious link or vulnerability may also experience difficulty.
- ☐ Watch for changes in behavior or emotions that might signal that a student is struggling.
- ☐ If you have concerns, connect with parents/guardians to discuss your observations.
- ☐ Discuss your concerns with the student in a compassionate and age-appropriate manner.

4. SUPPORT FOR SOME – Offer classroom accommodations





- ☐ Welcome students who may be struggling, in a calm, caring, and intentional way each day.
- ☐ Let these students know about available school supports and how to access them.
- ☐ Create opportunities for quiet check-ins and dialogue.
- ☐ Maintain academic expectations, but soften these if a student seems overwhelmed.
- ☐ Help students to complete tasks by chunking assignments, pairing them with a partner, etc.
- ☐ Offer more time for test and assignment completion, as needed.
- ☐ Allow students to cue you if they need to connect, or take a break from a task.

5. SUPPORT FOR FEW – Assist students and their families to access support





- ☐ Know about available supports and pathways at the school, board, and community level.
- ☐ Continue to provide classroom accommodations to students struggling with pandemic worry.
- ☐ Remind students to use anxiety management strategies like deep breathing, relaxation techniques, stretching/exercise, social media breaks, challenging negative thoughts, etc.
- ☐ Use classroom strategies recommended by the parent/guardian and support providers.



Student/Parent/Guardian Mental Health Resources During School Board Closure

Site Name	Site Address	Site Description
	https://kidshelpphone.ca/ 1-800-668-6868	Youth in need of health support have access to trained counsellors 24/7 by phone or online. Additional resources also available.
	psychologyfoundation.org/Public/Parents/Content/Parents/Parents.aspx?hkey=e5a1572a-bff7-41fc-b74a-dca79be49c2b	Psychology Foundation of Canada - Parent Resources The Psychology Foundation of Canada (PFC) is a registered charity with a 40+ year history of nurturing resilience in children.
	https://smho-smso.ca/blog/how-to-support-student-mental-health-during-the-covid-19-pandemic/	Provides information to support youth mental health during COVID-19.
	https://www.sickkidscmh.ca/ABC/Parent-Resource/Welcome	The Resources include ideas for promoting the mental health of children and adolescents, information about how children change as they get older, descriptions of behaviours that might indicate a problem, and practical suggestions for steps to take.

	http://teenmentalhealth.org/product/tips-for-routine-during-covid-19/	<p>This resource provides tips and coping strategies for youth that may be helpful during COVID-19.</p>
	https://www.we.org/en-CA/get-doin/g/activities-and-resources/wellbeing/covid-19-toolkit	<p>WE Well-Being has curated downloadable, mental health resources to inform and support you and your family during this uncertain time.</p>
	https://www.anxietycanada.com/	<p>Anxiety Canada provides information and resources to support youth and adults manage anxiety. The Mindshift app can be accessed here.</p>
	https://www.calm.com/	<p>This is an app designed to help people with sleep, meditation and relaxation.</p>
	http://gersteincentre.org/ 416-929-5200	<p>Gerstein Crisis Centre provides crisis intervention, wellness and recovery activities, as well as training and education. Please note that during COVID-19 closures, interventions will be by telephone only.</p>

	https://www.torontodistresscentre.com/ 416-408-4357	Distress Centres of Greater Toronto provides 24-hour support, 7 days a week, 365 days a year to individuals in the community at risk and their most vulnerable. Please note that during COVID-19 closures, interventions will be by telephone only.
	https://www.connexontario.ca/treatment-information-service-call 1-866-531-2600	ConnexOntario provides free and confidential health services information 24/7, for people experiencing problems with alcohol and drugs, mental illness and/or gambling. They are funded by the Government of Ontario. Please note that during COVID-19 closures, interventions will be by telephone only.
	camh.ca/en/health-info/mental-health-and-covid-19	CAMH mental health website of resources
	https://jack.org/Resources/COVID-19-Your-Mental-Health-Resource-Hub	A hub of resources to help you take care of yourself and look out for the people you love during this challenging time.

Anxiety at School

Anxiety is a common experience - everyone feels anxious from time to time. Usually, these feelings are quite adaptive and keep us safe and performing well. However, when feelings of fear and worry persist over long periods, are exaggerated, or occur in the absence of actual threat, anxiety can be considered problematic. Educators have an important role in helping students to maintain a healthy level of anxiety.

Creating Supportive Classroom Environments

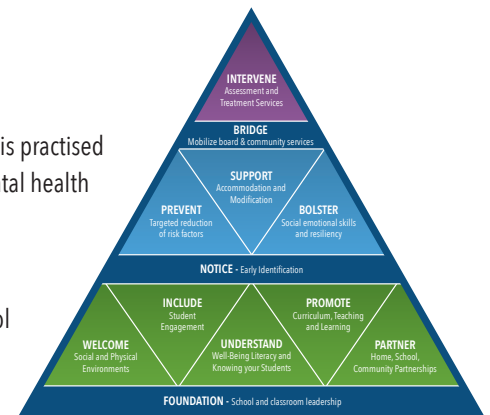
Inclusive and calm classroom environments facilitate academic learning and social-emotional well-being, and help students to regulate feelings of anxiety.

WELCOME, INCLUDE AND PARTNER

- ☐ Review general classroom-level strategies for creating welcoming and inclusive environments
- ☐ Greet each student individually by name daily
- ☐ Build relationships and develop rapport and trust with students
- ☐ Practice inclusion in your words, examples, actions, and visual displays in the classroom
- ☐ Create a learning environment that facilitates risk-taking and participation, where a growth mindset is practised
- ☐ Set a positive tone in interactions with parents and families, being open to conversations about mental health

UNDERSTAND

- ☐ Know your students; take time to get to know their unique stories and strengths
- ☐ Participate in professional learning opportunities to enhance your knowledge about anxiety at school
- ☐ Learn more about anxiety in [Supporting Minds](#), [ABCs of Mental Health](#), [aboutkidshealth](#), and other high-quality sources
- ☐ Know your school's referral process and pathways to service within the school and board.



PROMOTE

- ☐ Maintain a calm patient tone when speaking with students, especially with those who become anxious easily
- ☐ Normalize the experience of anxiety, and work to reduce potential sources of stress at school
- ☐ Have predictable routines in the classroom and announce changes in advance
- ☐ Reinforce social-emotional well-being skills, like problem-solving, decision-making, and conflict resolution
- ☐ Reinforce cognitive well-being skills, such as time management, study skills, and stress reduction techniques
- ☐ Build in time for mindfulness/contemplation, self-regulation, and/or stress reduction techniques

Noticing Signs of Anxiety Problems

Although most students are resilient and their anxiety is short-lived, if feelings of stress or worry become intense, out of proportion, and/or persistent over long periods of time this may interfere with a student's well-being and ability to learn. Educators are well-positioned to notice when a student is struggling with anxiety at school.

Although different signs occur at different ages, in general, the most prominent signs include:

Elementary Age Students	Secondary Age Students
<ul style="list-style-type: none"> ✓ Attendance concerns ✓ Separation issues ✓ Social issues – extreme shyness around peers ✓ Difficulty speaking in groups or in class ✓ Refusal and avoidance 	<ul style="list-style-type: none"> ✓ Performance on tests not matching ability ✓ Social and relational concerns ✓ Recurring physical symptoms without medical explanation ✓ Difficulty speaking in groups or in class ✓ Withdrawal and avoidance

If these signs of difficulty appear to be severe, prolonged, significantly interfere with day-to-day functioning, or if the child's family is expressing concerns, a discussion with your school administrator is important. In some situations, a referral to professional mental health support within the school board and/or community may be needed, and the school can offer support to the students and his/her family through the school board.

Supporting Students with Signs of Anxiety Problems

Educators are not mental health professionals and are not expected to provide assessment or counseling support to students who are exhibiting signs of anxiety problems. Educators are, however, able to observe, document and work collaboratively as part of a team to provide caring support at school.

Some Helpful Classroom Strategies for Students who Need Extra Support to Manage Anxiety Include:

When you observe...	Some strategies include...
Difficulty separating from caregivers	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Provide consistent and predictable arrival routines ✓ Provide positive reinforcement for brave behaviour and refrain from commenting on fears <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Develop a plan for the student's arrival at school ✓ Arrange for a buddy to greet the child and help with the transition into the classroom ✓ Maintain regular communication with the parent/guardian and encourage their participation in classroom activities, as appropriate ✓ Work with the parent/guardian to identify positive ways to reward non-anxious behaviour (e.g., allow the student to take home a special book or toy when they are brave at school)
An exaggerated need to be perfect	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Model a growth mindset-mistakes are a part of learning and can be seen as opportunities! ✓ Encourage the use of brainstorming and rough drafts ✓ Use rubrics to outline realistic performance expectations <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Acknowledge the student for finishing tasks on time without continual revising ✓ Work with families and the support team to find strategies that help the student to understand expectations and to complete assigned work within the required time frame
Worries about tests and exams	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Provide instruction about effective test-taking strategies (e.g., doing easy questions first) ✓ Encourage the use of breathing exercises to keep calm <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Avoid 'pop' quizzes; some students need advance notice ✓ Provide a separate environment for test-taking ✓ Allow additional time, if needed
Anxiety about completing tasks in time	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Provide advance notice of tests, assignments and time-limited tasks ✓ Use checklists and visual reminders of tasks and upcoming events ✓ Help students to chunk tasks into manageable units, using a calendar or schedule <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Provide feedback and encouragement for each section of the task completed ✓ Allow additional time, if needed
Fear of social situations at school, including public speaking	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Work to develop an atmosphere of acceptance and kindness throughout the classroom ✓ Reassure students that everyone feels nervous about speaking in front of a class ✓ Gradually work up to class presentations by having students practice in pairs/small groups <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Resist the tendency to allow the student to avoid social interactions – it is important that they are exposed to these situations and experience overcoming the fear ✓ If a student is worried about responding to questions in class, consider having the student answer yes/no questions first (instead of open-ended), rehearsing questions and answers before class, and/or developing a cue that tells you that the student is ready to respond

Adapted from Manassis, K (2012). Generalized Anxiety Disorder in the classroom. In J.Q. Bostic & A.L. Bagnell (Eds), Evidence-based School Psychiatry, Child and Adolescent Psychiatric Clinics of North America, 21 (1).

Questions? Contact us at kshort@smh-assist.ca.



COVID-19: A Guide for International Students in Canada Arriving from Abroad



NOTE:

Below is a document to put in place a consolidated set of guidelines to support the return of international students and outline the roles and responsibilities of Designated Learning Institutions, Provinces and Territories, and the Government of Canada.

This document is aligned with advice published by the Public Health Agency of Canada and complementary to that advice, with each Department / Agency responsible for its own advice, with cross-references to the other. PHAC advice pertains to public health measures, whereas Immigration, Refugees and Citizenship Canada advice focuses on the roles and responsibilities of stakeholders in the international education sector with respect to managing public health risks associated with COVID-19.

Section 1: Introduction

The following document provides information on the COVID-19 pandemic, and outlines the roles and responsibilities of Designated Learning Institutions (DLIs), Provinces and Territories (PTs), and the Government of Canada with respect to the safe arrival and stay of international students in Canada.

The information and guidance provided here are meant to supplement protocols and plans in place or being established at the PT and/or institutional levels (see Part 4 – roles and responsibilities). A general principle is provided to promote racial equality, diversity, inclusion and respect (see Part 5 – Fundamental Values for Race, Cultural Diversity and Inclusion).

This guidance should be read alongside the Public Health Agency of Canada's (PHAC's) institution readiness requirements, which support PTs in confirming that DLIs have appropriate measures in place to ensure international students can meet the obligations under the Quarantine Act and are ready to safely welcome international students. These guidance documents entitled: [Guidance for Post-secondary institutions during the coronavirus \(COVID-19\) pandemic](#) and [Guidance for Schools Kindergarten to Grade 12, outline the recommended public health measures applicable to all students in a Kindergarten to Grade 12 \(K-12\)](#) and post-secondary setting in Canada, as well as relevant guidance from provincial/territorial health authorities.

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Section 2: What is COVID-19 (coronavirus)

COVID-19 is a viral infectious disease that can vary in severity, with some individuals having very mild, or no symptoms, others may develop a respiratory illness, such as pneumonia, and some may develop severe and life threatening multi-system disease. COVID-19 has been declared a pandemic by the World Health Organization (WHO), meaning it is circulating globally, and there is little to no population immunity to the disease. Most people who are infected with COVID-19 will have a mild illness and will recover on their own. Some people who have more severe cases of COVID-19 will require care from a health care provider or hospitalization. COVID-19 may be diagnosed by a health care provider based on signs and symptoms, and/or confirmed through laboratory tests.

For more information about COVID-19 and its signs and symptoms, consult the Government of Canada's website at www.canada.ca/coronavirus.

Section 3: What you need to know before leaving your country

Any international student and accompanying immediate family members with symptoms that could be associated with COVID-19 will not be allowed to board their flight to Canada. If symptoms possibly associated with COVID-19 are present upon arrival in Canada, a health assessment will be performed by a PHAC quarantine or screening officer and the individual(s) may not be allowed to enter Canada, or if necessary, the individual(s) may be transported to a hospital for a medical examination.

Currently, international students may enter Canada for the purposes of pursuing primary or secondary school curriculum or a program of post-secondary study that has been confirmed by a province or territory as ready to safely host international students subject to conditions set out in the Quarantine Act, and Emergency Orders: *Minimizing the Risk of Exposure to COVID-19 in Canada Order (Mandatory Isolation)* and *Minimizing the Risk of Exposure to COVID-19 in Canada Order (Prohibition of Entry into Canada from the United States)*. The list of provincial or territorial approved institutions will be published on the IRCC website and international students are encouraged to verify that their institutions are on that list prior to travelling to Canada¹.

International students are required to hold a study permit or study permit approval, noting that a study permit alone is not a travel authorization and the international student must attend a DLI that a province or territory has determined as having appropriate measures in place to ensure students can meet the obligation under the Quarantine Act with respect to mandatory isolation or quarantine. IRCC will communicate with international students once travel authorization has been granted and remind them that this authorization may be cancelled if the circumstances in their destined DLI or PT changes (e.g. an outbreak). Among other requirements to be granted entry to Canada, an international student will be required to demonstrate to a border services officer that they are entering Canada for non-discretionary purposes and that they are studying at a [listed DLI](#). If these requirements are not demonstrated by an international student upon arrival, they may be refused entry.

NOTE: this amendment replaces the previous exemption where the Government of Canada introduced exemptions from the travel ban for international students who currently hold a valid Canadian study permit or have been approved for a study permit when the travel restrictions took effect on March 18, 2020

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Accompanying immediate family members may also be allowed to enter Canada to accompany international students. This could include a student's spouse or dependent child(ren), or in the case of a minor who is coming to study in Canada, a parent or legal guardian who will provide care during the quarantine period and/or remainder of stay in Canada. They must show that their reasons for travel are non-discretionary/non-optional, for instance, helping the student get established in Canada.

In accordance with the requirements set out in the Emergency Order under the Quarantine Act, all travellers entering Canada are required to undergo the necessary health checks, **must** wear a non-medical mask or face covering during travel, including to their place of quarantine, and they **must** [quarantine](#) (if asymptomatic) or isolate (if symptomatic) for 14 days upon arrival in Canada, in accordance with the requirements set out in the Emergency Order. Upon arrival, international students **must** be able to demonstrate that they have a plan in place to support their initial 14-day mandatory quarantine or isolation period in Canada as well as submit the required contact and address information.

International students should remember that it is a requirement to enter Canada with a **plan** for quarantining for at least 14 days in advance of their first day of their program of study or primary or secondary school curriculum in order to be in compliance with the existing Emergency Order under the Quarantine Act, requiring mandatory 14-day quarantine upon arrival. It is the student's responsibility to respect the following guidelines and that there are appropriate arrangements in place during their quarantine, which includes:

- ensuring they have individual accommodations, monitoring for symptoms,

- avoiding public and shared spaces, arranging to have access to basic necessities (e.g., food and medicines),
- physical distancing from others, and
- avoiding contact with people who are at higher risk for severe illness (i.e., older adults, individuals who have underlying medical conditions or are immunocompromised).

As such, hostels and residences with shared living accommodations are not acceptable for quarantine or isolation. International students living with a homestay provider, host family or a custodian will need to self-isolate from other members in the accommodation or home, which would involve having a separate bedroom and washroom (if possible), physical distancing from all household members, and frequently disinfecting high-touch surfaces.

Minors are not exempt from mandatory quarantine requirements. The parents or guardians of a minor travelling alone to Canada must also ensure that the appropriate arrangements have been made before departing from their home country and that the minor will be able to care for and support themselves during the 14-day mandatory quarantine period while living with a homestay provider, custodian, host family, hotel or in other accommodations.

Before arrival, the parent or guardian must understand Canada's protocols to safely quarantine (self-isolate) or isolate for the required period. This means that their child must quarantine in a place that meets public health requirements, and that their child is well-equipped with the necessities (food, medication, medical access) to quarantine while in Canada in the care of a custodian and/or homestay provider, or another family member.

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International students should confirm their eligibility for health-care coverage in Canada and, if not covered, they should make arrangements to purchase comprehensive private health insurance that includes COVID-19 coverage, before departure.

All students are responsible for following the requirements of federal quarantine, and other COVID-19 [guidelines and advice](#) as issued by the Government of Canada, the province or territory, the municipality where the student will reside, or issued by the institution where the student will study.

Failure to comply with this Order is an offense under the Quarantine Act. Any international student and/or family member who are found to be in violation of the mandatory 14-day quarantine period may be penalized under Canadian law. Maximum penalties include a fine of up to \$750,000 and/or imprisonment up to six months. Further, a person who causes a risk of imminent death or serious bodily harm to another person while willfully or recklessly contravening the Quarantine Act or the regulations could be liable for a fine of up to \$1,000,000 or to imprisonment of up to three years, or to both. Spot checks will be conducted by the Government of Canada to verify compliance. We note that in addition to the offences under the Quarantine Act, international students and their family members may face consequences under the *Immigration and Refugee Protection Act*, including prohibition of entry to Canada, loss of status and possible removal from Canada. These rules apply to international students who are minors as well. PT public health authorities and local officials also have the ability to enforce their own quarantine requirements.

Upon arrival, border services officers will assess the circumstances surrounding the student's travel. Students are strongly encouraged to make use of the ArriveCan App ([iOS](#), [Android](#) or [web format](#)), which makes it easier to provide

mandatory information upon entering Canada, reduces processing times and points of contact at the border, and provides the Government of Canada with voluntary updates on the student's quarantine compliance and the development of any symptoms during the 14-day quarantine.

During their stay in Canada, all international students and accompanying immediate family members must continue to comply with the federal, provincial and territorial laws and regulations, as well as the guidelines established by local authorities and their respective institutions.

Section 4: Roles and Responsibilities

Designated Learning Institutions

Learning institutions are designated to host international students under the authority of the province or territory in which they operate. A DLI may host international students and issue letters of acceptance (LOAs) to applicants destined to a Canadian primary or secondary school or a post-secondary education program. Upon receipt of an LOA from a DLI in Canada, a student abroad is eligible to apply for a study permit from IRCC.

Under the current COVID-19 circumstances, as long as the institution is published on [IRCC's list](#) of PT approved DLIs re-opening to students arriving from abroad, the institution is providing the student with assurance that it can welcome them into their program of study or primary or secondary school curriculum because they have the appropriate measures in place to ensure students can meet obligations under the Quarantine Act. Students can apply for a study permit with an LOA from an institution not currently on the list of DLIs re-opening to students arriving from abroad and commence online studies at the DLI, provided that this option is available to them. For these students, travel to Canada to study in person will be delayed until the DLI has the appropriate

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measures in place to be on IRCC's list of PT approved DLIs re-opening to students arriving from abroad.

In the context of COVID-19, DLIs are expected to have specific plans in place to manage their operations that align with PT business resumption plans related to managing the risks associated with COVID-19 and guidance issued by the Government of Canada and the local public health authority. DLIs are expected to abide by the public health protocols, orders, and guidance that are in effect, and are subject to PT oversight of their institutional plans. Any changes within the institutions should be communicated to the province or territory to ensure that the institution can remain on or should be removed from IRCC's list of PT approved DLIs re-opening to students arriving from abroad.

DLIs are expected to have plans in place to provide necessary information and support to international students destined to their institution in order to help them understand and manage current health restrictions and guidance. This guidance should be available to, and applicable for, international students and accompanying immediate family members, whether living on-campus or off-campus, including living with homestay or custodian.

DLIs are expected to recognize that a student who is new to Canada, or the specific community where they will be living and studying, may not be familiar with the resources available to them. International students should be provided with support resources and orientation information that not only helps them familiarize themselves with their new community, but also provides information on how to comply with current public health requirements, including expectations while in the 14-day mandatory quarantine period upon their arrival. Any information is expected to be provided to international students prior to their departure from their home countries, and upon arrival, as appropriate. Resources or information provided should include:

- [Information](#) related to legal requirements of the 14-day **mandatory quarantine** period after arrival in Canada, as well as respecting jurisdictional COVID-19 protocols;
- Assistance in developing **quarantine plans** in advance of their arrival to Canada, including providing options for transportation to their place of quarantine; confirming agreements and assisting students with hotels, homestay, custodian or other accommodations; and communicating that only individuals who lived together in the same household (e.g., family members) in the country of origin will be permitted to quarantine together in the chosen accommodation in Canada;
- Provision of transportation or information regarding transportation requirements from the airport, or initial point of arrival in the local community, to their place of quarantine (e.g., hotel, residence, or other commercial housing, homestay provider, dormitory or custodian);
- Assistance acquiring the necessities required for the 14-day mandatory quarantine period (e.g., food and/or meals, medications, personal hygiene items, and locating a doctor for medical services), or identify an individual or organization who can perform this function so that new and returning students, as well as those living on-campus or off-campus or those living with a homestay provider or custodian are able to safely observe the 14-day mandatory quarantine period;
- Assistance acquiring provincial health care coverage, or identifying providers that will offer comprehensive health insurance that will cover outpatient and inpatient treatments and include consultations, medical tests and hospital stays during COVID-19; and
- Provision of information on physical and mental health supports, and other supports available to international students.

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- Education and resources to ensure they understand Canada's guidance on public health measures and that they follow these recommendations during and after their 14-day quarantine period. Students should receive information about:
 - Monitoring for symptoms before, during, and after their arrival in Canada
 - Staying home/avoiding travel if ill
 - Physical distancing
 - Frequent hand hygiene
 - Respiratory etiquette
 - Environmental cleaning
 - Non-medical masks/face coverings
 - Avoiding contact with populations at high-risk for severe COVID-19 disease and outcomes (e.g. older adults, individuals who are immunocompromised and/or with underlying medical conditions).
- provider or host family responsible for the care and support of a minor, and safely transporting the symptomatic/exposed international student if requiring hospitalization;
- Ensuring plans are in place should a student in quarantine require medical care for an issue not related to COVID-19 (e.g., a physical injury or emotional distress);
- After the 14-day mandatory quarantine period, ongoing monitoring of the health and safety of students, outreach to international students to ensure they are familiar with Canadian public health expectations and practices, as well as protocols for infection prevention or control and management in the event of an outbreak, or if a student requires medical attention; and,
- Developing contingency plans, in collaboration with local and provincial/territorial authorities to safely house international students in the event of an outbreak, or if it is determined that an institution's plans are not sufficient to meet federal, provincial, territorial or local public health requirements.

Aligned with the business resumption plans and public health requirements in their jurisdictions, DLIs are expected to have identified plans in place for the safe operation of their institutions, and the continued monitoring of potential COVID-19 outbreaks. This would include measures such as:

- Implementing protocols during the 14-day mandatory quarantine period to monitor the health and well-being of international students (e.g., periodic check-ins) and reporting potential violations to the relevant public health authorities;
- Ensuring plans are in place should a student become symptomatic or is suspected of having been in contact with someone with COVID-19, including notifying the jurisdictional and local health authorities and education ministries, custodian, homestay

Provinces and Territories

Recognizing the jurisdiction that PTs have over education and their responsibilities with respect to public health, each jurisdiction is expected to have collaborated with its DLIs and local public health authorities to ensure that each institution has developed appropriate business resumption plans and strategies to ensure the health and safety of Canadians and its residents. The Government of Canada does not have jurisdiction over DLIs, and therefore it is incumbent on the PTs to work closely with local public health authorities and institutions to ensure the health and safety of international students and Canadians. The public health readiness

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requirements provided by PHAC will support PTs in confirming that the DLIs in their jurisdictions are ready to safely welcome international students.

PTs also have the responsibility to monitor compliance and enforce their own public health orders with respect to international students and DLIs.

It will be important for PTs, working with the DLIs and local public health authorities in their jurisdictions, to recognize the unique needs of international students, particularly those who are entering Canada or living abroad for the first time. This includes ensuring that plans are in place to support the arrival of students, notably to ensure that they have the necessary orientation and supports to live safely in their new communities, both during their initial arrival when they are observing the mandatory 14-day quarantine period as well as the remainder of their stay in Canada.

Recognizing PT roles in health, all jurisdictions will be responsible to ensure that protocols are in place around infection prevention, reporting and mitigation in the event that any future outbreak of the virus occurs and informing PHAC and IRCC to remove these institutions from IRCC's published list of DLIs re-opening to students arriving from abroad as they are no longer deemed equipped by the province or territory to accept international students.

PTs are to confirm readiness of DLIs to operate in the context of COVID-19 and specifically to host international students, including by identifying a list of institutions within the jurisdiction that can be considered to have been approved for this purpose in accordance with public health requirements and business resumption plans.

Government of Canada

The Government of Canada is responsible for the issuance of study permits (IRCC) to international students who have a valid letter of acceptance from a DLI and meet all eligibility and admissibility requirements, and for their admission to Canada.

IRCC will inform the international student through push notifications of their ability to travel based on whether a designated learning institutions has been confirmed by the province or territory as ready to host international students. International students (foreign nationals) who hold written notification from IRCC confirming the approval of their study permit application to be issued a study permit, and a letter of acceptance issued by a DLI approved by the province or territory as being ready to welcome the safe arrival of international students at the post-secondary or primary or secondary level, will be permitted to travel to Canada by air carriers (Transport Canada authority). Upon arrival at the Canadian port of entry (typically an airport for non-US travellers), these international students may be permitted entry to Canada and be issued their study permit following an examination by Canada Border Services Agency as long as they satisfy the Border Services Officer that they have met entry requirements.

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The Government of Canada is also responsible for the imposition of the mandatory 14-day quarantine/quarantine period established under *Emergency Orders* made pursuant to the *Quarantine Act* (see Section 2), as well as compliance monitoring and enforcement. A border services officer or PHAC quarantine or screening officer will assess every traveller entering Canada and ensure that they have a suitable plan for quarantine, and will follow up with individual travellers as required.

International students permitted to enter Canada are considered temporary residents under the *Immigration and Refugee Protection Regulation*. The Government of Canada is responsible for the enforcement of the mandatory immigration conditions that all temporary residents and persons temporarily authorized to enter must comply with under any order or regulation made pursuant to the *Quarantine Act*. As such, the Canada Border Services Agency, is responsible for seeking removal orders for international students who fail to comply with the above mandatory conditions.

The Government of Canada will coordinate information sharing internally within federal Departments and be responsible for managing and updating IRCC's list of DLIs re-opening to students arriving from abroad with institutions that are ready to receive international students and those that should be removed. The Government of Canada will also ensure that information sharing with PTs continues, through fora such as the Federal-Provincial Consultative Committee on Education-Related International Activities, regarding the International Student Program and to support the arrival of international students to Canada.

As part of information-sharing, the Government of Canada will solicit from PTs periodic reports on the performance of DLIs with the public health and student safety requirements set out in this guidance document. This will allow for adjustments to guidance and policies as necessary and ensure international students are updated about their status in returning for studies at a confirmed DLI on a PT-approved list.

Section 5: Fundamental Values for Race, Cultural Diversity and Inclusion

PTs, and the DLIs within their jurisdiction are expected to recognize their roles with respect to advancing racial equality, respect, cultural diversity and inclusion on post-secondary campuses and primary and secondary schools that will host international students who are minors.

This should include building into business resumption plans, strategies that protect the international student population from discrimination and harassment. PTs and DLIs should perform ongoing monitoring to ensure that local communities and campuses are safe and welcome places for international students, free of any biases or racism that may be associated with COVID-19.



REPORT TO

REGULAR BOARD

2021 CALENDAR OF BOARD AND COMMITTEE MEETINGS

All that he does is apt for its time; but although he has given us an awareness of the passage of time, we can grasp neither the beginning nor the end of what God does. Ecclesiastes 1:11

Created, Draft	First Tabling	Review
October 5, 2020	November 19, 2020	Click here to enter a date.
Paul Matthews, General Legal Counsel		
RECOMMENDATION REPORT		

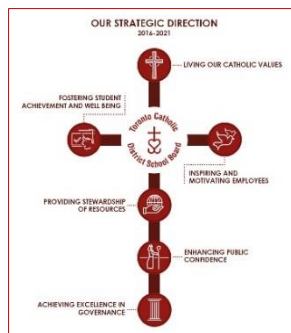
Vision:

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

Mission:

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

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



Dr. Brendan Browne
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 proposed 2021 Annual Calendar of Board and Committee meetings, attached at **Appendix A**, is presented to the Board for further input and approval.

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

B. PURPOSE

1. As per the Annual Calendar of Reports and Policy Metrics, a report for review and approval of the Annual Calendar of Board and Committee Meeting details for the following year is brought forward to the Board in November each year.

C. BACKGROUND

1. The dates selected for the Annual Calendar reflect Statutory Holidays. The Student Achievement and Well Being, Catholic Education and Human Resources Committee (Student Achievement) meeting is typically held on the first Thursday of each month; and the Corporate Services, Strategic Planning and Property Committee (Corporate Services) meeting is held on the second Thursday.
2. Article 4.2 of the Toronto Catholic District School Board's Operating By-Law 175 requires the Board to meet on the third Thursday in each month unless otherwise ordered by a special motion.
3. Meetings are not normally held during the summer month of July and only one Board meeting is held in the month of August in order to facilitate return from the Board-wide shut down in the summer months.
4. Below are the exceptions to the By-law requirement and adopted practices for scheduling the Committee meetings for the year 2021 and the reasons for those exceptions:

NEW DATE	MEETING	REASON
January 2021	All meetings	Scheduled one week later to accommodate the Christmas holidays.
March 2021	Regular Board	Scheduled one week later to accommodate the March Break.
April 2021	Student Achievement, Corporate Services, and Regular Board	Scheduled one week later to accommodate Holy Week (March 29 - April 2)
May 2021	Student Achievement	Scheduled twice in the month to accommodate the CCSTA AGM (June 3-5, 2021)
June 2021	Corporate Services	Corporate Services is scheduled on Tuesday to accommodate the Thursday Board Meeting
	Regular Board	Board is scheduled one week earlier to accommodate June graduations; and
November 2021	Student Achievement	Scheduled on Wednesday to accommodate the Cardinal's Dinner (November 4).
December 2021	Corporate Services	Corporate Services moved to Wednesday to accommodate the Thursday Board meeting and Advent events in the school communities
	Board	Board scheduled one week earlier to accommodate advent celebrations

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Once approved, the 2021 Calendar of Meetings will be posted on the Board's website.

E. STAFF RECOMMENDATION

That the Board approve the 2021 Calendar of Board and Committee Meetings as per **Appendix A** in order to best meet the needs of the Board.

TORONTO CATHOLIC DISTRICT SCHOOL BOARD 2021 CALENDAR OF MEETINGS

JANUARY				
M	T	W	T	F
				1
4	5	6	7	8
11	GAP	13	SA	15
CP	19	S	PAC/CS	22
OAP	LR	A/UAC	B	29

FEBRUARY				
M	T	W	T	F
1	GAP	3	FAC/SA	5
8	9	10	CS	12
15	16	S	B	19
CP	LR	SSA	NCC	26

MARCH				
M	T	W	T	F
OAP	GAP	3	SA	5
8	9	10	CS	12
15	16	17	18	19
22	IEAC	S	B	26
29	UAC			

APRIL				
M	T	W	T	F
			1	2
5	GAP	A/PAC	FAC/SA	9
12	13	14	CS	16
CP	20	SSA/S	B	23
OAP	LR	NCC		30

MAY				
M	T	W	T	F
3	GAP	5	SA	7
10	11	IEAC	CS	14
CP	18	S	B	21
24	LR	A	SA	28
31				

JUNE				
M	T	W	T	F
	GAP	SSA	3	4
OAP	CS	S	B/UAC	11
CP	LR	PAC	17	18
21	22	23	24	25
28	29	30		

JULY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	B	20
23	24	25	26	27
30	31			

SEPTEMBER				
M	T	W	T	F
		1	SA	3
6	GAP	8	CS	10
13	14	S	B	17
CP	21	22	23	24
27	28	A	LR	

OCTOBER				
M	T	W	T	F
				1
4	GAP	6	SA	8
11	12	13	CS	15
18	19	S	B	22
25	26	LR	28	29

NOVEMBER				
M	T	W	T	F
1	GAP	SA	4	5
8	9	10	CS	12
15	A/NCC	S	B	19
22	23	24	C/I	26
29	LR			

DECEMBER				
M	T	W	T	F
		S	SA	3
LR	GAP	CS	B	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

A	Audit Committee
AN	Awards Night
B	Regular Board
C/I	Caucus/Inaugural
CP	Catholic Parent Involvement Council
CS	Corporate Services
FAC	Filipino Advisory Committee
LR	Labour Relations
IEAC	Indigenous Education Advisory Committee

GAP	Governance and Policy
OAP	OAPCE
PAC	Portuguese Advisory Committee
S	SEAC
SA	Student Achievement
SSA	Safe Schools Advisory
NCC	Nurturing Our Catholic Community
UAC	Ukrainian Advisory Committee

January 1	New Year's Day
January 4	Board Offices Reopen
January 4	Schools Reopen
February 12	Parent/Teacher Interview (Elementary)
February 15	Family Day
March 15 -19	Mid Winter Break
April 2	Good Friday
April 5	Easter Monday
April 23	Exemplary Practice Awards
Apr 29 - May 1	OCSTA AGM
May 3-7	Catholic Education Week
May 3	Awards Night
May 24	Victoria Day

June 3-5	CCSTA AGM
June 29	School Ends
July 1	Canada Day
Jul 26-Aug 6	Board Offices Closed
September 6	Labour Day
September 7	First Instructional Day
October 11	Thanksgiving Day
November 4	Cardinal's Dinner
November 11	Remembrance Day
Dec. 25 - Jan 3	Christmas Break
TBC	System Wide Retirement
TBC	Annual Memorial Mass



REPORT TO

REGULAR BOARD

NET ZERO UPDATE (ALL WARDS)

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

Created, Draft	First Tabling	Review
November 10, 2020	November 19, 2020	

D. Friesen, Superintendent, Capital Development, Asset Management and Renewal
M. Farrell, Superintendent, Environmental Support 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.



Brendan Browne, PhD
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 provides an update on the path towards Net Zero and creation of a conservation culture at TCDSB.

Consultation has been curtailed by the COVID-19 crisis, however workshops with the Environment Committee and Facilities staff have taken place, resulting in some recommendations for specific immediate actions. The Board has also benefited from participation in the *Green Will Initiative*, a City of Toronto program arising from the mayor's Climate Challenge, to drive public and private sector building portfolios across Toronto to net zero emissions. Through this program, which is still in early stages, TCDSB receives notification of and assistance with applications for available incentives for energy and greenhouse gas reduction projects.

With partial assistance from a Natural Resources Canada (NRCan) incentive (for one project), retro-commissioning and upgrading of building systems has been completed or is underway in several schools. A significant portion of School Renewal funding has been spent or committed in 2019-2020 to upgrade heating and ventilation equipment and controls in schools. These projects will result in greater efficiency and reductions in energy use, greenhouse gas emissions and utility costs.

The report has been reviewed by the Environment Committee and recommends that the Board sign the Participation Agreement for the City of Toronto *Green Will Initiative*, included as Appendix A.

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

B. PURPOSE

- At the Corporate Services, Strategic Planning and Property Committee meeting on September 12, 2019 the Board committed to the creation of a conservation culture At TCDSB.*** A consultation process and next steps were outlined in the report regarding the third party Net Zero Energy Study. This report provides an update to the Board of Trustees on the progress of the consultation and steps towards the goal of energy conservation and ultimately net zero emissions.

C. BACKGROUND

1. *A study carried out by the Research in Architecture Studio noted that the reduction of greenhouse gas emissions is the critical concern in addressing climate change.* The study, presented to the Board in September 2019, concluded that net zero emissions, rather than net zero energy, is a more achievable target and that creation of a “conservation culture,” with sustained effort from a host of people, including external partners, over a period of years, even decades, is essential for success.
2. *The Board’s Energy Conservation and Demand Management (ECDM) Plan outlines a short-term goal for energy conservation.* The Board has retained Enerlife Consulting Inc. to monitor progress on targeted energy reductions outlined in the five-year ECDM Plan approved by the Board on June 6, 2019 and to provide an annual progress report. The Board allocated \$2M in the 2019-2020 School Renewal Plan for energy reduction projects identified in the ECDM. The actual expenditure to date is \$1.91M for projects at six (6) schools.

D. EVIDENCE/RESEARCH/ANALYSIS

1. *Consultation has been curtailed by the COVID-19 crisis, however meetings with the Environment Committee and Facilities staff have taken place as follows:*
 - Presentation to the Environment Committee meeting on September 20, 2019 with discussion of consultation on the creation of a conservation culture. Four sub-committees were formed to carry out in-depth consultation over the next year: (i) Energy Sub-committee; (ii) Curriculum Sub-committee; (iii) Resources Sub-committee; and (iv) Partnerships Sub-committee.
 - Consultation workshop held with approximately 40 Facilities staff (Operations, Maintenance, Capital Development, Asset Renewal) on September 27, 2019. A detailed summary of the feedback from this workshop is included in Appendix B. The general themes for action were:
 - Education and communication to increase awareness;
 - Involve students;
 - Enhance curriculum;

- Dedicated Energy Conservation staff/department;
 - Incentives for conservation;
 - Building assessment and retrofits;
 - Revise standards for new buildings;
 - Training of staff;
 - Funding.
2. ***Immediate specific action items arising from the Facilities workshop that staff are investigating or implementing are as follows:***
- a. Carry out blower door tests/infrared scans of selected schools;
 - b. Retain a consultant to develop a new energy efficient building standard;
 - c. Group Renewal projects at schools and look for opportunities to include energy use reduction measures such as caulking, weatherstripping and increased insulation;
 - d. Track energy savings from Renewal projects;
 - e. Provide energy use data displays in schools;
 - f. Build life cycle costing case for additional Capital/Renewal funding;
 - g. Involve and empower caretakers and trades to share knowledge with staff in schools.
3. ***In September, 2019, the Director of Education and the Chair of the Board attended the launch of the mayor's Climate Challenge.*** Coincidentally with the completion of the Net Zero Research Study, the City of Toronto invited the TCDSB along with other major public and private sector organizations to join in the mayor's Climate Challenge, a five-year program of benchmarking, auditing, retro-commissioning, Capital retrofit planning and long-term strategic planning to move the City towards net zero emissions (see Appendix C).
4. ***The Green Will Initiative (GWI) is a City of Toronto program arising from the mayor's Climate Challenge, to drive public and private sector building portfolios across Toronto to net zero emissions.*** Participation in this partnership will provide access to the City's Better Building Navigation and Support Services to help identify projects, formulate business cases, explore incentive, grant and financing solutions and measurement and verification.

5. ***The Board has already begun to reap the benefits of the GWI partnership through assistance in obtaining Natural Resources Canada (NRCan) funding for retro-commissioning.*** The City's Green Will staff made Board staff aware of the NRCan incentive which pays for 50% of the cost of commissioning existing buildings, up to \$40,000, to identify inefficiencies in building system operations and recommend remedial work and installation of new technology to reduce energy consumption and greenhouse gas emissions. assisted in completion of the application for this funding. The GWI team helped identify a suitable project and assisted with completing the application. Incentive funding was awarded for a retro-commissioning project at St. Oscar Romero based on the potential for significant energy savings.
6. ***TCDSB Operations and Maintenance staff will be participating in an Energy Efficiency for Building Operators (EEBO) training program, delivered by the Canadian Institute for Energy Training.*** This training session is being facilitated exclusively for operators of buildings in Toronto that are participating in GWI. The EEBO training program is a hands-on and highly interactive two-day course designed to engage, motivate, and empower building operators and maintenance staff. Over two days, December 1-2, 2020, instructors will facilitate participant understanding of how energy behaves, how energy is used in their facility, and how it can be controlled through operational action across a variety of building systems.
7. ***The City has requested participants in the GWI to sign a Participant Agreement to confirm commitment to the initiative.*** A copy of the agreement, to be signed by the Board's signing authorities (Chair or Vice-chair and Director or Associate Director), is included as Appendix A. The agreement has been reviewed by legal and facilities staff, who recommend signing as a demonstration of the Board's commitment to net zero goals. The agreement does not commit the Board financially in any way. ***The key component of the agreement is the Participant's acknowledgement that the success of the Green Will Initiative is dependent on the Participant's commitment to:***
 - (a) work with the City to develop *Pathway to Net Zero Plans*, including the establishment of goals and action items, to bring its building portfolio to net zero GHG emissions;
 - (b) initiate the action items outlined in the *Pathway to Net Zero Plans* developed by the City and the Participant;

- (c) provide access to information, data and findings to verify the progress of the action items outlined in the *Pathway to Net Zero Plans* and the performance of each building;
 - (d) work cooperatively with the City, other Green Will Initiative participants, and key Stakeholders; and
 - (e) work towards having their building portfolio meet the City's *TransformTO* goal of net zero greenhouse gas emissions by 2050.
8. ***In addition to one project receiving NRCan incentive funding, retro-commissioning and upgrading of building systems has been completed or is underway in several schools.*** \$22M of School Renewal funding has been spent or committed to upgrade heating and ventilation equipment and controls in schools. These projects will result in greater efficiency and reductions in energy use, greenhouse gas emissions and utility costs.
 9. ***Construction standards for TCDSB new schools will include a requirement for thermal scanning.*** Specifications for the St. Bruno/St. Raymond and St. Leo replacement schools, to be issued for tender shortly, include this new requirement, which detects areas of air leakage during construction that can they be addressed to ensure that the building envelope is as tight as possible. This is a critical factor in reducing energy use for heating and cooling. Blower door testing may also be employed to test air-tightness at completion of construction.
 10. ***Two new positions have been created in the Capital Development and Sustainability Department – A Sustainable Built Environment Supervisor and a Sustainable Built Environment Officer.*** Funded by the School Renewal Allocation, these two new staff will focus on the implementation of retrofit/equipment upgrade projects that will reduce energy consumption and greenhouse gas emissions and on updating our building standards to support moving towards net zero carbon in new schools.
 11. ***The Board resolution on September 2020 to have bicycle racks installed at all TCDSB schools, and take other measure to encourage cycling to school, is a step along the path to net zero emissions.*** While initiated as a COVID-19 response, the long term impact will hopefully be to reduce the number of school busses and cars taking students to school, thereby reducing emissions. An aggressive program to install the bike racks at the schools that do not have them, and increase the number of racks at larger schools, is well underway.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Stakeholder consultation on the development of energy reduction targets needs to continue. In December, 2019, the Communications Department created a Net Zero page on the Board website to share information and resources with all stakeholders at the following link:

<https://www.tcdsb.org/Board/environment/NetZero/Pages/default.aspx>

2. The City of Toronto has created a website to showcase the Green Will Initiative and listing participants, including the TCDSB:

<https://greenwillto.ca/our-participants/>

It is expected that information about the goals, actions and results of the various participants will be available on this website in the future.

3. Current action items related to the Green Will Initiative have been identified as follows:

- Review and execute Participant Agreement Nov. 19, 2020
- Form Net Zero Team Nov. 30, 2020
- Draft Pathway to Net Zero Plan Feb. 28, 2021
 - Provide details on Energy Policy and Energy Team
 - Building Portfolio short and long term goals, performance targets and action plan
- Intake process for buildings to enrol into GWI Mar. 31, 2021
 - Select buildings to be enrolled
 - Energy data to baseline (24 months of utility data including all energy sources for each building enrolled)
 - Share capital and maintenance plans of buildings enrolled
- Provide list of projects to highlight on GWI website Mar. 31, 2021
 - Include details like project scope, costs, savings and benefits

4. This update report has been reviewed by the Environment Committee. The staff recommendation is endorsed by the Committee.

F. STAFF RECOMMENDATION

That the Board execute the Participation Agreement for the City of Toronto *Green Will Initiative* included as Appendix A.

The Green Will Initiative

Participant Agreement

- A. The Participant (being the "Applicant" in the Application), hereby requests and makes application, either directly or by its Applicant Representative, who has authority to bind the Applicant, to the City of Toronto (the "City") to participate in the Green Will Initiative, as described in Schedule A, in accordance with the Eligibility Requirements.
- B. In consideration of the Advisory Services being provided under the Green Will Initiative from the City and other good and valuable consideration the receipt and sufficiency of which are hereby acknowledged, the Participant acknowledges, agrees, and consents that by submitting an Application to participate in the Green Will Initiative, whether or not its Application is ultimately accepted, to the following provisions:
1. **Limited Participants:** The Applicant acknowledges that the number of participants accepted annually by the City into the Green Will Initiative is limited based on available resources and funding.
 2. **Rejection of Application:** The Applicant acknowledges that the City may reject its Application for any reason at its sole discretion however the City's rejection of the Application does not prevent or limit the Applicant from applying to participate in the Green Will Initiative at a later date;
 3. **Eligibility Criteria:** The Participant acknowledges to be eligible to participate in the Green Will Initiative it must:
 - (a) Own and/or operate a multi-residential, commercial, institutional, or industrial building portfolio;
 - (b) Own and/or operate more than one (1) multi-residential, commercial, institutional, or industrial building within the City of Toronto;
 - (c) Have a Building Portfolio that aligns with the Green Will Initiatives annual program strategy and resources at the date of the Application;
 - (d) Provide further information as requested to the City in order for the City to evaluate the Applicant's eligibility and whether the City has the sufficient resources to support the Applicant as a participant; and
 - (e) Complete and execute the Green Will Initiative Application and Participant Agreement.
 4. **Agreement:** The Participant agrees and acknowledges that the Agreement is comprised of the Application, the Participant Agreement, and the schedules;
 5. **Accurate and Complete:** The Participant declares that the information in this Application is accurate and complete in all material respects;
 6. **Participant Commitment:** The Participant acknowledges and agrees that the success of the Green Will Initiative is dependent on the Participant's commitment to:
 - (a) work with the City to develop Pathway to Net Zero Plans, including the establishment of goals and action items, to bring its Building Portfolio to net zero GHG emissions;
 - (b) to initiate the action items outlined in the Pathway to Net Zero Plans developed by the City and the Participant;
 - (c) provide access to information, data and findings to verify the progress of the action items outlined in the Pathway to Net Zero Plans and the performance of each Building;
 - (d) work cooperatively with the City, other Green Will Initiative participants, and key Stakeholders; and
 - (e) work towards having their Building Portfolio meet the City's TransformTO goal of net zero greenhouse gas (GHG) emissions by 2050;
 7. **Collection of Information:** The Participant hereby consents to the collection, use, disclosure and other handling of any information it provides to the City, inclining all reports, data, personal information, records showing historical energy use and consumption, and other information of the Participant or its subcontractors or representatives (collectively, the "Participant Information") by the City for the purposes relating to the operation, administration and assessment of the Green Will Initiative, any iterative thereof or the Application, and in connection with any reporting activities related to the Green Will Initiative;

The Green Will Initiative

8. **Privacy Law:** The Participant acknowledges that the Application, the Agreement, and all Participant Information in the possession or control of the City are subject to applicable laws that include the access provisions of the *Municipal Freedom of Information and Protection of Privacy Act* (Ontario);
9. **Participant Information:** The Participant agrees to cooperate and make available such Participant Information, in the form and with the frequency as may be reasonably prescribed, when requested by the City should the City require the information for the implementation of the Green Will Initiative and/or its provision of the Advisory Services to the Participant;
10. **Information To Be Public:** The Participant grants the City the right to at any time make public the Participant's participation in the Green Will Initiative and data related to the Participant's participation in the Green Will Initiative, including but not limited to Participant Information, the Participant's achievement of GHG emission reduction, description of the initiatives taken by the Participant to reduce GHG emissions, and studies, analysis, and data collected by the City while providing the Advisory Services to the Participant. The Participant acknowledges that it shall clearly mark any Participant Information to remain confidential as confidential or otherwise submit a written request to the City identifying specific Participant Information that is to remain confidential. Participant Information that has not been identified as confidential will be presumed by the City as available to be made public;
11. **Share Contact Information:** The Participant grants the City the right to refer and share the Participant's contact information to other Green Will Initiative participants, interested parties in the Green Will Initiative, and Stakeholders, unless the Participant specifically prohibited the City to do so in writing;
12. **Access to Building:** The Participant agrees to provide the City, its personnel, and agents such reasonable access to each Building in its Building Portfolio as may be necessary to implement the Green Will Initiative. The City will contact the Participant in advance of accessing a Building;
13. **Damage to Building:** The Participant hereby waives any claims of damages that may arise out of the City, its personnel, and agents accessing a Building for the purposes of the Green Will Initiative including, without limitation, damage to any structures or any related loss (including economic loss), as a result of such usage, save and except any such claims or damages directly attributed to the gross negligence of the City or those for whom it is at law responsible. The waiver of claims by the Participant shall survive the termination of this Agreement;
14. **Evaluation, Measurement and Verification, Audit:** The Participant will participate in any surveys, studies, audits, evaluations or verifications conducted by the City or representative of the City (collectively, the "Initiative Operators") in connection with the Green Will Initiative, including for the purpose of proper administration, monitoring and verification of this Agreement or evaluation of the Green Will Initiative, and will provide the Initiative Operators reasonable access to the Participant's records and facilities for such purpose;
15. **Event of Default:** Each of the following is an "Event of Default" under the Agreement:
 - (a) If the Participant fails to observe or perform any obligation to be observed or performed under this Agreement and such failure is not cured to the satisfaction of the City;
 - (b) if any representation, warranty or certification made by the Participant is untrue, incomplete or inaccurate;
 - (c) the Participant fails to undertake reasonable efforts to achieve GHG emission reductions in its Building Portfolio;
 - (d) the Participant becomes or is declared insolvent, becomes the subject of any proceeding related to its liquidation or insolvency which is not dismissed within 90 calendar days, or make an assignment for benefit of creditors;
16. **Term and Termination:** This Agreement commences on the date in which Application is submitted by the Participant to the City and will terminate the earliest of the following: (a) the rejection of the Application by the City; (b) immediately on written notice by the City in the Event of Default; (c) upon 30 calendar days written notice by the City or the Participant; or (d) termination or lack of budget approval by City Council of the Green Will Initiative. The Participant acknowledges in the event its participation in the Green Will Initiative is terminated due to (a) or (b) above the City reserves the right to make public that the Participant is no longer a participant of the

The Green Will Initiative

Green Will Initiative. Sections 4, 7, 8, 10, 13, 14, 16, 17, 18, 19, and 22 of this Agreement will survive the termination of this Agreement.

17. **Representations and Warranties:** The Participant represents, warrants and agrees that:
 - (a) All information in the Application, including any information provided to the City to evaluate the Participant's eligibility to participate in the Green Will Initiative, is true, accurate and complete;
 - (b) It has the authority and capacity to enter into this Agreement;
 - (c) It is an independent contractor, and there is no joint venture, partnership or agency created or implied by this Agreement between the Participant and the City;
18. **Indemnity:** The Participant agrees it shall indemnify, defend and hold the City (including its officials, officers, directors, employees, agents, affiliates, and representatives) (collectively referred to as the "Indemnified Party"), harmless against any and all claims, demands, costs (including legal costs on a substantial indemnity basis), penalties, fines, fees, royalties, damages (including indirect, special, remote, and/or consequential damages) and causes of action, including without limitation, proprietary or personal injury (including death) that arise from, either directly or indirectly, or relate to, any act or omission of the Participant, its officials, directors, officers, employees, agents, affiliates, partners (general or limited), joint venturers, contractors, sub-consultants, and other representatives, in connection with the Participant's responsibilities under this Agreement, including without limitation, the carrying out or failure to carry out any obligation under this Agreement as well as any patent, trademark, or copyright infringement or breach of any intellectual property right, except to the extent that same was caused by the negligence or wilful misconduct of the Indemnified Party.
19. **No Warranty:** Except as specifically set forth or referenced in this Agreement, the Participant acknowledges and agrees that City provides no representations, warranties, or conditions to the Participant express, implied, statutory or otherwise regarding any matter, including any implied warranties or conditions of quality, workmanship, safety, legal compliance, or fitness for a particular purpose. Without limiting the generality of the foregoing, the Participant acknowledges that its participation in the Green Will Initiative is based upon its own assessment and the effort of its own participation and initiative in relations to the Green Will Initiative and not on any reliance on anticipated or projected results, and that such participation may not result in the achievement of any GHG emission reductions and goals identified in the Pathway to Net Zero Plans, which are expressly disclaimed by the Participant;
20. **Successors and Assigns:** The Participant agrees that this Agreement will enure to the benefit of and be binding upon the Participant and their respective successors and assigns. The Participant agrees not to assign the Agreement or any obligations under the Agreement to another person without prior written consent of the City, which consent may not be unreasonably withheld;
21. **Subcontracting By The City:** The Participant agrees that the City may subcontract any of its responsibilities under the Green Will Initiative to a third party;
22. **Governing Law:** This Agreement is governed by and construed in accordance with the laws of the Province of Ontario and the federal laws of Canada;
23. **Compliance With Laws:** The Participant agrees to comply, in all material respects, with all laws and regulations required to be complied with in the performance of its obligations under the Agreement;
24. **Severability:** The invalidity, unenforceability or illegality of any provision in this Agreement will not, to the extent permitted by applicable laws, affect the validity, enforceability or legality of any other provision of the Agreement, which will remain in full force and effect;
25. **No Partnership:** The Participant agrees that nothing in this Agreement will be deemed to constitute a partnership or joint venture or create any fiduciary relationship between the City and the Participant;

The Green Will Initiative

26. **Miscellaneous:** Except as otherwise provided, the Participant acknowledges and agrees that this Agreement constitutes the entire agreement in connection with its subject matter and supersedes all prior representations, communications, negotiations and understandings, whether oral, written, express or implied, concerning the subject matter of this Agreement. The Participant acknowledges that the City, from time to time, on written request ask the Participant to do such further acts and execute and deliver or cause to be done, executed, and delivered all such further things as may be reasonably required in order to fully perform and/or more effectively implement the terms of the Agreement;
27. **Amendment:** The Participant acknowledges and agrees that the City reserves the right to change the provisions of the Agreement at any time on reasonable notice; and
28. **Electronic Signatures:** This Agreement may be executed and delivered by email transmission. The City may rely upon all such signatures as though such signature was an original signature.

Signature of the Applicant or Applicant Representative	
<i>I/We have authority to bind the Applicant</i>	
Signature	
Print Name (First, Last)	
Print Title	
Date (yyyy-mm-dd)	

Office Use Only	
Received Date (yyyy-mm-dd)	
Approval Signature	
Print Name (First, Last)	
Print Title	
Approval Date (yyyy-mm-dd)	

The Green Will Initiative

Schedule A – The Green Will Initiative

A Participant in the City of Toronto's Green Will Initiative will be assigned a program staff responsible for supporting the development and implementation of strategic practices at throughout the Participant's Building Portfolio and at each Building to reduce greenhouse gas (GHG) emissions and to build a pathway to net zero GHG emissions. Program staff will act as a catalyst to leverage existing plans, initiatives and resources established by a Participant to accelerate GHG emissions reduction in their Building Portfolio.

Program staff will work with the Participant to build Pathway to Net Zero Plans that will leverage existing resources and plans established by the Participant and provide support to accelerate the Participant's actions which may include:

- Establishing a baseline and assist in identifying short and long term goals specific to the needs of their Building Portfolio,
- Creating an action plan to achieve established goals,
- Evaluating the state of good repair and long term capital planning both at the Building and the Building Portfolio level,
- Supporting the integration of environmental and social goals, along with increased operational effectiveness, when formulating business cases for projects and plans,
- Supporting the implementation of strategies and plans including short and long term projects.

The Green Will Initiative

Schedule B - Definitions

"Advisory Services" means advisory and support provided by the City or representatives of the City to drive energy management and GHG emissions management initiatives to improve the Participant's Building performance and reduce GHG emissions in Participant's Building Portfolio.

"Agreement" means the Participant Agreement, Application, and the Schedules, as it or they may be amended, restated or supplemented from time to time.

"Applicant" means, in respect to the Green Will Initiative, a person who has submitted and signed the Green Will Initiative Application and Participant Agreement to participate in the Green Will Initiative. Applicant also means Participant where applicable.

"Application" means a completed Green Will Initiative Application to participate in the Green Will Initiative submitted by a Participant or Applicant Representative to the City for approval.

"Applicant Representative" means a representative of the Participant that completes and submits the Application on behalf of the Participant.

"Building" means the building, premise or land, or part thereof, owned or occupied by the Participant and in respect of which such Participant is participating in the Green Will Initiative. A Building would be one of the buildings that make up the Participant's Building Portfolio.

"Building Portfolio" means the buildings, premises or lands, or part thereof, owned or occupied by the Participant and in respect of which such Participant is participating in the Green Will Initiative.

"City" means the City of Toronto.

"Eligibility Requirements" means the requirements the Green Will Initiative applicant needs to meet in order to qualify as a Participant as outlined under s. 3 of the Participant Agreement and revised by the City without notice from time to time.

"Participant" means, in respect to the Green Will Initiative, a person who has submitted and signed the Application and Participant Agreement to participate in the Green Will Initiative and has meet the Eligibility Requirements outlined in Section 3 of the Agreement, and whose Application has been accepted by the City. Participant also means Applicant where applicable.

"Participant Agreement" means, in respect to the Green Will Initiative, an agreement containing terms and conditions of the Green Will Initiative that the Participant must enter into or agree to be bound by in order to participate in the Green Will Initiative.

"person" means a natural person, firm, trust, partnership, association, unincorporated organization, limited partnership, company or corporation (with or without share capital), joint venture, sole proprietorship, governmental authority, or other entity of any kind.

"Stakeholder" means persons determined by the City that can support and add value to the Advisory Services delivered through the Green Will Initiative.

Summary of Results

Question 1: *What are the challenges and opportunities with respect to reduction of energy consumption in TCDSB schools?*

	Challenges	Opportunities
Commitment	People not caring about energy use, lack of political will, getting admin support on target and education of staff	Assign staff or department dedicated to energy consumption Board-wide
Conditions	Aging infrastructure, not built for efficiency, not easy to retrofit, low occupancy of some buildings	Revise standards and expectations, comprehensive assessment of buildings, review systems for efficiency when replacing, proper mechanical system design and installation
Controls	Behavioural challenges, technology needs to work better	Extend BAS to all buildings, opportunity for separate BAS for individual spaces, increased monitoring of consumption, daylight sensors
Cost	No targeted funding for energy conservation, evaluation on immediate costs, short term pain vs. long term gain	Evaluate projects on life cycle cost, federal funds/grants, charge-back energy us during permits
Curriculum	Lack of knowledge of building systems, unrealistic expectations	Invest in the new generation, issues integrated in curriculum, make conservation a program component

Question 2: *On average, how would you rate the knowledge of school staff about energy production, distribution and consumption and the effects of occupant behavior and habits on energy consumption? How might knowledge gaps be addressed?*

Knowledge of custodial staff is very good, often they are the “watchdog” for energy use in their buildings and may be able to help encourage students and teachers to conserve. Knowledge of teachers and administrators thought to be “medium.” It was noted that teachers and principals may not prioritize conservation because the cost of energy is not theirs and they may be overwhelmed/distracted by more pressing issues.

Ways to address knowledge gap and commitment to conservation:

- More training for custodians on equipment and visual inspection of buildings
- Logging and communication of energy use data – energy dashboard
- Competition to reduce consumption
- Involve students in care of the school
- Include energy conservation in curriculum
- Expand Eco-schools program
- Principals’ meetings
- Attend environmental conference
- Encourage accountability

Question 3: *How might we make use of Renewal Funding and the Renewal Plan to carry out energy retrofits so that all schools become more energy efficient over time? How long do you think this would take?*

1. Planning:

- Carry out building assessments (infrared scanning)
- Start with the worst performers
- Evaluate financial viability of projects
- Combine projects at a school.

2. Priorities:

- HVAC – replace with efficient equipment, add BAS
- Lighting – replace with LED, controls (daylight/occupancy sensors)
- Roofs – add insulation
- Water consumption

3. Funding:

- Increased Ministry Renewal funding needed
- Ministry mandate to improve energy efficiency factored into VFA, e.g. to include insulation/caulking/sealing with exterior brick replacement

4. Timing:

- 10-15 years to implement
- 25-35 year payback

Question 4: *(i) How could training of custodians and maintenance trades help reduce energy use in schools?*

- Behaviour – more ownership/accountability
- Knowledge – better awareness put into practice, training to better understand their buildings could lead to reduction in operating/repair costs
- Communication – sharing of knowledge, need to include all staff in school
- Preventative Maintenance rather than reactive, ability to prioritize some maintenance issues that appear small but have large energy implications, e.g. window caulking

(ii) How might training be carried out?

- Head caretaker meetings/workshops – mandatory annual training, bi-annual lunch n' learn, Professional Development days and incentives
- Involve and empower caretakers and trades – share knowledge with staff in schools, partnership with union, seek feedback from custodians and maintenance trades
- Training Committee as part of dedicated Net Zero/Energy Conservation staff/department
- Improve delivery of training – skype, shorter, more compact, smaller classes, more time to exchange experiences, reviews/surveys

Question 5: *How can we change the design and specifications of new schools to help reduce energy consumption with the funding provided by the Ministry? If additional funding was provided, where would it be best spent?*

Passive:

- Orientation to minimize heat gain in summer, maximize passive solar in winter
- Shading – building (canopies, window shading), site (trees, orientation)
- Natural cooling/ventilation
- Better envelope – more insulation, triple glazing, weatherstripping, better quality

Active:

- Displacement ventilation, in-floor heating (current standard)
- HVAC zoning and controls
- LED lighting, lighting controls
- Investigate geothermal
- Solar panels, solar walls
- Water cooling
- Interactive energy creation (e.g. bicycle generation)

Soft Factors:

- Exceed current building code, e.g. insulation level
- Get Ministry support for unique site costs for Toronto Green Standard tiers 2-4
- LEED certification
- Put usage statistics on public display

Question 6: *How important do you think occupant behaviour is in reducing energy consumption vs. building design? How might we encourage greater commitment amongst school staff to look for ways to reduce energy consumption in their schools?*

Workshop participants felt that occupant behaviour is very important and that maximum expected energy reductions from more efficient equipment and building design will not materialize if occupant behaviour does not support energy conservation.

Suggestions to increase commitment to energy conservation:

- Incentives
 - Water bottle filling stations for Eco schools
 - Board recognition for leadership/success in energy conservation
 - Retrofits to further reduce energy use
 - Lieu time for staff leaders
- Information
 - Information sessions
 - Continuing Education
 - “Green/Sustainable Event”
 - Curriculum

- Enforcement
 - School Energy Monitors
 - Remove inefficient equipment installed by occupants to circumvent controls, replace with energy efficient equipment that occupants have some control over
 - Awareness of min/max temperature policies, use of equipment (e.g. do not block air flow)

Additional Questions arising from the discussion:

1. *Is it worth the effort?*
2. *How does permit use affect level of annual energy consumption?*
3. *How do we prioritize schools for energy audits?*
4. *How can we develop better standards for new schools? Should we hire an external consultant to develop standards and details? How can we make sure all internal departments have the required input into building standards?*
5. *How do we rationalize the dichotomy between energy conservation and the installation of cooling centres and air conditioning in all portables? Why do we spend so much money on air conditioning for a few days a year? Is this taking us in the wrong direction?*

General Themes for Action

- Education and communication to increase awareness
- Involve students
- Enhance curriculum
- Dedicated Energy Conservation staff/department
- Incentives for conservation
- Building assessment and retrofits
- Revise standards for new buildings
- Train staff
- Funding

Immediate Specific Action Items

1. Carry out blower door tests/infrared scans of selected schools.
2. Retain a consultant to develop a new energy efficient building standard.
3. Group Renewal projects at schools and look for opportunities to include energy use reduction measures such as caulking, weatherstripping and increased insulation.
4. Track energy savings from Renewal projects
5. Provide energy use data displays in schools.
6. Build life cycle costing case for additional Capital/Renewal funding
7. Involve and empower caretakers and trades to share knowledge with staff in schools

September 17, 2019

Re: The Buildings Challenge – Draft Design

C40 Cities Climate Leadership Group

- The Mayor's Office and the Environment & Energy Division are excited to invite you to join The Buildings Challenge as part of the City of Toronto's commitment to the C40 Cities Climate Leadership Group.
- This new program will be announced internationally at the 2019 C40 World Mayors Summit in Copenhagen, Denmark by John Tory as an ambitious and new solution to address climate change.

The Buildings Challenge

- The Buildings Challenge will target property managers and owners and propel them through key policy mechanisms (to be implemented in the near future) to move Toronto towards 100% net-zero carbon emissions.
- **The Challenge for Participants** - Enrolling their portfolio of buildings in the Buildings Challenge and moving buildings through each of the 4 stages:
 1. Benchmarking
 2. Audit + Retro/commissioning
 3. Retrofit Capital Planning
 4. Strategic Energy Management & Continuous Improvement

Proposed Review Material for Each Stage

Challenge stages	Intake Materials
1. Benchmarking	<ul style="list-style-type: none"> • Benchmarking reports
2. Audit + Retro/commissioning	<ul style="list-style-type: none"> • Audit + Retro/ commissioning reports • Evidence measures with a 1-year payback or less are implemented
3. Retrofit Capital Planning	<ul style="list-style-type: none"> • Capital maintenance plan cross referenced with audit findings
4. Strategic Energy Management & Continuous Improvement	<ul style="list-style-type: none"> • Climate Change Plan

Challenge Rewards

- Formal recognition from the Mayor's Office.
- Marketing through their target customer/stakeholder channels.
- Ranking on City's website and social medias.
- Priority support/expedited process in Better Buildings Partnership programs and services.

- Highlight efforts already underway by participants.

Milestones

- Mayor's Office to facilitate an in-person meeting week of September 23rd with key initial participants.
- John Tory to announce program concept and key initial participants at C40 (October 9-12).
- The Buildings Challenge will be a 5-year program. Program design to be finalized later this year with a formal launch afterwards.

Better Buildings Partnership Programs and Services

- The Buildings Challenge will be paired and fully supported by existing City programs like the Navigation Services and the Energy Retrofit Loan Program.
- The Buildings Challenge will leverage external programs and initiatives like Enbridge DSM Programs, IESO CDM Programs, Energy and Water Reporting and Benchmarking (EWRB) initiative, etc.
- The Buildings Challenge will link participants and partners to share achievements and learnings.

The Green Will Initiative (GWI) is a City of Toronto program that drives public and private sector building portfolios across Toronto to net zero greenhouse gas (GHG) emissions. This program is supported directly by the Mayor's Office. The Green Will Initiative was announced by Mayor John Tory prior to the [Toronto City Council's Climate Emergency Declaration](#) on October 2, 2019 and at the [C40 World Mayors Summit](#) in Copenhagen, Denmark on October 10, 2019.

Eleven major building portfolio owners with over 4,500 buildings and 320 million sq. ft. of building space under management have committed to accelerate GHG emissions reductions through the GWI.

Table 1: First Cohorts of Participants in the Green Will Initiative

Initial Participants	Number of Buildings	Approx. Floor Area (Million SQ. FT.)
Brookfield Asset Management	11	12
Cadillac Fairview	23	17
City of Toronto	1,294	143
Oxford Properties	40	20
Ryerson University	49	3
Toronto Catholic District School Board	195	11
Toronto Community Housing	2,100	50
Toronto District School Board	582	44
University Health Network	10	6
University of Toronto	195	8
York University	77	8
Total	4,576	322

Figures presented are high level estimates based on publicly available information intended to provide an overview of the scale of the first cohorts of participants. Figures will be updated during the development of the Pathway to Net Zero Plans.

Existing buildings in Toronto account for 52% of the city's overall GHG emissions. Climate change mitigation will require the commitment and participation of all building owners/operators working towards TransformTO's goal of net zero GHG emissions before 2050. Strategies for existing buildings will include exploring conservation first and then capital and renewable projects to improve building performance. New construction will have to be built to near net zero GHG emissions supported by the Toronto Green Standard.

The pathway to net zero GHG emissions is unique for every portfolio and each building. The GWI provides city staff as a catalyst to existing initiatives and resources established at a participant's building portfolio to

accelerate GHG emissions reduction. City staff will support each building portfolio through recognition, collaboration and building a pathway to net zero based on the specific needs of each participant:

Recognition

- Recognize accomplishments from building owners/operators that have started early and have committed to GHG emissions reduction strategies.

Collaboration

- Connect and leverage existing public and private resources in the market such as training for staff or exploring innovative programs and technologies.
- Facilitate collaboration and feedback between stakeholders to achieve mutually beneficial goals.
- The City of Toronto is leading by example such as with their whole building approach at East York Civic Centre. This project included a boiler retrofit, air handler reprogramming, lighting retrofit and BAS upgrade with learnings and data to share with participants. Knowledge shared can inform GHG emission reduction decision-making at participant building portfolios.

Building a Pathway to Net Zero (business case for net zero)

- Acknowledging every organization is unique and is at a different stage, city staff will leverage existing teams and plans already established and provide support to accelerate these plans.
- Engage stakeholders throughout the process beginning with the executive teams.
- Establish a baseline and short and long term goals specific to the needs of the building portfolio.
- Evaluate buildings' State of Good Repair and long term capital planning.
- Support integrating environmental and social goals, along with increased operational effectiveness, when formulating business cases for projects and plans.
- Implement strategies and plans that are portfolio-wide including short and long term projects for existing buildings and new constructions.

The GWI is based on consultation with the first cohort of participants. The structure is expected to be updated based on continuous feedback and market conditions to best support building portfolios.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

RESCINDMENT OF RELEASE OF HOLDBACKS
F.M.04

So the Lord gave Solomon wisdom, as he promised him. There was peace between Hiram and Solomon; and the two of them made a treaty. – 1 King 5:12

Created, Draft	First Tabling	Review
October 22, 2020	November 10, 2020	Click here to enter a date.

D. Friesen, Superintendent, Capital Development, Asset Management and Renewal
C. Fernandes, Superintendent of Education, Area 4 and Policy Development

RECOMMENDATION REPORT

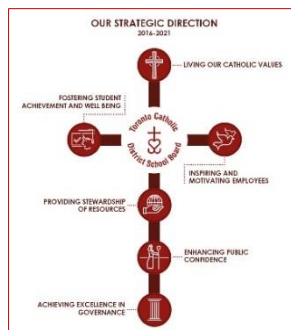
Vision:

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



Dr. Brendan Browne
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report reviews and recommends the rescindment of the policy on Release of Holdbacks F.M.04 as the policy is superseded by the Ontario Construction Act.

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

B. PURPOSE

1. This recommends the rescindment of the Release of Holdback Policy (F.M.04) because the release of holdback and certification is governed by Parts IV and V of the Construction Act, R.S.O 1990, c. C. 30.

C. BACKGROUND

1. The Release of Holdback Policy (F.M.04) was first approved in September 1971 to advise architects working for the TCDSB of the regulations regarding payment of holdbacks to subcontractors. This policy was last updated in November 1986.
2. The process for release of holdback is now governed by Construction Act, R.S.O. 1990. The Act and its amendments supersede any policy or process that the TCDSB might have in place regarding release of holdback.
3. The TCDSB now makes use of standardized contract templates issued by the Ontario Association of Architects (OAA Document 600) and the Canadian Construction Documents Committee (CCDC 2) that define the role and obligations, per the Construction Act, of the TCDSB, the consultants and the general contractors with respect to the release of holdback.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This policy is being recommended for rescindment in consultation with the Capital Development, Asset Management & Renewal Department and Legal Services.

E. IMPLEMENTATION

1. The Release of Holdback Policy will be removed from the Policy Register.
2. Release of holdback to contractors will be governed by provincial legislation set out in the Construction Act.

F. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the Release of Holdback Policy F.M.04 (Appendix A) be rescinded.

Release Of Holdbacks F.M.04

Policy

All architects who work for the TCDSB are to be advised that the following regulations shall be complied with for payment of holdbacks to subcontractors.

Regulations:

1. The architect is the payment certifier.
2. The certificate of completion of subcontract from the architect shall be in the form prescribed by the Construction Lien Act, 1983, being Form 7, Ontario Regulation 159/83 and shall be issued in accordance with the provisions of Section 33 of the Construction Lien Act, 1983.
3. When a particular subcontract has been certified completed as aforesaid, assuming that no liens were preserved in the interim, the holdback relating to the certified subcontract may be paid out 45 days after the date of certification.
4. The Board requires a statutory declaration from the subcontractor that all its suppliers, etc. have been paid.
5. A construction lien search will be made before payment is made by the Board.
6. A copy of a letter to the general contractor enclosing the cheque representing the subcontractor's holdback is to be sent to the subcontractor to ensure that the subcontractor is fully aware that his/her holdback has been released to the general contractor.

BM p 213, 24 Nov 86; BM p 1216, Sep 71.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

RESCINDMENT OF BORDER BROKERS POLICY (FP.03)

“Take delight in the Lord, and he will give you the desires of your heart.”

Psalm 37:4

Created, Draft	First Tabling	Review
October 21, 2020	November 10, 2020	Click here to enter a date.
P. De Cock, Comptroller of Business Services & Finance		
RECOMMENDATION REPORT		

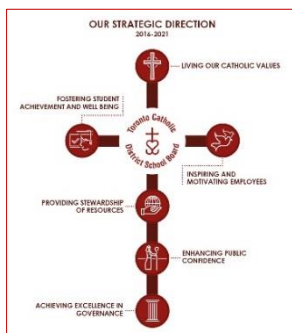
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D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
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Chief Financial Officer

A. EXECUTIVE SUMMARY

This report reviews and recommends the rescindment of TCDSB Board Policy FP.03 (Border Brokers) in order to remove an infrequently utilized service and consolidate into the Board's Purchasing Policy and Procedures.

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 Governance and Policy Committee as it recommends the rescindment of the Border Brokers Policy (FP.03) as it is a service infrequently utilized and better served by consolidating into the TCDSB's Purchasing Policy and Procedures.

C. BACKGROUND

1. The TCDSB Policy FP.03 (Border Brokers) was approved on November 24th, 1986 without any subsequent revisions to date (attached as Appendix A).

D. EVIDENCE/RESEARCH/ANALYSIS

1. The TCDSB Purchasing Policy FP.01 provides a comprehensive governance and procedural framework for the administration of procurement operations for the TCDSB.
2. Recent changes to the Purchasing Policy FP.01 requires the Board of Trustees review and approve any procurement award in excess of the \$50,000 threshold by a report complete with detailed descriptions and cost analyses for review and approval.
3. TCDSB's existing Policy and Procedures regulates all procurement activity and requires compliance with all Canadian & International Trade Agreements, along with the corresponding Broader Public Sector Procurement Directives.
4. The infrequent nature of Border Brokers Services are normally addressed by cross-border carrier firms.

E. STAFF RECOMMENDATION

The Border Brokers Policy F.P.03 (Appendix A) is being recommended for rescindment effective immediately.

TCDSB Policy Register

Border Brokers F.P.03

Policy

The TCDSB will obtain border brokers as the circumstances warrant.

Regulations:

1. The Director of Education is authorized to select border brokers for clearance of goods purchased outside of Canada.

BM P 213, 24 Nov 86.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO ELECTRONIC COMMUNICATION
SYSTEM – ACCEPTABLE USE A.29

The name of the Lord is a strong tower; the righteous run into it and are safe. - Proverbs 18:10

Created, Draft

September 28, 2020

First Tabling

November 10, 2020

Review

Steve Camacho – Chief Information Officer

Bryan Shannon – Sr. Manager, Archives, Records Management, Freedom of Information

RECOMMENDATION REPORT

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A. EXECUTIVE SUMMARY

This report recommends updating the current policy on Policy A.29 to conform to current practice and policies.

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

B. PURPOSE

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

C. BACKGROUND

1. This policy was first approved in January 2000 and has not been amended since April 2012. (Appendix A)
2. There has been a significant change in the use of technology in last 20 years since this policy was first introduced. As such, staff have taken the approach of rebuilding the policy from the ground up instead of making minor changes to content.
3. The current version of the policy can be difficult to understand and follow as some sections apply to students and others apply to employees. To make the policy easier to understand and adhere to, we consolidated many of the policy regulations into simpler regulations that apply to everyone. This avoids duplication and significantly shortens the policy length.
4. Changes to this policy reflect current practice and alignment with related policies: Board Code of Conduct S.S.09, Harassment and Discrimination Policy H.M.14, Municipal Freedom of Information and Protection of Privacy Policy A.38 and Records Management and Archives Policy A.20. (see side-by-side comparison of current and proposed policy, Appendix C).
5. Changes to this policy were first presented to the Governance and Policy Committee in September 2020. Approval was deferred, pending the adoption of further revisions recommended by the committee as follows:
 - a. Regulation 3.2 added: **Users are responsible for technology resources loaned to them by TCDSB and must abide by any terms and conditions agreed upon. Failure to comply may result in consequences**

up to and including disciplinary action. TCDSB reserves the right to apply reasonable replacement costs to the user for any lost or damaged technology resources.

This addition reflects the Ministry of Education's "Fees for Learning Materials and Activities Guideline" which permits schools to recover replacement or repair costs for lost or damaged loaned material used in school.

(Ministry of Education, March 2011, p. 3

<http://www.edu.gov.on.ca/eng/parents/feesGuideline.pdf>)

- b. Regulation 5.6 added: **Users are compelled to immediately report all breaches of this policy of which they are aware to the appropriate TCDSB authority.**

This addition reflects further staff review subsequent to GAP Committee recommendations, and the determination that TCDSB's current AUP lacks a general "duty to report" clause, which is deemed a critical accountability feature of similar policies across the education sector.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This policy has been amended through significant consultation with representatives from the Toronto Elementary Catholic Teachers (TECT), Toronto Secondary Unit (TSU), the Toronto Catholic Principals and Vice Principals Association, the Secondary Schools Principals Association, the Secondary School Vice Principals Association, and field superintendents, as well staff from Legal Services, Records and Privacy, Curriculum Leadership and Innovation, 21st Century Learning, and Technical Services.
2. Staff conducted a review of examples of up-to-date acceptable use policies from other Ontario school boards, as well as those of Ontario post-secondary institutions.
3. Staff conducted a review of relevant practice resources from the Information and Privacy Commissioner of Ontario, the Ontario Colleges of Teachers and OECTA.
4. A draft of the proposed policy was provided to the CPIC and OAPSE committees for comment.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB policy register. Schools and departments will be made aware of the changes using internal communication channels.

G. STAFF RECOMMENDATION

Staff recommends that the revised Acceptable Use of Technology Policy A.29 provided in Report Appendix B be adopted.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ELECTRONIC COMMUNICATION
SYSTEM- ACCEPTABLE USE

POLICY NO: A. 29

Date Approved: April 19, 2012- Board	Date of Next Review:	Dates of Amendments: November 15, 2001 – Board, BM p. January 2000
Cross References: Advertising in Schools policy (A.25)		
Appendix:		

POLICY

This Acceptable Use Policy was last updated as of March 2012 through a consultative process between the Toronto Catholic District School Board and its stakeholders (Associations, Board, Students, Parents and Schools)

POLICY STATEMENT

Within the context of the Multi-Year Strategic Plan and our Christ-focused mission and vision, the Board's electronic communication system is to support learning communities that will transform the world through witness, faith, innovation and action.

It is important to prepare students for success in life and work in the 21st century by providing them with electronic access to a wide range of information, as well as opportunities to develop relevant skills and to actively participate in the global community. The Board recognizes the impact of information technology on society. We have a responsibility to ensure that all learners develop a respect for the power of information technology and that technology is used ethically to promote values consistent with Catholic teachings and the Catholic Graduate Expectations.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

**POLICY NAME: ELECTRONIC COMMUNICATION
SYSTEM- ACCEPTABLE USE**

POLICY NO: A. 29

The use of information technology is a support for staff to perform their daily operational activities and work responsibilities in meeting the goals of the Multi-Year Strategic Plan. Information technology provides staff further opportunities for professional development and relationship building in service to the school community and public.

The utilization of technology by all users must uphold an equitable culture of caring, inclusion, dialogue, and learning and should always strive to respect the dignity of the human person.

ADMINISTRATIVE PROCEDURES

These administrative procedures are established to:

- Increase safety for students and staff
- Ensure alignment with TCDSB Mission, Vision and core values
- Enhance teaching and learning
- Enhance relationships and community
- Improve efficiency of technology systems
- Facilitate communications and the sharing of information with the local community, including parents, social service agencies, parishes, government agencies, and businesses
- Enhance employee skills, knowledge and exchange of information with their peers.

DEFINITIONS

Users include but are not limited to employees, students, trustees, association staff, parents, volunteers, contractors, community service workers, and temporary staff.

Electronic communication includes but is not limited to Internet use, e-mail, social media, browsing, publishing or posting on web sites, downloading, accessing or storing files and use of personal electronic devices.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

**POLICY NAME: ELECTRONIC COMMUNICATION
SYSTEM- ACCEPTABLE USE**

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The use of an electronic communication system within the Board has an educational and professional purpose. The term educational and professional purpose includes classroom activities and limited high quality, self-discovery activities. It also encompasses professional and career development and administrative services that support education.

ADMINISTRATIVE PROCEDURES – ALL USERS

All users must abide by the administrative procedures outlined in this section.

1. Responsibilities

- (a) The Board provides users with access to the Board's electronic communication system.
- (b) The use of the Board's electronic communication systems is a privilege, not a right, and as such can be restricted or, if appropriate, removed altogether.
- (c) Users are expected to use the Board's electronic communication systems in an ethical, lawful and appropriate manner as governed by applicable legislation, Board policies and procedures.
- (d) The Board recognizes that parents share responsibility for transmitting Catholic values to their children and providing guidance in the appropriate use of the technology.
- (e) Through this policy the Board will notify users about the Board's electronic communication systems and the expectations governing its use.
- (f) The Board will expect educators to model and teach students proper standards of use, guide students on the appropriate use of technological resources and ensure that students understand the consequences of abusing their user privileges.



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(g) The Board will provide opportunities for professional learning to Board employees on the appropriate use of technological resources.

(h) All students will sign a "Student Access Agreement" in which they will commit to abide by this policy prior to receiving an individual user account and gaining access to the network resources and the Internet. If the student is less than 18 years of age, a parent or guardian must also sign the agreement.

(i) The Board will provide students and parents with guidelines for student safety and appropriate, ethical use of technology and the Internet.

(j) All new employees and users affiliated with the Board must sign a "User Access Agreement" to abide by this policy prior to receiving a user account and gaining access to the network resources and the Internet.

(k) For employees and existing users, continued use of the Board's electronic communication system will be interpreted by the Board that the User has agreed to comply with the applicable Board policies and procedures.

(l) The school Code of Conduct must be consistent with and abide by the regulations within this policy.

(m) This policy contains restrictions on accessing, storing and disseminating inappropriate material. There is a wide range of material available on the Internet, some of which may not be consistent with governing laws nor with the values and code of ethics advocated by the Board.

(n) The Board will make every effort and has taken reasonable precautions to avoid the misuse of Internet and electronic communication services. However, the possibility exists that users may receive or access content that is not in line with this policy. The Board's Internet content filtering system is considered a support



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to staff and not a replacement for properly supervising student access to the Internet.

2. Personal Safety

(a) Users should protect their personal information and follow the available guidelines and resources published by the Information and Privacy Commissioner (IPC) of Ontario.

3. Unacceptable Activities

(a) Unauthorized Access - Users will not attempt to gain unauthorized access to the Board's system or to any other computer system through the Board's network or go beyond their authorized access. This includes attempting to log on through another person's user account or accessing another person's files.

(b) Malicious Access - Users will not make deliberate attempts to disrupt the performance of the computer system or destroy data by spreading computer viruses or any other malicious means. These actions may be illegal and will be dealt with as such.

(c) Illegal Activities - Users will not use the Board's system to engage in any illegal act, such as arranging for the sale or purchase of restricted substances such as alcohol and drugs, engaging in criminal activity or threatening the safety of a person.

(d) Cyberbullying / Threats / Harassment - Users will not use the Board's system to engage in inappropriate behaviours including, but not limited to, cyberbullying, personal attacks, threats, harassment, hate motivated and discriminatory behaviours. Users who use the Board's technology or use personal electronic devices to engage in such inappropriate behaviours at school, school related events or in circumstances that negatively impact on the school climate may be subject to



POLICY SECTION: ADMINISTRATION

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disciplinary measures including those outlined in the Education Act, the Board or school Code of Conduct and relevant legislation.

(e) Inappropriate Content - Users will not use the Board's system to access or distribute material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). Special exceptions may be made if the purpose of such access is to conduct legitimate research, learning and both the teacher and the parent have provided prior approval for access.

If Users inadvertently access inappropriate content as defined above, they should immediately disclose this incident to their teacher or immediate supervisor. This will protect Users against an allegation that they have intentionally violated this policy.

(f) Impersonation - Users will not impersonate or employ a false identity in any electronic communication.

(g) Inappropriate Language - Users will maintain a professional tone in all communications. Inappropriate language includes but is not limited to:

- (i) Use of obscene, profane, lewd, vulgar, rude, inflammatory, threatening, bullying, harassing, racist or disrespectful language.
- (ii) Posting information that, if acted upon, could cause damage to or disruption of resources and/or services.
- (iii) Personal attacks, including prejudicial, discriminatory, libelous or slanderous attacks.
- (iv) Restrictions against inappropriate language apply to public messages, private messages, and material posted on web sites.
- (v) Users will not knowingly or recklessly post false or defamatory information meant to harm the reputation of a person or an organization.



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(h) Unauthorized Equipment, Software and Media – Users will not connect unauthorized equipment, install unauthorized software or distribute media files (where it violates the use terms of applicable software licensing agreements or copyright laws) on the Board network and computer systems.

(i) Commercial Use - Users may not use the Board's system for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use.

(j) Political Lobbying - Users may not use the Board's system for political lobbying unless pre-approved by the Director of Education. However, Board staff and students may use the system to analyze legislative measures and communicate personally with their elected representatives to express their personal opinions on political issues. Such views should not be disseminated to others.

(k) Use of Board E-mail Addresses and Distribution Lists - Board e-mail addresses and distribution lists are not permitted for use by external individuals, organizations or unions unless for Board pre-approved business or as pre-approved by the Director of Education.

4. Respect for Privacy

The use of information technology resources is monitored to help ensure the network and computing systems are available and that users are kept secure and in conformity with this policy in order to further health, safety and security for all users and resources. Users should have no expectation of privacy when using the Board's network or computer systems.

(a) Users should be aware that the board monitors the operation of the network and computer systems generally to alert ICT staff of any service outages or anomalies. This information is collected in system logs. The information collected in the ICT systems may be utilized or disclosed to trigger or augment the investigation for possible violation of law, Board policy or procedures or



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employment obligations. The Board will provide periodic reminders to staff regarding this on-going system administration process.

(b) Users will not alter the content of a message, without the permission of the original author who sent the message. Proper judgement should be exercised in deciding which messages are appropriate to forward to other recipients.

(c) Users will not distribute or forward chain letters, jokes, and inappropriate materials or engage in spam e-mails.

(d) All Users have obligations and/or protection under the provisions of the Municipal Freedom of Information and Protection of Privacy Act. Users shall respect an individual's personal privacy and will not share personal information without the direct permission of the individual.

5. Plagiarism and Copyright Infringement

a) Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user. Users will not plagiarize works that they find on the Internet.

b) Copyright is the protection of creative works and authors' rights. Users will respect the rights of copyright owners, including software manufacturers and providers of digital media. If the users are unsure whether or not they can use a work, they should request permission from the copyright owner.

c) Content published on web sites must be original or written permission obtained for the use of such copyright material and its ownership fully acknowledged.

d) Visitors and Users to the TCDSB public web site may copy any information for their own personal use but may not otherwise publish or reproduce any such information in any manner, without the prior written consent of the TCDSB.



POLICY SECTION: ADMINISTRATION

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6. Web Sites

- (a) The Board will provide resources and templates to host and create school, department and individual (my site) web sites.
- (b) All web site content created by web site publishers must be consistent with the mission, values and educational aims of the Board and must comply with all applicable legislation, Board guidelines, policies and procedures.
- (c) All web site content created by web site publishers must adhere to defined web page standards, formats and templates consistent with the branding of the Board.
- (d) The publishing of web sites must follow the approval workflow defined by the Board guidelines.

7. Bring Your Own Computer / Personal Electronic Devices (PEDs)

- (a) Personal Electronic Devices (PEDs) including but not limited to cell phones, pagers, video/camera phones, still/video cameras, computers and recording devices must be securely stored and in silent mode by the User on any Board school property during regular school hours.
- (b) Users may choose to bring their own personal electronic devices on Board premises which may be connected to the Board's Guest network for Internet access only.
- (c) The ICT departments will not provide any support or troubleshooting of hardware, software or network connectivity issues on personal electronic devices.
- (d) Unless legally licensed, Users will not install software licensed by the Board or the Ministry on personal electronic devices.



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(e) Software licensed for home use by teachers and students by the Board or the Ministry is only permitted within the provisions of the licensing agreement granted.

(f) Users will ensure that personal electronic devices are protected (if applicable) with anti-virus malware protection software.

(g) If a personal electronic device is suspected to be interfering with the Board's network and systems, the User will be required to cease connecting and using the personal electronic device on the Board's premises.

(h) Any personal electronic device with image, video capture and recording capabilities are absolutely prohibited in areas where there is an expectation of privacy (e.g., washrooms, change rooms). The recording and taking of photographic images of a person or persons, on school property, at school events, and during school activities and/or hours, is prohibited without the permission of the person or persons being photographed or the principal or designate. The consent of the parent/guardian is required for a student with special needs.

(i) The electronic transmission or posting of recordings and photographic images of a person or persons on school property, at school events, and during school activities and/or hours, is prohibited without the permission of the person or persons being photographed or the principal or designate. The consent of the parent/guardian is required for a student with special needs.

(j) The use of personal electronic devices and images or recordings of activities that may negatively impact the school climate must not be captured, transmitted or posted under any circumstances.

(k) In the event of an emergency, lockdown, or evacuation the school or building administrator will provide instruction to the community pertaining to the acceptable use of personal electronic devices in the particular emergency conditions.



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(l) All Users should be aware that in some instances transmission, recordings or images may be reviewed and relied on, even if obtained in a manner not wholly consistent with this policy.

8. Limited Personal Use

(a) The limited personal use of computer technology whether Board provided or personally owned devices used on Board premises is permitted and is governed by these regulations.

(b) The limited personal use of computer technology must not interfere with Board business, student learning and with the user's duties and/or obligations.

(c) Subject to the above users may engage in respectful and responsible electronic communication that is in line with these regulations and in the best interests of the TCDSB.

(d) This privilege of limited personal use may be revoked or limited at any time when utilizing Board-provided technology.

9. Respect for Resource Limits

(a) Personal files and content not related to curriculum and Board responsibilities and duties should not be stored on Board computers, servers and information systems.

(b) Users will avoid downloading large amounts of material. Time and storage space are limited resources. If it becomes necessary to download a large file, users will do so at a time when the system is not being heavily used and immediately remove the file when no longer required.

10. System Security



POLICY SECTION: ADMINISTRATION

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**POLICY NAME: ELECTRONIC COMMUNICATION
SYSTEM- ACCEPTABLE USE**

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(a) Users are responsible for the use of their individual account and should take reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their user account and password to another person.

(b) Users will immediately notify a teacher or the system administrator if they have identified a possible computer security problem. Users are not authorized to deal with computer security problems as this may be construed as an illegal attempt to gain access.

(c) Users will avoid the inadvertent spread of computer viruses by following the Board's virus protection procedures.

11. Disciplinary Consequences

(a) Users' violation of this policy will be fairly handled subject to any obligations contained within applicable Collective Agreements, Board and local school Code of Conduct, legislations (i.e., Teaching Profession Act, Ontario College of Teachers Act, Education Act, etc.) or Board policy and procedures.

(b) Disciplinary action will be tailored to meet specific concerns related to the violation and assist the user to conform to this policy and model appropriate behaviour on an electronic network and computing system. The disciplinary action may include but is not limited to deny, restrict, or suspend user access to the Board system resources. Other disciplinary action may also be appropriate.

(c) Some violations may be an offence under Canada's Criminal Code. Appropriate legal authorities will be contacted if there is any suspicion of illegal activities. The Board will cooperate fully with legal authorities in any investigation relating to illegal activities conducted through the Board's technology systems, which may include providing authorities with information gathered through collection, inspection, monitoring or investigation.



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**POLICY NAME: ELECTRONIC COMMUNICATION
SYSTEM- ACCEPTABLE USE**

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12. Indemnification of the Board

(a) Users agree, by virtue of access to the Board's computing and electronic communication system, to indemnify, defend and hold harmless the Board for any suits, claims, losses, expenses or damages, including but not limited to litigation costs and legal fees, arising from or related to the user's access to or use of Board electronic communication, network, computing systems, services and facilities.

ADMINISTRATIVE PROCEDURES – STUDENTS

In addition to the administrative procedures for all users, the following section outlines additional administrative procedures applicable to all students enrolled in the TCDSB. All students must abide by the administrative procedures outlined in this section.

13. Personal Safety

(b) Students will promptly disclose to a school administrator or educator any electronic communication that is inappropriate or makes them feel uncomfortable.

14. Bring Your Own Computer / Personal Electronic Devices (PEDs)

(a) Students may use their own personal electronic device in the classroom for educational purposes and only when directed by the classroom teacher. At all other times student use of a personal electronic device in the classroom is not allowed. A student who uses a personal electronic device in the classroom without teacher direction is subject to regular classroom and school disciplinary procedures.

(b) Students may use their own personal electronic device outside of the classroom only in designated study areas where personal electronic devices are allowed according to school policy. A student whose use of a personal electronic device contravenes school policy is subject to regular school disciplinary procedures.



POLICY SECTION: ADMINISTRATION

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**POLICY NAME: ELECTRONIC COMMUNICATION
SYSTEM- ACCEPTABLE USE**

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(c) Personal electronic devices are not allowed in examination rooms, unless instructed by a teacher.

(d) When such devices are being used inappropriately by Students, the Teacher will send the student to the school administrator who may confiscate, and securely store the device until the matter is appropriately addressed.

(e) The school administrator will determine any other situations where the use of a personal electronic device is restricted or prohibited based on such use compromising school security, personal safety, individual privacy, academic integrity and negatively impacting on the school environment.

15. Disciplinary Consequences

(a) In the event that a student has violated this policy, the student (and parent when applicable) will be provided with notice of such violation and will meet with the school administrator.

ADMINISTRATIVE PROCEDURES – EMPLOYEES

In addition to the administrative procedures for all users, the following section outlines administrative procedures applicable to all employees of the TCDSB. All employees must abide by the administrative procedures outlined in this section.

16. Personal Safety

(a) Any employee that is in receipt of an inappropriate, harassing, obscene or offensive electronic communication that makes them feel uncomfortable or is a risk to their personal safety is to bring the matter to the attention of their immediate supervisor and follow the protocol as outlined in the Respectful Workplace Policy.

17. Respect for Privacy



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

**POLICY NAME: ELECTRONIC COMMUNICATION
SYSTEM- ACCEPTABLE USE**

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(a) Employees will have in their possession electronic copies of student data which is to be safeguarded per the Ontario Student Record Guidelines, Ontario Health Information Protection Act and Municipal Freedom of Information and Protection of Privacy Act. Any employee who suspects data of this nature has been lost or access to such data compromised must notify their immediate supervisor and further report this incident to the Board's Privacy Officer.

18. Bring Your Own Computer / Personal Electronic Devices (PEDs)

(a) Users should not store any Board confidential information (including but not limited to data and personal information of students, employees, etc.) on personal electronic devices.

19. Limited Personal Use

(a) The limited personal use of computer technology should only occur during employees' non-work time (i.e. during breaks, lunches or outside of normal business hours) and not interfere or affect an employee's work performance.

20. System Security

(a) When employees perform work at home, do not allow others, including family and household members, to use your Board provided user account or computer.

21. Intellectual Property

(a) Subject to any written agreement between the teacher and Board, if a teacher voluntarily creates intellectual property that is wholly outside of their teaching duties not utilizing any Board resources whatsoever and is not utilized in any manners in the course of the teacher's employment the intellectual property belongs to the teacher.



POLICY SECTION: ADMINISTRATION

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APPENDIX – GLOSSARY OF TERMS

Internet refers to an electronic communication system connecting thousands of computers all over the world through which millions of individual subscribers can interact and share information.

Viruses and Malware are destructive computer programs that replicate or attach themselves to an existing program without authorization.

Social Media is a form of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.

Website is a collection of related web pages containing digital content (text, images, videos, etc) hosted on a web server accessible from the Internet or a private network.

Internet content filtering is technology commonly used by schools to prevent users from viewing inappropriate web sites or content.

Cyberbullying is the use of information and communication technologies by an individual or group that is intended to harm others.

Spam e-mail or shortened as Spam is the common term for unsolicited e-mail.

Personal Electronic Devices (PEDs) are technology devices including but not limited to cell phones, pagers, video/camera phones, still/video cameras, computers and other recording devices.

Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.



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Copyright is the protection of creative works and authors' rights.

Intellectual Property is property created using original thought such as art, inventions, creative writing, designs, et



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Date Approved:	Date of Next Review:	Dates of Amendments: April 19, 2012, November 15, 2001, January 2000 -Board
Cross References: <ol style="list-style-type: none"> 1. <i>Education Act</i> 2. <i>Municipal Freedom of Information and Protection of Privacy Act</i> 3. <i>Personal Health Information Protection Act</i> 4. <i>Criminal Code of Canada</i> 5. <i>Copyright Act</i> 6. <i>Ontario College of Teachers Act</i> 7. <i>Teaching Profession Act</i> 8. Policy/Program Memorandum 144, 2018, Bullying Prevention and Intervention 9. Policy/Program Memorandum 145, 2018, Progressive Discipline and Promoting Positive Student Behaviour 10. Board Code of Conduct Policy (S.S.09) 11. Harassment and Discrimination Policy (H.M.14) 12. Municipal Freedom of Information and Protection of Privacy Policy (A.38) 13. Records Management & Archives Policy (A.20) 14. Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns (A.33) 		



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCEPTABLE USE OF TECHNOLOGY

POLICY NO: A.29

Purpose:

The purpose of this policy is to establish requirements for the safe and acceptable use of information technology to support educational and business objectives throughout the Toronto Catholic District School Board (“TCDSB” or “the Board”) community. The intent of this policy is to protect students, employees, trustees, parents, suppliers, vendors, agents, visitors and guests of the Board, to ensure adherence to all applicable laws and regulations, to protect the TCDSB and its reputation, and to maintain the integrity and quality of technology services.

Scope and Responsibility:

This policy applies to all individuals including students, employees, trustees, parents, suppliers, vendors, agents, visitors and guests of the Board while using any Board owned or managed information technology or related services of any kind either remotely or while on Board property, and all personally-owned electronic communication technology when used to access Board resources from any location. Examples of such technology include but are not limited to Board email, network, and devices. In addition, this policy applies to all use of external technology services such as applications, social media, online software, or other technology services used on behalf of the Board or in any capacity that



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may be reasonably perceived as acting on behalf of the Board. Examples of such technology include but are not limited to virtual learning environments such as G-Suite for Education, Brightspace, Zoom, and social media platforms.

The Director of Education is responsible for the implementation of this policy in alignment with the Multi-Year Strategic Plan, with the support of the Chief Information Officer and all supervisory personnel. All technology users share responsibility for compliance.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

The provision and use of Board technology is to be a support for learners to develop relevant skills, to actively participate in the global community, and to gain a respect for the power of technology-enabled learning. It is to support

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staff in performing their daily operational activities and work responsibilities to meet the goals of the Multi-Year Strategic Plan. Information technology provides staff further opportunities for professional development and relationship-building in service to the school community and public.

The utilization of technology by all users must uphold an equitable culture of caring, inclusion, dialogue, and learning and should always strive to respect the dignity of the human person.

Regulations:

1. Intended Use:

- 1.1. Board technology is provided for educational, research and administrative purposes. Technology should generally be used for these intended purposes.**
- 1.2. Any activity that could impact the fair, safe, and productive intended use of Board technology negatively is prohibited.**
- 1.3. The use of any Board technology implies a user has read the Acceptable Use Policy and unconditionally agrees to abide by all regulations.**
- 1.4. Where possible, users will be provided a copy of this policy before being granted access to use any Board technology and this policy will be available on the Board's public website. Use of service is implied consent**



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of the Acceptable Use Policy.

1.5.All employees will be given an opportunity to review and sign the Acceptable Use Policy as a condition of employment.

1.6.Personal use of Board technology should be limited and should not interfere with intended use; All personal use must abide by this policy.

1.7.Personal use of Board technology for commercial gain or personal business purposes is strictly prohibited.

1.8.When Board technology is used for personal use, it is provided “as is” and is without any guarantees of warranty, functionality, availability, or continuity.

2. Board data:

2.1.Users must take all reasonable precautions to ensure that the Board data that they access and store is secure and safe. Users must notify the I.T. Service Desk, a school administrator, or department head immediately of any unauthorized access of sensitive data and/or personal information, or if any sensitive data and/or personal information is found to be unsecured.

2.2.Users with access to sensitive data and/or personal information are required to keep such data confidential and secure and may only use said data for official Board business.

2.3.Users with access to sensitive data and/or personal information are required to keep such data on Board owned devices, Board managed



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devices, Board managed systems, and/or Board managed online services.

3. Responsible Resource Usage:

3.1. The Board's technology resources are shared and limited. Users should use technology resources responsibly and efficiently.

3.2. Users are responsible for technology resources loaned to them by TCDSB and must abide by any terms and conditions agreed upon. Failure to comply may result in consequences up to and including disciplinary action. TCDSB reserves the right to apply reasonable replacement costs to the user for any lost or damaged technology resources.

4. Personal Use:

4.1. Users should have no expectation of privacy in anything they create, store, send or receive using Board technology for personal use.

4.2. Users must use discretion when storing or transmitting data for personal use with Board Technology. Such data may be accessed by the Board at any time, as necessary, in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.

4.3. When using Board technology for personal use, the Board is not responsible for any data or security breach.

5. Legal compliance, ethical use, and adherence to Board policies and



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procedures:

5.1. All users will abide by applicable privacy legislation, as well as Board privacy policies and procedures.

5.2. Users are expected to comply with relevant policies, procedures, codes of conduct, guidelines, legislation, and collective agreements.

5.3. Users will not engage in inappropriate behaviours including, but not limited to cyberbullying, personal attacks, threats, harassment, hate motivated, and discriminatory behaviours.

5.4. No person may take pictures, video, or otherwise electronically record another person on TCDSB property, at TCDSB events or activities, or in any other forum associated with TCDSB and its schools, without express authorization from supervisory personnel, or the express consent of the individual and/or their parent or guardian when the individual is a minor. Permission will only be granted in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*. Where permission has been granted by supervisory personnel, affected individuals will be notified of the authorized collection. These provisions apply also to the electronic transmission of pictures, video, or other recorded information.

5.5. No user may use (or allow others to use) any of the Board's technology to:

- a. violate any law or encourage others to violate any law**
- b. impede, interfere, impair, or otherwise cause harm to the activities of others**



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- c. monitor or scan networked resources unless authorized**
- d. intrude into the networks, systems, data files, or computers of others**
- e. use, access, or disclose information about students, parents, co-workers, friends, or relatives unless authorized to do so.**
- f. edit or delete one's own student, employee, supplier, and/or guest records**
- g. install, use, or distribute software for which one does not have a license**
- h. access, modify, distribute, or reproduce copyrighted material without a license**
- i. monitor another person's activities unless authorized**
- j. create, view, collect, or share pornographic, offensive, or indecent images or content**
- k. create or distribute malware or other disruptive/destructive constructs**
- l. violate the intellectual property rights of another individual**
- m. seek to learn or use another person's credentials (username or password)**
- n. impersonate a person (authority delegation facilitated by software is permitted)**
- o. suggest the Board's endorsement of any political candidate or ballot initiative**



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5.6. Users are compelled to immediately report all breaches of this policy of which they are aware to the appropriate TCDSB authority.

5.7. Where necessary, as permitted by law, exceptions to this policy and its regulations may be granted on a case-by-case basis to be authorized by the Chief Information Officer.

6. Disciplinary Action and Enforcement:

6.1. Violations of this policy will be dealt with through appropriate disciplinary action including and up to termination of employment, termination of contract, or expulsion. Disciplinary action will take into account relevant policies, procedures, codes of conduct, guidelines, legislation, and collective agreements.

6.2. Pending an investigation, the Board reserves the right to immediately suspend a user's access to any and all Board technology in order to protect Board property, data, networks, or other users.

6.3. Suppliers and guests who violate the Acceptable Use Policy may have their contracts terminated and/or be refused all future entry to Board properties

7. Users will be made aware of Board procedures and any other resources developed to support this policy.



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Definitions:

Users include but are not limited to employees, students, trustees, Board committee members, parents, volunteers, guests, contractors, community service workers, and temporary staff.

Electronic communication includes but is not limited to Internet use, e-mail, social media, browsing, publishing or posting on web sites, downloading, accessing or storing files and use of personal electronic devices, and any third-party application or service used for educational and/or administrative use.

Technology includes all information and communication tools and applications.

Suppliers includes any individual, company or other entity that provides goods and/or services to the Board.

Intended use or Board Business use: Any activity which is reasonably connected to the duties of Board members (trustees), employee, supplier, vendor, volunteer, or agent of the Board.

Personal Use: Any activity unrelated to the Board's business, instructional,



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academic, administrative, and/or research objectives.

Personal Information: recorded information about an identifiable individual.

This may include the individual's name, address, sex, age, education, medical or employment history and any other information about the individual.

Evaluation and Metrics:

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

- 1. Maintenance of an Acceptable Use Policy Working Group chaired by the Senior Manager of Privacy to regularly review policy effectiveness and to develop procedures and guidelines.**
- 2. Ongoing consultation with union partners, educators, administrators and business leaders.**
- 3. Feedback resulting from communication of procedures.**

Policy A.29– CURRENT

Purpose (Administrative Procedures)

These administrative procedures are established to:

- Increase safety for students and staff
- Ensure alignment with TCDSB Mission, Vision and core values
- Enhance teaching and learning
- Enhance relationships and community
- Improve efficiency of technology systems
- Facilitate communications and the sharing of information with the local community, including parents, social service agencies, parishes, government agencies, and businesses
- Enhance employee skills, knowledge and exchange of information with their peers.

Scope and Responsibility (Definitions)

Users include but are not limited to employees, students, trustees, association staff, parents, volunteers, contractors, community service workers, and temporary staff.

Electronic communication includes but is not limited to Internet use, e-mail, social media, browsing, publishing or posting on web sites, downloading, accessing or storing files and use of personal electronic devices.

The use of an electronic communication system within the Board has an educational and professional purpose. The term educational and professional purpose includes

PROPOSED

Purpose:

The purpose of this policy is to establish requirements for the safe and acceptable use of information technology to support educational and business objectives throughout the Toronto Catholic District School Board (“TCDSB” or “the Board”) community. The intent of this policy is to protect students, employees, trustees, parents, suppliers, vendors, agents, visitors and guests of the Board, to ensure adherence to all applicable laws and regulations, to protect the TCDSB and its reputation, and to maintain the integrity and quality of technology services.

Scope and Responsibility:

This policy applies to all individuals including students, employees, trustees, parents, suppliers, vendors, agents, visitors and guests of the Board while using any Board owned or managed information technology or related services of any kind either remotely or while on Board property, and all personally-owned electronic communication technology when used to access Board resources from any location. Examples of such technology

classroom activities and limited high quality, self-discovery activities. It also encompasses professional and career development and administrative services that support education.

include but are not limited to Board email, network, and devices. In addition, this policy applies to all use of external technology services such as applications, social media, online software, or other technology services used on behalf of the Board or in any capacity that may be reasonably perceived as acting on behalf of the Board. Examples of such technology include but are not limited to virtual learning environments, G-Suite for Education, Twitter, and Instagram.

The Director of Education is responsible for the implementation of this policy in alignment with the Multi-Year Strategic Plan, with the support of the Chief Information Officer and all supervisory personnel. All technology users share responsibility for compliance.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy/Policy Statement:

This Acceptable Use Policy was last updated as of March 2012 through a consultative process between the Toronto Catholic District School Board and its stakeholders (Associations, Board, Students, Parents and Schools)

Within the context of the Multi-Year Strategic Plan and our Christ-focused mission and vision, the Board's electronic communication system is to support learning communities that will transform the world through witness, faith, innovation and action.

It is important to prepare students for success in life and work in the 21st century by providing them with electronic access to a wide range of information, as well as opportunities to develop relevant skills and to actively participate in the global community. The Board recognizes the impact of information technology on society. We have a responsibility to ensure that all learners develop a respect for the power of information technology and that technology is used ethically to promote values consistent with Catholic teachings and the Catholic Graduate Expectations.

The use of information technology is a support for staff to perform their daily operational activities and work responsibilities in meeting the goals of the Multi-Year Strategic Plan. Information technology provides staff further opportunities for professional development and

Policy:

The provision and use of Board technology is to be a support for learners to develop relevant skills, to actively participate in the global community, and to gain a respect for the power of technology-enabled learning. It is to support staff in performing their daily operational activities and work responsibilities to meet the goals of the Multi-Year Strategic Plan. Information technology provides staff further opportunities for professional development and relationship-building in service to the school community and public.

The utilization of technology by all users must uphold an equitable culture of caring, inclusion, dialogue, and learning and should always strive to respect the dignity of the human person.

relationship building in service to the school community and public.

Regulations:

1. Responsibilities

(a) The Board provides users with access to the Board's electronic communication system.

(b) The use of the Board's electronic communication systems is a privilege, not a right, and as such can be restricted or, if appropriate, removed altogether.

(c) Users are expected to use the Board's electronic communication systems in an ethical, lawful and appropriate manner as governed by applicable legislation, Board policies and procedures.

(d) The Board recognizes that parents share responsibility for transmitting Catholic values to their children and providing guidance in the appropriate use of the technology.

(e) Through this policy the Board will notify users about the Board's electronic communication systems and the expectations governing its use.

(f) The Board will expect educators to model and teach students proper standards of use, guide students on the appropriate use of technological resources and ensure that students understand the consequences of abusing their user privileges.

Regulations:

1. Intended Use:

1.1. Board technology is provided for educational, research and administrative purposes. Technology should generally be used for these intended purposes.

1.2. Any activity that could impact the fair, safe, and productive intended use of Board technology negatively is prohibited.

1.3. The use of any Board technology implies a user has read the Acceptable Use Policy and unconditionally agrees to abide by all regulations.

1.4. Where possible, users will be provided a copy of this policy before being granted access to use any Board technology and this policy will be available on the Board's public website. Use of service is implied consent of the Acceptable Use Policy.

1.5. All employees will be given an opportunity to review and sign the Acceptable Use Policy as a condition of employment.

1.6. Personal use of Board technology should be limited and should not interfere with intended use; All

(g) The Board will provide opportunities for professional learning to Board employees on the appropriate use of technological resources.

(h) All students will sign a "Student Access Agreement" in which they will commit to abide by this policy prior to receiving an individual user account and gaining access to the network resources and the Internet. If the student is less than 18 years of age, a parent or guardian must also sign the agreement.

(i) The Board will provide students and parents with guidelines for student safety and appropriate, ethical use of technology and the Internet.

(j) All new employees and users affiliated with the Board must sign a "User Access Agreement" to abide by this policy prior to receiving a user account and gaining access to the network resources and the Internet.

(k) For employees and existing users, continued use of the Board's electronic communication system will be interpreted by the Board that the User has agreed to comply with the applicable Board policies and procedures.

(l) The school Code of Conduct must be consistent with and abide by the regulations within this policy.

(m) This policy contains restrictions on accessing, storing and disseminating inappropriate material. There is a wide range of material available on the Internet, some of which

personal use must abide by this policy.

1.7. Personal use of Board technology for commercial gain or personal business purposes is strictly prohibited.

1.8. When Board technology is used for personal use, it is provided "as is" and is without any guarantees of warranty, functionality, availability, or continuity.

may not be consistent with governing laws nor with the values and code of ethics advocated by the Board.

(n) The Board will make every effort and has taken reasonable precautions to avoid the misuse of Internet and electronic communication services. However, the possibility exists that users may receive or access content that is not in line with this policy. The Board's Internet content filtering system is considered a support to staff and not a replacement for properly supervising student access to the Internet.

12. Indemnification of the Board

(a) Users agree, by virtue of access to the Board's computing and electronic communication system, to indemnify, defend and hold harmless the Board for any suits, claims, losses, expenses or damages, including but not limited to litigation costs and legal fees, arising from or related to the user's access to or use of Board electronic communication, network, computing systems, services and facilities.

10. System Security

(a) Users are responsible for the use of their individual account and should take reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their user account and password to another person.

2. Board data:

2.1. Users must take all reasonable precautions to ensure that the Board data that they access and store is secure and safe. Users must notify the I.T. Service Desk, a school administrator, or department head immediately

(b) Users will immediately notify a teacher or the system administrator if they have identified a possible computer security problem. Users are not authorized to deal with computer security problems as this may be construed as an illegal attempt to gain access.

(c) Users will avoid the inadvertent spread of computer viruses by following the Board's virus protection procedures.

17. Respect for Privacy

(a) Employees will have in their possession electronic copies of student data which is to be safeguarded per the Ontario Student Record Guidelines, Ontario Health Information Protection Act and Municipal Freedom of Information and Protection of Privacy Act. Any employee who suspects data of this nature has been lost or access to such data compromised must notify their immediate supervisor and further report this incident to the Board's Privacy Officer.

of any unauthorized access of sensitive data and/or personal information, or if any sensitive data and/or personal information is found to be unsecured.

2.2. Users with access to sensitive data and/or personal information are required to keep such data confidential and secure and may only use said data for official Board business.

2.3. Users with access to sensitive data and/or personal information are required to keep such data on Board owned devices, Board managed devices, Board managed systems, and/or Board managed online services.

9. Respect for Resource Limits

(a) Personal files and content not related to curriculum and Board responsibilities and duties should not be stored on Board computers, servers and information systems.

(b) Users will avoid downloading large amounts of material. Time and storage space are limited resources. If it becomes necessary to download a large file, users will do so at a time when the system is not being heavily used and immediately remove the file when no longer required.

8. Limited Personal Use

(a) The limited personal use of computer technology whether Board provided or personally owned devices used on Board premises is permitted and is governed by these regulations.

(b) The limited personal use of computer technology must not interfere with Board business, student learning and with the user's duties and/or obligations.

(c) Subject to the above users may engage in respectful and responsible electronic communication that is in line with these regulations and in the best interests of the TCDSB.

3. Responsible Resource Usage

3.1. The Board's technology resources are shared and limited. Users should use technology resources responsibly and efficiently.

3.2. Users are responsible for technology resources loaned to them by TCDSB and must abide by any terms and conditions agreed upon. Failure to comply may result in consequences up to and including disciplinary action. TCDSB reserves the right to apply reasonable replacement costs to the user for any lost or damaged technology resources.

4. Personal Use

4.1. Users should have no expectation of privacy in anything they create, store, send or receive using Board technology for personal use.

4.2. Users must use discretion when storing or transmitting data for personal use with Board Technology. Such data may be accessed by the Board

(d) This privilege of limited personal use may be revoked or limited at any time when utilizing Board-provided technology.

2. Personal Safety

(a) Users should protect their personal information and follow the available guidelines and resources published by the Information and Privacy Commissioner (IPC) of Ontario.

19. Limited Personal Use

(a) The limited personal use of computer technology should only occur during employees' non-work time (i.e. during breaks, lunches or outside of normal business hours) and not interfere or affect an employee's work performance.

20. System Security

(a) When employees perform work at home, do not allow others, including family and household members, to use your Board provided user account or computer.

3. Unacceptable Activities

(a) Unauthorized Access - Users will not attempt to gain unauthorized access to the Board's system or to any other computer system through the Board's network or go beyond their authorized access. This includes attempting to

at any time, as necessary, in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.

4.3. When using Board technology for personal use, the Board is not responsible for any data or security breach.

log on through another person's user account or accessing another person's files.

(b) Malicious Access - Users will not make deliberate attempts to disrupt the performance of the computer system or destroy data by spreading computer viruses or any other malicious means. These actions may be illegal and will be dealt with as such.

(c) Illegal Activities - Users will not use the Board's system to engage in any illegal act, such as arranging for the sale or purchase of restricted substances such as alcohol and drugs, engaging in criminal activity or threatening the safety of a person.

(d) Cyberbullying / Threats / Harassment - Users will not use the Board's system to engage in inappropriate behaviours including, but not limited to, cyberbullying, personal attacks, threats, harassment, hate motivated and discriminatory behaviours. Users who use the Board's technology or use personal electronic devices to engage in such inappropriate behaviours at school, school related events or in circumstances that negatively impact on the school climate may be subject to disciplinary measures including those outlined in the Education Act, the Board or school Code of Conduct and relevant legislation.

(e) Inappropriate Content - Users will not use the Board's system to access or distribute material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). Special exceptions may be made if the purpose of such access is to conduct legitimate research,

5. Legal compliance, ethical use, and adherence to Board policies and procedures:

5.1. All users will abide by applicable privacy legislation, as well as Board privacy policies and procedures.

5.2. Users are expected to comply with relevant policies, procedures, codes of conduct, guidelines, legislation, and collective agreements.

5.3. Users will not engage in inappropriate behaviours including, but not limited to cyberbullying, personal attacks, threats, harassment, hate motivated, and discriminatory behaviours.

5.4. No person may take pictures, video, or otherwise electronically record another person on TCDSB property, at TCDSB events or activities, or in any other forum associated with TCDSB and its schools, without express authorization from supervisory personnel, or the express consent of the individual and/or their parent or guardian when the individual is a minor. Permission will only be granted in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*. Where permission has been granted by supervisory personnel, affected individuals will be notified of the

learning and both the teacher and the parent have provided prior approval for access.

If Users inadvertently access inappropriate content as defined above, they should immediately disclose this incident to their teacher or immediate supervisor. This will protect Users against an allegation that they have intentionally violated this policy.

(f) Impersonation - Users will not impersonate or employ a false identity in any electronic communication.

(g) Inappropriate Language - Users will maintain a professional tone in all communications. Inappropriate language includes but is not limited to:

(i) Use of obscene, profane, lewd, vulgar, rude, inflammatory, threatening, bullying, harassing, racist or disrespectful language.

(ii) Posting information that, if acted upon, could cause damage to or disruption of resources and/or services.

(iii) Personal attacks, including prejudicial, discriminatory, libelous or slanderous attacks.

(iv) Restrictions against inappropriate language apply to public messages, private messages, and material posted on web sites.

(v) Users will not knowingly or recklessly post false or defamatory information meant to harm the reputation of a person or an organization.

(h) Unauthorized Equipment, Software and Media – Users will not connect unauthorized equipment, install unauthorized software or distribute media files (where it

authorized collection. These provisions apply also to the electronic transmission of pictures, video, or other recorded information.

5.5. No user may use (or allow anyone else to use) any of the Board's technology to:

- a. violate any law or encourage others to violate any law
- b. impede, interfere, impair, or otherwise cause harm to the activities of others
- c. monitor or scan networked resources unless authorized
- d. intrude into the networks, systems, data files, or computers of others
- e. use, access, or disclose information about students, parents, co-workers, friends, or relatives unless authorized to do so.
- f. edit or delete one's own student, employee, supplier, and/or guest records
- g. install, use, or distribute software for which one does not have a license
- h. access, modify, distribute, or reproduce copyrighted material without a license
- i. Monitor another person's activities unless authorized

violates the use terms of applicable software licensing agreements or copyright laws) on the Board network and computer systems.

(i) Commercial Use - Users may not use the Board's system for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use.

(j) Political Lobbying - Users may not use the Board's system for political lobbying unless pre-approved by the Director of Education. However, Board staff and students may use the system to analyze legislative measures and communicate personally with their elected representatives to express their personal opinions on political issues. Such views should not be disseminated to others.

(k) Use of Board E-mail Addresses and Distribution Lists - Board e-mail addresses and distribution lists are not permitted for use by external individuals, organizations or unions unless for Board pre-approved business or as pre-approved by the Director of Education.

4. Respect for Privacy

The use of information technology resources is monitored to help ensure the network and computing systems are available and that users are kept secure and in conformity with this policy in order to further health, safety and security for all users and resources. Users should have no expectation of privacy when using the Board's network or computer systems.

j. create, view, collect, or share pornographic, offensive, or indecent images

k. create or distribute malware or other disruptive/destructive constructs

l. violate the intellectual property rights of another individual, TCDSB, or other corporate entity.

m. seek to learn or use another person's credentials (username or password)

n. impersonate a person (authority delegation facilitated by software is permitted)

o. suggest the Board's endorsement of any political candidate or ballot initiative

5.6. Users are compelled to immediately report all breaches of this policy of which they are aware to the appropriate TCDSB authority.

5.7. Where necessary, as permitted by law, exceptions to this policy and its regulations may be granted on a case-by-case basis to be authorized by the Chief Information Officer.

(a) Users should be aware that the board monitors the operation of the network and computer systems generally to alert ICT staff of any service outages or anomalies. This information is collected in system logs. The information collected in the ICT systems may be utilized or disclosed to trigger or augment the investigation for possible violation of law, Board policy or procedures or employment obligations. The Board will provide periodic reminders to staff regarding this on-going system administration process.

(b) Users will not alter the content of a message, without the permission of the original author who sent the message. Proper judgement should be exercised in deciding which messages are appropriate to forward to other recipients.

(c) Users will not distribute or forward chain letters, jokes, and inappropriate materials or engage in spam e-mails.

(d) All Users have obligations and/or protection under the provisions of the Municipal Freedom of Information and Protection of Privacy Act. Users shall respect an individual's personal privacy and will not share personal information without the direct permission of the individual.

5. Plagiarism and Copyright Infringement

a) Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user. Users will not plagiarize works that they find on the Internet.

b) Copyright is the protection of creative works and authors' rights. Users will respect the rights of copyright owners, including software manufacturers and providers of digital media. If the users are unsure whether or not they can use a work, they should request permission from the copyright owner.

c) Content published on web sites must be original or written permission obtained for the use of such copyright material and its ownership fully acknowledged.

d) Visitors and Users to the TCDSB public web site may copy any information for their own personal use but may not otherwise publish or reproduce any such information in any manner, without the prior written consent of the TCDSB.

6. Web Sites

(a) The Board will provide resources and templates to host and create school, department and individual (my site) web sites.

(b) All web site content created by web site publishers must be consistent with the mission, values and educational aims of the Board and must comply with all applicable legislation, Board guidelines, policies and procedures.

(c) All web site content created by web site publishers must adhere to defined web page standards, formats and templates consistent with the branding of the Board.

(d) The publishing of web sites must follow the approval workflow defined by the Board guidelines.

7. Bring Your Own Computer / Personal Electronic Devices (PEDs)

(a) Personal Electronic Devices (PEDs) including but not limited to cell phones, pagers, video/camera phones, still/video cameras, computers and recording devices must be securely stored and in silent mode by the User on any Board school property during regular school hours.

(b) Users may choose to bring their own personal electronic devices on Board premises which may be connected to the Board's Guest network for Internet access only.

(c) The ICT departments will not provide any support or troubleshooting of hardware, software or network connectivity issues on personal electronic devices.

(d) Unless legally licensed, Users will not install software licensed by the Board or the Ministry on personal electronic devices.

(e) Software licensed for home use by teachers and students by the Board or the Ministry is only permitted within the provisions of the licensing agreement granted.

(f) Users will ensure that personal electronic devices are protected (if applicable) with anti-virus malware protection software.

(g) If a personal electronic device is suspected to be interfering with the Board's network and systems, the User will be required to cease connecting and using the personal electronic device on the Board's premises.

(h) Any personal electronic device with image, video capture and recording capabilities are absolutely prohibited in areas where there is an expectation of privacy (e.g., washrooms, change rooms). The recording and taking of photographic images of a person or persons, on school property, at school events, and during school activities and/or hours, is prohibited without the permission of the person or persons being photographed or the principal or designate. The consent of the parent/guardian is required for a student with special needs.

(i) The electronic transmission or posting of recordings and photographic images of a person or persons on school property, at school events, and during school activities and/or hours, is prohibited without the permission of the person or persons being photographed or the principal or designate. The consent of the parent/guardian is required for a student with special needs.

(j) The use of personal electronic devices and images or recordings of activities that may negatively impact the school climate must not be captured, transmitted or posted under any circumstances.

(k) In the event of an emergency, lockdown, or evacuation the school or building administrator will provide instruction to the community pertaining to the acceptable

use of personal electronic devices in the particular emergency conditions.

(l) All Users should be aware that in some instances transmission, recordings or images may be reviewed and relied on, even if obtained in a manner not wholly consistent with this policy.

ADMINISTRATIVE PROCEDURES – STUDENTS

In addition to the administrative procedures for all users, the following section outlines additional administrative procedures applicable to all students enrolled in the TCDSB. All students must abide by the administrative procedures outlined in this section.

13. Personal Safety

(b) Students will promptly disclose to a school administrator or educator any electronic communication that is inappropriate or makes them feel uncomfortable.

14. Bring Your Own Computer / Personal Electronic Devices (PEDs)

(a) Students may use their own personal electronic device in the classroom for educational purposes and only when directed by the classroom teacher. At all other times student use of a personal electronic device in the classroom is not allowed. A student who uses a personal electronic device in the classroom without teacher direction is subject to regular classroom and school disciplinary procedures.

(b) Students may use their own personal electronic device outside of the classroom only in designated study areas where personal electronic devices are allowed according to school policy. A student whose use of a personal electronic device contravenes school policy is subject to regular school disciplinary procedures.

(c) Personal electronic devices are not allowed in examination rooms, unless instructed by a teacher.

(d) When such devices are being used inappropriately by Students, the Teacher will send the student to the school administrator who may confiscate, and securely store the device until the matter is appropriately addressed.

(e) The school administrator will determine any other situations where the use of a personal electronic device is restricted or prohibited based on such use compromising school security, personal safety, individual privacy, academic integrity and negatively impacting on the school environment.

ADMINISTRATIVE PROCEDURES – EMPLOYEES

In addition to the administrative procedures for all users, the following section outlines administrative procedures applicable to all employees of the TCDSB. All employees must abide by the administrative procedures outlined in this section.

16. Personal Safety

- (a) Any employee that is in receipt of an inappropriate, harassing, obscene or offensive electronic communication that makes them feel uncomfortable or is a risk to their personal safety is to bring the matter to the attention of their immediate supervisor and follow the protocol as outlined in the Respectful Workplace Policy.

18. Bring Your Own Computer / Personal Electronic Devices (PEDs)

- (a) Users should not store any Board confidential information (including but not limited to data and personal information of students, employees, etc.) on personal electronic devices.

21. Intellectual Property

- (a) Subject to any written agreement between the teacher and Board, if a teacher voluntarily creates intellectual property that is wholly outside of their teaching duties not utilizing any Board resources whatsoever and is not utilized in any manners in the course of the teacher's employment the intellectual property belongs to the teacher.

11. Disciplinary Consequences

(a) Users' violation of this policy will be fairly handled subject to any obligations contained within applicable Collective Agreements, Board and local school Code of Conduct, legislations (i.e., Teaching Profession Act, Ontario College of Teachers Act, Education Act, etc.) or Board policy and procedures.

(b) Disciplinary action will be tailored to meet specific concerns related to the violation and assist the user to conform to this policy and model appropriate behaviour on an electronic network and computing system. The disciplinary action may include but is not limited to deny, restrict, or suspend user access to the Board system resources. Other disciplinary action may also be appropriate.

(c) Some violations may be an offence under Canada's Criminal Code. Appropriate legal authorities will be contacted if there is any suspicion of illegal activities. The Board will cooperate fully with legal authorities in any investigation relating to illegal activities conducted through the Board's technology systems, which may include providing authorities with information gathered through collection, inspection, monitoring or investigation.

15. Disciplinary Consequences

(a) In the event that a student has violated this policy, the student (and parent when applicable) will be provided with notice of such violation and will meet with the school administrator.

6. Disciplinary Action and Enforcement

6.1. Violations of this policy will be dealt with through appropriate disciplinary action including and up to termination of employment, termination of contract, or expulsion. Disciplinary action will take into account relevant policies, procedures, codes of conduct, guidelines, legislation, and collective agreements.

6.2. Pending an investigation, the Board reserves the right to immediately suspend a user's access to any and all Board technology in order to protect Board property, data, networks, or other users.

6.3. Suppliers and guests who violate the Acceptable Use Policy may have their contracts terminated and/or be refused all future entry to Board properties.

Glossary of Terms

Internet refers to an electronic communication system connecting thousands of computers all over the world through which millions of individual subscribers can interact and share information.

Viruses and Malware are destructive computer programs that replicate or attach themselves to an existing program without authorization.

Social Media is a form of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.

Website is a collection of related web pages containing digital content (text, images, videos, etc) hosted on a web server accessible from the Internet or a private network.

Internet content filtering is technology commonly used by schools to prevent users from viewing inappropriate web sites or content.

Cyberbullying is the use of information and communication technologies by an individual or group that is intended to harm others.

7. Users will be made aware of Board procedures and any other resources developed to support this policy.

Definitions

Users include but are not limited to employees, students, trustees, Board committee members, parents, volunteers, guests, contractors, community service workers, and temporary staff.

Spam e-mail or shortened as Spam is the common term for unsolicited e-mail.

Personal Electronic Devices (PEDs) are technology devices including but not limited to cell phones, pagers, video/camera phones, still/video cameras, computers and other recording devices.

Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

Copyright is the protection of creative works and authors' rights.

Intellectual Property is property created using original thought such as art, inventions, creative writing, designs, etc.

Electronic communication includes but is not limited to Internet use, e-mail, social media, browsing, publishing or posting on web sites, downloading, accessing or storing files and use of personal electronic devices, and any third-party application or service used for educational and/or administrative use.

Technology includes all information and communication tools and applications.

Suppliers includes any individual, company or other entity that provides goods and/or services to the Board.

Intended use or Board Business use: Any activity which is reasonably connected to the duties of board members (trustee), employee, supplier, vendor, volunteer, or agent of the Board.

Personal Use: Any activity unrelated to the Board's business, instructional, academic, administrative, and/or research objectives.

Personal Information: recorded information about an identifiable individual. This may include the individual's

name, address, sex, age, education, medical or employment history and any other information about the individual.

Evaluation and Metrics:

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

1. Maintenance of an Acceptable Use Policy Working Group chaired by the Senior Manager of Privacy to regularly review policy effectiveness and to develop procedures and guidelines.
2. Ongoing consultation with union partners, educators, administrators and business leaders.
3. Feedback resulting from communication of procedures.

MASTER PENDING LIST AND ROLLING CALENDAR TO NOVEMBER 19, 2020

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Jan-2020 Corporate Services	TBC	Corporate Services	That all options be explored for Loretto Abbey and Dante Alighieri and that a report on relocation come back at the February 13, 2020 Corporate Services Committee meeting or February 20, 2020 Board meeting, and a report on Dante Alighieri comes back at the March 12, 2020 or April 16, 2020 Corporate Services Committee meeting; (2020-2021 School Relocations Plan)	Associate Director of Facilities, Business & Comm. Dev & CFO
2	June-2020 Special Board	TBC	Regular Board	Report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledge how important it is for students to be able to see themselves reflected in different fields and positions of leadership (Consideration of Motion from Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools)	Director of Education & Associate Director of Education, Academic Services & Associate Director of Facilities, Business & Comm. Dev & CFO
3	Mar-2020 Student Achievement	TBD	Student Achievement	Report regarding the feasibility of inviting the three presenters to have in-person workshops on the following topics: Code of Conduct for Trustees; School Board Governance; Integrity Commissioner Office. The report would contain the cost, the proposed time, and any other details that would	Director Of Education

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
4				be of interest and would be of importance to our decision making (Consideration of Motion From Trustee Kennedy regarding Presentations from Ontario Catholic School Trustees' Association (OCSTA) on Code of Conduct, Integrity Commissioner and School Board Governance)	
	June-2020 Special Board	TBD	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic (Computers for Students in Need)	Associate Director of Facilities, Business & Comm. Dev & CFO

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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A = Annual Report

P = Policy Metric Report

Q = Quarter Report

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

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13	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
14	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development
15	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
16	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
17	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
18	October (A)	Corporate Services	Annual Asset Renewal Plan	A.D. Facilities, Business, Community Development
19	October (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
20	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
21	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
22	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
23	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
24	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
25	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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26	August (P)	Regular Board	<u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board Metric</u>	Director of Education
27	August (P)	Regular Board	<u>H.M. 19 Conflict Resolution Department</u>	Associate Director Academic Services
28	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts Policy Metric</u>	Director of Education
29	October (A)	Regular Board	Student Exit and Entry Survey Results	A.D. Facilities, Business, Community Development
30	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
31	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
32	December (A)	Regular Board	Director's Annual Report	Director of Education
33	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
34	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
35	January (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
36	January (P)	Student Achievement	<u>A.35 Accessibility Standards Policy Metric</u>	Associate Director Academic Services
37	February (P)	Student Achievement	<u>S. 19 External Research Policy Metric</u>	Associate Director Academic Services
38	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
39	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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40	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
41	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free Policy Metric</u>	Associate Director Academic Services
42	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start Policy Metric</u>	Associate Director Academic Services
43	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion Policy Metric</u>	Associate Director Academic Services
44	September (P)	Student Achievement	<u>T.07 Community Engagement Policy Report and A.37 Communications Policy Metric and Community Advisory Committees Report</u>	Director of Education
45	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
46	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
47	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
48	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
49	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
50	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services

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51	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
52	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
53	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools</u> Policy Report	Associate Director Academic Services
54	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services</u> Policy Metric	Associate Director Academic Services
55	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council</u> Policy Metric	Associate Director Academic Services