

STUDENT ACHIEVEMENT AND WELL-BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

AGENDA January 14, 2021

Garry Tanuan, Chair
Trustee Ward 8

Teresa Lubinski, Vice Chair
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Keith Baybayon
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Angela Kennedy
Trustee Ward 11

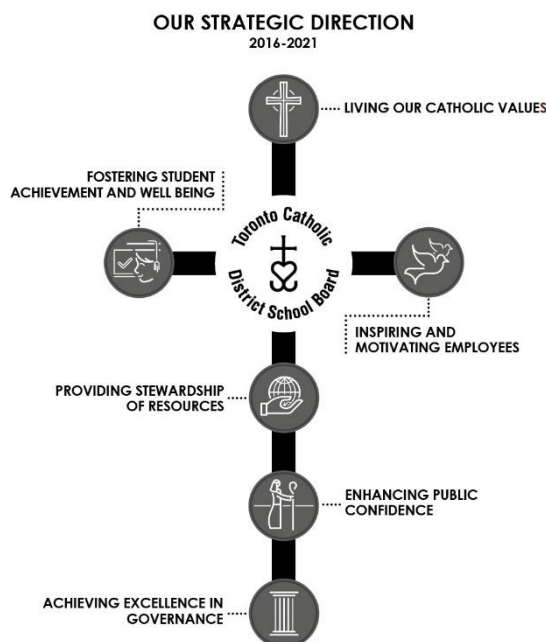
Ida Li Preti
Trustee Ward 3

Markus de Domenico
Trustee Ward 2

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

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

**TERMS OF REFERENCE FOR THE STUDENT ACHIEVEMENT AND WELL
BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

Terms of reference:

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21st Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

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

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AGENDA THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

PUBLIC SESSION

Garry Tanuan, Chair

Teresa Lubinski, Vice-Chair

Thursday, January 14, 2021

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Land Acknowledgement
4. Singing of O Canada
5. Roll Call & Apologies
6. Approval of the Agenda
7. Report from Private Session
8. Declarations of Interest
9. Approval & Signing of the Minutes of the Meeting held December 3, 2020
for Public Session 1 - 30
10. Delegations
11. Presentations

12. Notices of Motion

13. Consideration of Motions for which previous notice has been given

- 13.a. From Trustee Di Pasquale regarding Expunging of Discretionary Kindergarten - Grade 3 Suspensions 31

14. Consent and Review

15. Unfinished Business

16. Matters referred or deferred

From the July 16/20 Special Board, July 23/20 Special Board, Aug.20/20 Reg. Board, Sept. 3/20 Student Achievement, Sept. 10/20 Corporate Services, Oct. 15/20 Reg. Board, Nov. 11/20 Special Board and Dec. 3/20 Student Achievement and Dec. 10/20 Reg. Board

- 16.a. Communication From Abundant Life Centre - Loretto Sisters Project in Kenya (Held by Trustee Rizzo) (Refer to Video at the Meeting)

From the November 12, 2020 Corporate Services and December 10, 2020 Regular Board Meetings

- 16.b. Renewal Plan 2020-2021 and Three-Year Forecast (All Wards) 32 - 76
(Recommendation) (Held by Trustee Rizzo)

From the August 20, 2020 Regular Board, September 17, 2020 Regular Board, October 15, 2020 Regular Board, November 11, 2020 Special Board and December 3, 2020 Student Achievement Meetings

- 16.c. Inquiry from Trustee Di Pasquale regarding the implementation of Anti-Black and Indigenous Motion passed at the June 2020 Regular Board Meeting (Held by Trustees Di Pasquale)

From the November 4, 2020 Student Achievement, November 12, 2020 Corporate Services and December 3, 2020 Student Achievement Meetings

- 16.d. Toronto Catholic District School Board Outdoor Education 77 - 89
(Information) (Held by Trustee Rizzo)

17. Staff Reports

- 17.a. Return to School Update Report (Information) 90 - 100

17.b.	Annual Report on the Accessibility Standards Policy (A.35) (Information)	101 - 155
17.c.	Mental Health and Well-Being Annual Report 2019-2020 (Information)	156 - 173
18.	Listing of Communications	
18.a.	Ontario Catholic School Trustees' Association (OCSTA) Questions for Trustee Input - Feedback for Annual General Meeting	174 - 180
19.	Inquiries and Miscellaneous	
20.	Updating of Pending List	
20.a.	Annual Calendar of Reports and Policy Metrics	181 - 182
20.b.	Monthly Pending List	183
21.	Resolve into FULL BOARD to Rise and Report	
22.	Closing Prayer	
23.	Adjournment	

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through witness, faith, innovation and action.*



MINUTES OF THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

PUBLIC SESSION

HELD THURSDAY, DECEMBER 3, 2020

PRESENT:

Trustees:

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

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
C. Fernandes
M. Loberto
P. Matthews
M. Meehan
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

5. Roll Call and Apologies

An apology was extended on behalf of Trustee Del Grande.

An apology for late arrival was extended on behalf of Trustee Kennedy.

6. Approval of the Agenda

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski, that the Agenda, as amended to include the Addendum and to renumber Item 16i) Consideration of Motion from Trustee Di Giorgio regarding Transparency in Allocation of Clerk Typists at all Toronto Catholic District School Board Elementary Schools as Item 13b), be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico

Opposed

Li Preti

Di Giorgio
Di Pasquale
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

7. Report from Private Session

In PRIVATE and DOUBLE PRIVATE Sessions, Minutes were approved and a legal matter was discussed respectively.

8. Declarations of Interest

There were none in PRIVATE and PUBLIC Sessions.

Trustee Rizzo declared an interest in DOUBLE PRIVATE Session.

9. Approval and Signing of the Minutes of the Meeting

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that the Minutes of the Meeting held November 4, 2020 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

10. Delegations

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that Item 10a) be adopted as follows:

- 10a) Kassandra Luciuk regarding the Toronto Catholic District School Board Commemoration Day for Canada's First Internment Operations** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

11. Presentations

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

11a) Toronto Public Health - Dr. Vinita Dubey, Associate Medical Officer of Health and Nicole Welsh received and referred to Staff.

Trustee D'Amico left the horseshoe at 7:52 pm and returned at 7:54 pm.

Student Trustee Baybayon left the horseshoe at 8:25 pm.

Trustee D'Amico left the horseshoe at 8:26 pm and returned at 8:28 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Student Trustee Baybayon returned to the horseshoe at 8:30 pm.

12. Notices of Motion

- 12a) From Trustee Di Pasquale regarding Expunging of Discretionary Kindergarten - Grade 3 Suspensions** will be considered at the January 14, 2021 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting.

WHEREAS: The Ontario Government recently amended O. Reg. 440/20 of the Education Act to remove the discretion of the principal to suspend students in junior kindergarten to Grade 3 for activities listed in subsection 306(1) of the Education Act, beginning in the 2020-2021 school year;

WHEREAS: Positive experiences in the early years are key to laying the foundation for future success, and;

WHEREAS: Whereas suspension records that remain on a student's OSR have the potential to create bias towards children and affect their future success.

THEREFORE, BE IT RESOLVED THAT: All suspensions on student records that are no longer permitted under the newly amended O. Reg 440/20 regarding discretionary suspension of children up to and including grade 3, be expunged from their OSR and Safe Schools database.

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

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

13a) From Trustee Lubinski regarding the Toronto Catholic District School Board (TCDSB) to Commemorate Canada's First National Internment Operations (1914-1920):

WHEREAS: On October 28, Canadians from many backgrounds commemorated Canada's First National Internment Operations – the forced internment of 8,579 Ukrainians and other Europeans who were branded 'enemy aliens' and sent to 24 internment camps across Canada between 1914 and 1920;

WHEREAS: Men, women, and children suffered during Canada's First National Internment Operations, not because of anything they had done, but only because of who they were and where they had come from;

WHEREAS: On this day, we remember the victims of this injustice and we are united in our resolve to bring an end to prejudice and discrimination, wherever they may appear;

WHEREAS: All Canadians are encouraged to mark this important day of commemoration in their communities; and

WHEREAS: The TCDSB Ukrainian Canadian Advisory Committee requested that our Board Commemorates Canada's First National Internment Operations 100th anniversary in 2020 and every October 28 thereafter;

BE IT RESOLVED THAT: The TCDSB adopt October 28 of each year as Annual Internment Commemoration Day in recognition of Ukrainians and other Europeans who were interned in Canada during the First World War; and

BE IT RESOLVED THAT: The TCDSB acknowledge the year 2020, as the 100th anniversary of the closing of the internment camps in 1920.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

16. Matters Referred or Deferred

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

16i) Consideration of Motion from Trustee Di Giorgio regarding Transparency in Allocation of Clerk Typists at all Toronto Catholic District School Board Elementary Schools:

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

Trustee Kennedy joined the horseshoe at 8:43 pm.

Trustee D'Amico left the horseshoe at 8:54 pm.

Trustee Li Preti left the horseshoe at 9:01 pm and returned at 9:02 pm.

Results of the Vote taken, as follows:

In Favour

Trustees Di Giorgio
Lubinski

Opposed

Crawford
de Domenico
Di Pasquale

Kennedy
Li Preti
Martino
Rizzo
Tanuan

The Motion was declared

FAILED

14. Consent and Review

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

- 16a) Voices that Challenge 2020 Catholic Student Leadership Impact Team (CSLIT) - Inspiring Active Citizenship in Catholic Education – Student Trustees;
- 16b) Catholic Student Leadership Impact Team (CSLIT) 2020-2021 Pillars of Focus – Student Trustees;
- 16c) Return to School Update –Trustee Rizzo;
- 16e) Communication From Abundant Life Centre - Loretto Sisters Project in Kenya (Refer to Video at the Meeting) - Trustee Rizzo
- 16g) Inquiry from Trustee Di Pasquale regarding the implementation of Anti-Black and Indigenous Motion passed at the June 2020 Regular Board Meeting – Trustees Di Pasquale and Li Preti;
- 16h) Toronto Catholic District School Board Outdoor Education – Trustee Rizzo;

16j) Toronto Catholic District School Board (TCDSB) Partnership with
TAIBU Community Health Center - Trustee Tanuan; and

16k) Youth Association For Academics, Athletics and Character
Education (Y.A.A.A.C.E.) - Trustee Li Preti

Trustee D'Amico returned to the horseshoe at 9:15 pm.

MOVED by Trustee Martino, seconded by Trustee de Domenico, that all
Items not held be received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

- 16d) Safe Schools Report 2019-2020;
- 16f) Enrolment Status Report 2020/2021 All Wards;
- 17a) Metrics Report on the Catholic School Parent Council, Policy S.10, 2019-2020;
- 17b) Toronto Catholic Parent Involvement Committee Annual Report – 2019-2020;
- 18a) Communication from Peter Schturyn, President, Ukrainian Canadian Congress Toronto Branch regarding TCDSB to Commemorate Canada's First National Internment Operations (1914-1920);
- 20a) Annual Calendar of Reports and Policy Metrics; and
- 20b) Monthly Pending List

Trustees Martino and Di Giorgio left the horseshoe at 9:20 pm and returned at 9:41 pm.

16. Matters Referred or Deferred

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that Items 16a) and 16b) be adopted as follows:

16a) Voices that Challenge 2020 Catholic Student Leadership Impact Team (CSLIT) - Inspiring Active Citizenship in Catholic Education:

WHEREAS: Recommendations from the Voices that Challenge 2020 Catholic Student Leadership report invites the TCDSB to explore the development of safe and inclusive forums where students can share their perspective with respect to LGBTQ+ topics without fear of ridicule or reprisal;

WHEREAS: CSLIT encourages the TCDSB to follow suit with other Catholic boards that have proactively found ways to visibly show the acceptance of LGBTQ + students with the Catholic Community and that not all LGBTQ+ students feel accepted within the Catholic community; and

WHEREAS: The Boards goal is to create safe and inclusive schools and need to proactively acknowledge that more needs to be done to support our LGBTQ+ community to address systemic homophobia and enhance public confidence with our Board.

BE IT RESOLVED THAT: The Board direct CSLIT to establish the appropriate democratic process for a Respecting our Differences and LGBTQ+ Committee under the CSLIT Equity Director and the Student Trustees; and

BE IT FURTHER RESOLVED THAT: The Respecting our Differences and LGBTQ+ Committee be comprised of student representatives which would report directly to the Catholic Student Leadership Impact Team with specific focus on respecting differences and LGBTQ+ matters with the intent of empowering our student voice system-wide with support from our Equity and Human Rights Advisor and our Equity, Diversity, Indigenous Team.

MOVED by Trustee Lubinski that the Item be deferred to the next Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting.

There was no seconder.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Di Giorgio, that the Item be received and referred to Staff for a report to come back to Board.

Trustee Tanuan relinquished the Chair to Trustee Lubinski.

Results of the AMENDMENT taken, as follows:

In Favour

Opposed

Trustees Di Giorgio
Kennedy
Lubinski
Tanuan

Crawford
D'Amico
de Domenico
Di Pasquale
Li Preti
Martino

The AMENDMENT was declared

LOST

Trustee Rizzo did not vote/respond.

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

Trustee Tanuan reassumed the Chair.

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that the Question be called.

Trustee Lubinski left the horseshoe at 10:20 pm.

Results of the Vote taken on Calling the Question, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Di Pasquale

Crawford
Di Giorgio
Martino

Kennedy Tanuan
Li Preti
Rizzo

The Motion was declared

CARRIED

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

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

In Favour

Opposed

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

The Main Motion was declared

CARRIED

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

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the presentation be received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Main Motion was declared

CARRIED

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

Trustee Lubinski returned to the horseshoe at 10:26 pm.

21. RESOLVE into FULL BOARD to Rise and Report

MOVED by Trustee Crawford, seconded by Trustee Martino, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that all matters not discussed be referred/deferred to the appropriate meetings as determined by Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio

Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

ITEMS NOT DEALT WITH AS CAPTURED IN ABOVE MOTION

- 16e) Communication From Abundant Life Centre - Loretto Sisters Project in Kenya (Refer to Video at the Meeting);
- 16g) Inquiry from Trustee Di Pasquale regarding the implementation of Anti-Black and Indigenous Motion passed at the June 2020 Regular Board Meeting;
- 16h) Toronto Catholic District School Board Outdoor Education;
- 16j) Toronto Catholic District School Board (TCDSB) Partnership with TAIBU Community Health Center; and
- 16k) Youth Association For Academics, Athletics and Character Education (Y.A.A.A.C.E.);

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

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Lubinski

Opposed

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

The Motion was declared

FAILED

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

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that Item 16c) Return to School Update be discussed prior to the meeting resolving back into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

The Chair declared a recess.

PRESENT: (Following Recess)

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

Student Trustees: K. Baybayon
K. Nguyen

16. Matters Referred or Deferred

Trustee Martino left the horseshoe at 11:05 pm and returned at 11:10 pm.

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that Item 16c) be adopted as follows:

16c) Return to School Update:

BE IT RESOLVED THAT: The Toronto Catholic District School Board (TCDSB) staff refrain from further reorganization due to the request to move from face to face to virtual learning at St. Anne's Academy or from St. Anne's Academy back to face to face schooling for the remaining of 2020-21 school year except for medical or family exceptional circumstances.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Martino, that *Stability being our priority* be added at the beginning of the sentence and that *compassionate grounds* be added at the end, along with a few punctuational changes, as follows:

BE IT RESOLVED THAT: *Stability being our priority*, that the TCDSB staff will refrain from further re-organization due to the request to move from face to face to virtual learning at St. Anne's Academy or from St. Anne's Academy back to face to face schooling for the remaining of 2020-21 school year except for medical, family exceptional circumstances or *compassionate grounds*.

Student Trustees Baybayon and Nguyen left the meeting at 11:29 pm.

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the Motion and AMENDMENT be deferred to the December 10, 2020 Regular Board meeting.

Time for business expired.

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that time be extended by 15 minutes, as per Article 12.6, to complete debate on the Item.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Results of the Vote taken on Deferral as follows:

In Favour

Opposed

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

Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the Item be received.

MOVED in AMENDMENT by Trustee de Domenico, seconded by Trustee Li Preti:

BE IT RESOLVED THAT: The Board request the Province and Toronto Public Health to ensure that student nutrition funding is distributed with adequate flexibility to support students learning remotely, and to provide additional funding as required to continue in-school program delivery while expanding to support remote learners.

Results of the Vote taken on the AMENDMENT as follows:

In Favour

Opposed

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

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Kennedy, that the TCDSB request the Minister of Education to extend the Winter break due to rising numbers and knowing that families will undoubtedly get together to enjoy Christmas and New Year;

That coterminous Boards be requested to support our position;

That the break be extended to 14 days following New Year's Day; and

That during this break, students be taught virtually.

Trustee Tanuan relinquished the Chair to Trustee Lubinski.

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that *New Year's Day* be replaced with *January 1*.

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

In Favour

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

Opposed

Crawford
Lubinski
Martino
Tanuan

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

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

The AMENDMENT was declared

LOST ON A TIE

Trustee Li Preti left the horseshoe at 12:19 am.

Time for business expired.

The Chair called for vote to extend the time to complete debate on the Item by a further 15 minutes, as per Article 12.6.

Results of the Vote taken, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees D'Amico	Crawford
de Domenico	Kennedy

Di Pasquale
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Li Preti returned to the horseshoe at 12:26 pm.

Trustee de Domenico left the horseshoe at 12:28 pm.

Results of the Vote taken on the Motion of Receipt as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Tanuan reassumed the Chair.

21. Resolve into FULL BOARD to Rise and Report

MOVED by Trustee Martino, seconded by Trustee Kennedy, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee de Domenico returned to the horseshoe at 12:35 pm.

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the meeting resolve back into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

PRESENT: (Following DOUBLE PRIVATE Session)

Trustees: G. Tanuan, Chair
T. Lubinski, Vice-Chair
N. Crawford
M. de Domenico
N. Di Pasquale
A. Kennedy
I. Li Preti
J. Martino
M. Rizzo – Via Zoom

21. RESOLVE into FULL BOARD to Rise and Report

MOVED by Trustee Crawford, seconded by Trustee Martino, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

23. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR



Norm Di Pasquale
Trustee Ward 9

E-mail: Norm.DiPasquale@tcdsb.org

Voicemail: 416-512-3402

To: Student Achievement and Well-Being Committee, January 14, 2021

From: Norm Di Pasquale, Trustee Ward 9

Subject: Consideration of Motion: Expunging of Discretionary Kindergarten – Grade 3 Suspensions

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

WHEREAS: The Ontario Government recently amended O. Reg. 440/20 of the *Education Act* to remove the discretion of the principal to suspend students in junior kindergarten to Grade 3 for activities listed in subsection 306(1) of the *Education Act*, beginning in the 2020-2021 school year, and;

WHEREAS: Positive experiences in the early years are key to laying the foundation for future success, and;

WHEREAS: Whereas suspension records that remain on a student's OSR have the potential to create bias towards children and affect their future success.

THEREFORE, BE IT RESOLVED THAT: All suspensions on student records that are no longer permitted under the newly amended O. Reg 440/20 regarding discretionary suspension of children up to and including grade 3, be expunged from their OSR and Safe Schools database.

Norm Di Pasquale
Trustee, Ward 9



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

RENEWAL PLAN 2020-2021 AND THREE-YEAR FORECAST (ALL WARDS)

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

Created, Draft	First Tabling	Review
November 3, 2020	November 12, 2020	

M. Iafrate, Senior Coordinator, Asset Management and Renewal

P. de Cock, Comptroller, Finance and Business Services

D. Friesen, Superintendent, Capital Development and Asset Management and Renewal

RECOMMENDATION REPORT

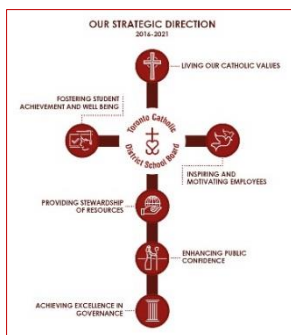
Vision:

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

In 2019-20 the Capital Development and Asset Management Renewal Division delivered approximately \$41.8M in Renewal works throughout the system. Significant projects completed during this time included the completion of phase 1 of the cooling centre installations, which consisted of 36 schools, a large number of building envelope (e.g. windows/ doors/roofs) improvements, major mechanical and electrical in various states of design/renovation. The Asset Renewal Department currently has approximately 250 open projects (at various stages) being managed by 10 project supervisors. The total dollar value of projects in progress as of August 31, 2020 is \$18.87M.

Staff follow an objective process for developing the annual Renewal Plan. This process involves consideration of the following:

- Ministry of Education funding envelopes;
- Ministry funding criteria;
- Evaluation of building conditions throughout the system (informed by the Ministry database and building inspections every 5 years);
- Prioritization of critical repairs required from a structural / health and safety perspective;
- Consultation with the Operations Department within the Environmental Support Services (ESS) Division who provide direct feedback and requests from local schools;
- School community requests
- Checks against work orders from the Maintenance Department within ESS;
- Consideration of system-wide initiatives such as school Nutrition Program related upgrades and the cooling centre strategy.

Based on the above vetting process, this report recommends the approval of the 2020-21 School Renewal Plan for an estimated total budget of \$69.5M as detailed in Appendices A and B. It also recommends that the Board “recognize” the three (3) year Renewal Forecast for a total forecasted budget of \$196.0M, as detailed in Appendix C.

The 2020-21 Renewal Plan is comprehensive and fiscally responsible in nature and allocates funding towards a wide variety of asset replacement and upgrades including, but not limited to: heating, ventilation and cooling system improvements,

roof replacements, phase 3 of the cooling centre installations, doors/windows replacements, portable refurbishments, exterior wall improvements, emergency fire system work, Nutrition Room upgrades, work recommended in the 2019-2023 Energy Conservation and Demand Management (ECDM) Plan, accessibility, system-wide water bottle filling station installation, hydro-vault repairs and an athletic field priority strategy.

The cumulative staff time required to prepare this report was 82 hours.

B. PURPOSE

1. The purpose of this report is to present the 2020-2021 Renewal Plan for approval and the three year Renewal Forecast for recognition, to ensure that the Toronto Catholic District School Board (TCDSB) acts fiscally responsible by maintaining a short to mid term asset management plan.

C. BACKGROUND

1. *In 2019-2020 the Capital Development and Asset Management Renewal Division delivered approximately \$41.8M in Renewal work including the following significant achievements:*
 - 17 boiler/radiator/Building Automation System (BAS) projects, typically involving significant abatement work and therefore phased over two years; of these 17 HVAC projects, 9 started this year but have been significantly delayed due to the COVID restrictions in spring of 2020;
 - Completed Phase 1 of the cooling centre program consisting of 36 schools; Phase 2 design is underway with construction completion anticipated by the Summer of 2021;
 - As part of the Board's Energy Conservation Demand Management Plan (ECDM), staff are currently working on, or have completed, 6 projects totalling \$1.91M;
 - Approximately \$4.6M for 23 site work projects; projects approved in the most recent plan are in design or construction;
 - Continuation of the FDK playground improvement program to address deficiencies in shade, storage and naturalized surfaces at several schools;
 - Starting the final phase of a program to upgrade access controls to the "Kantech" system with photo identification cards;

- Continuation of the Nutrition Program upgrades; in 2019-20 staff have completed or are currently working on 14 Nutrition Program projects;
- Accessibility upgrades to accommodate specific staff and student needs such as Universal washrooms and automatic door operators; currently there are seven projects underway in various phases.

2. ***The school Renewal Plan is generally executed in a rolling fashion, meaning that at any given time, staff are also in the process of executing projects approved in previous renewal plans.*** There are a number of reasons for deferring the execution of a project to a later time, such as:

- Multiple projects in a school and the challenges of completing them at the same time;
- Prioritizing the completion of projects utilizing Ministry special program funds with strict completion timelines (see #3 below);
- Extensive environmental remediation (asbestos and mould) extending work beyond the period of one year;
- Competing needs for school space during the summer break (Transition programs, Focus on Youth, Child Care, etc.) have impacted project execution;
- Need for studies to further evaluate building systems and/or options to address issues;
- Project investigation/design revealing additional scope and budget increase required;
- Contractor availability; high tender prices due to market pressures may result in a decision to re-tender under better market conditions;
- Securing permits from various authorities having jurisdiction;
- Some projects are cancelled completely based on determination through further on-site investigation that the work is not required; budget allocated to those projects is available to be reallocated to other projects in future years.
- In 2019-2020, the COVID-19 pandemic has had a significant effect on the execution of Renewal projects; the pandemic and resulting isolation measures hit precisely at the time when the majority of tendering normally takes place for summer renewal construction; as a result, many projects were delayed in starting and work that would normally be

carried out in the summer is still underway, or, where work cannot continue in an occupied building, has been deferred until next summer.

Projects identified as accessibility, program and health and safety will always be prioritized for immediate completion. Additionally, building systems that have failed or are on the verge of failure will also be completed immediately.

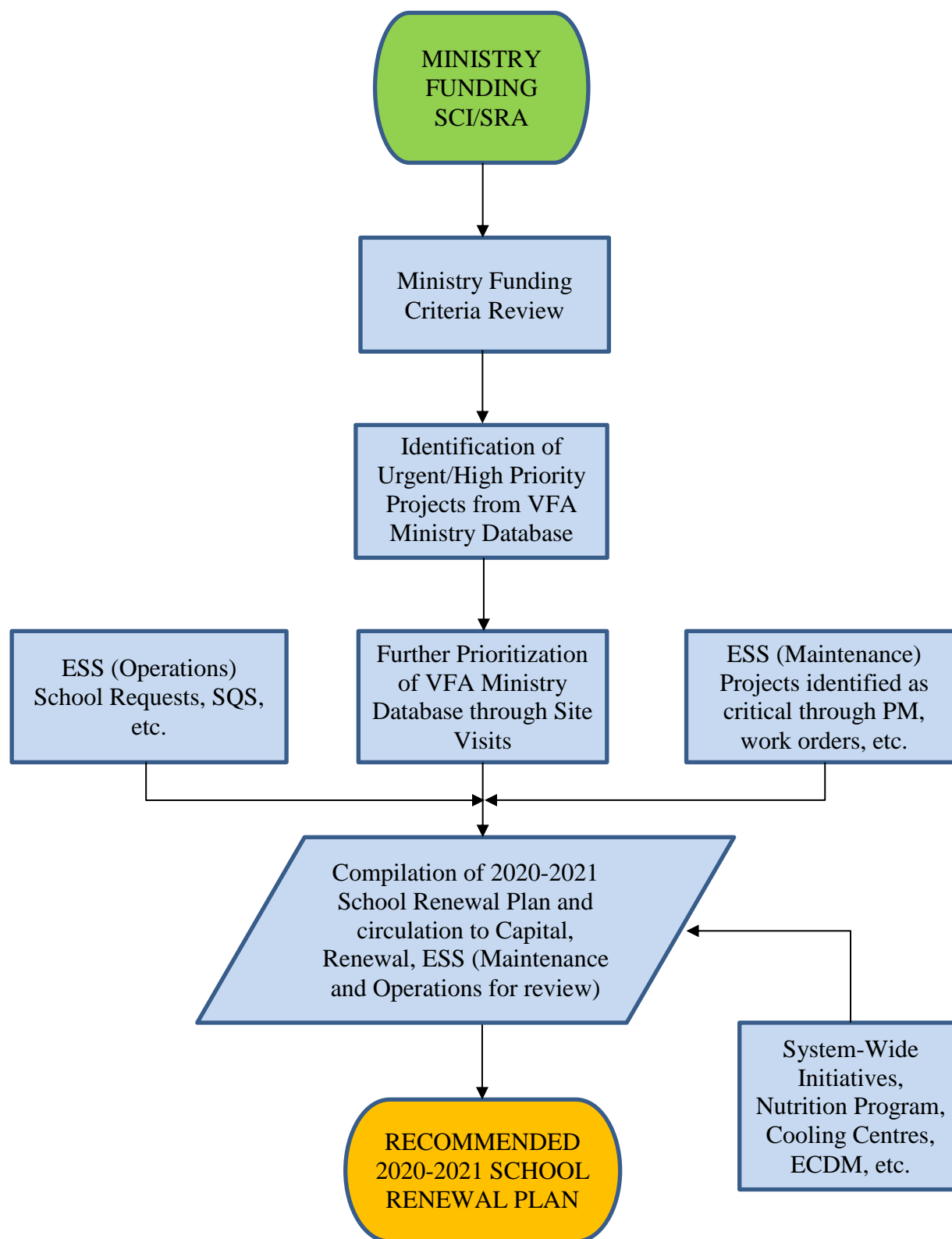
3. ***The TCDSB Renewal Plan is limited by the amount of funding received by the Ministry.*** Funds to address the various school facility needs across Ontario are provided by the Ministry of Education. For the 2020-2120 school year, the TCDSB has received approval of the funding outlined in the table below. Each type of funding has certain restrictions associated with it. Details of these restrictions are outlined in Appendix D.

School Condition Improvement Grant (SCI)	\$47,889,493
School Renewal Allocation (SRA)	\$17,452,960

As noted above, in 2020-2120 staff will also be executing some projects deferred from previous renewal plans. Unused contingency funding approved in previous renewal plans, as well as cancelled projects will be available to supplement the contingency allowance, which is to be used for unplanned urgent projects. The Contingency carry forward balance is currently **\$3,803,052**.

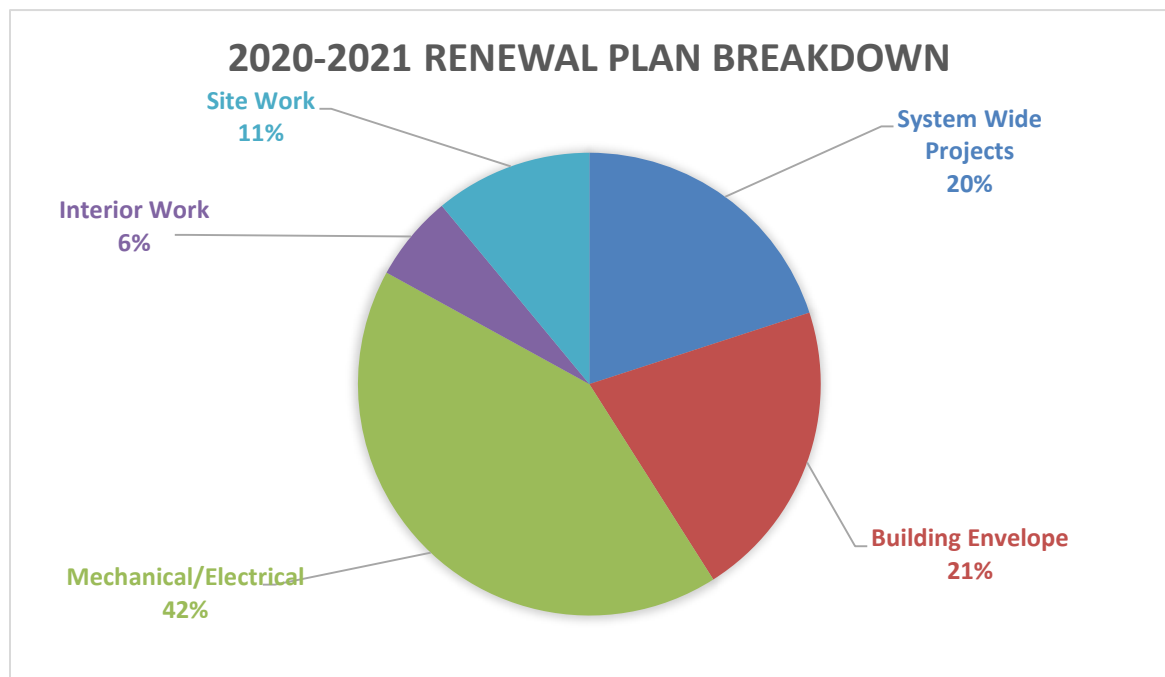
4. ***Selecting projects for inclusion in the 2020-21 Renewal Plan is an exercise of prioritization and good asset management practices.*** The process for selecting the recommended Renewal projects in the 2020-2021 plan is outlined in the flow chart below. The sections of the flow chart are further detailed in Appendix E.

Renewal Project Selection Flow Chart



D. EVIDENCE/RESEARCH/ANALYSIS

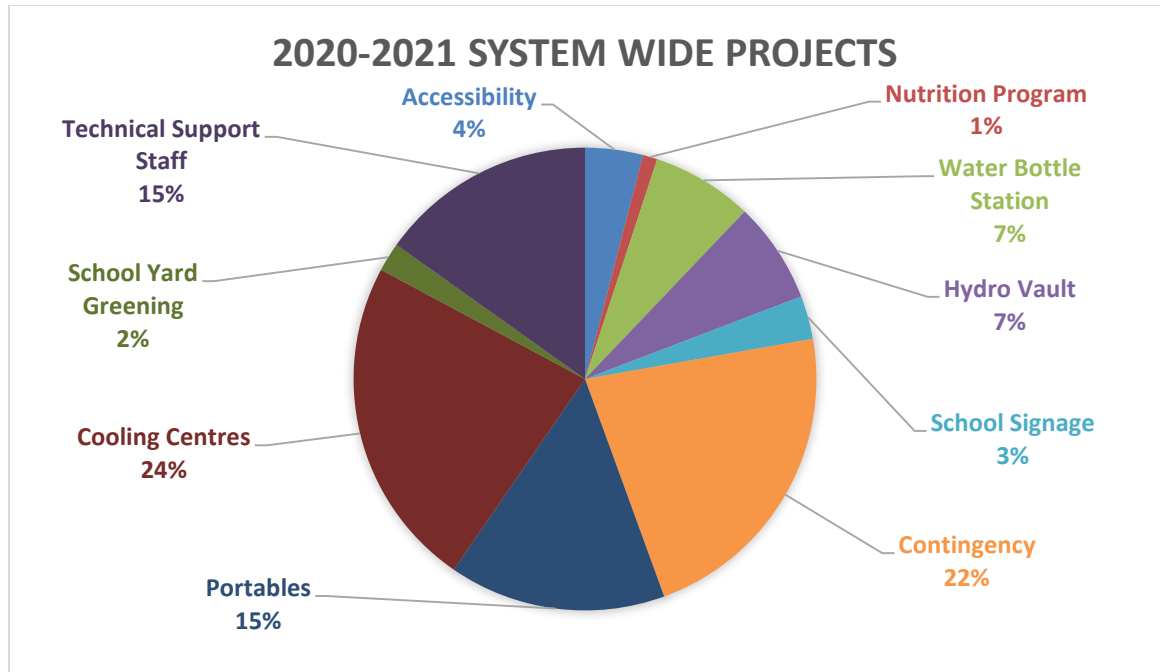
1. ***The 2020-21 Renewal Plan provides a comprehensive mix of asset renewal based on historical trends and building condition.*** The chart below shows the high level mix of investments that will be made in to the system for 2020-2021 to renew schools buildings in the system. It shows that Mechanical/Electrical projects will be the largest investment, followed by projects related to building envelope, including window replacements, reflecting a strong focus of this year's plan on improving ventilation, as a result of COVID-19. System-wide initiatives represent the next largest investment, as roll out of the Cooling Centre Program continues and installation of water bottle filling stations in all schools has become a priority due to COVID-19. A breakdown and further details on each category are provided below. Appendix A provides a detailed overview of proposed spending in each category. A complete list of projects planned in each category can be found in Appendix B.



2. ***System wide initiatives vary greatly, but are meant to bring about improvements through annual targeted investment.*** This category is intended for work that is not associated with a particular school or component,

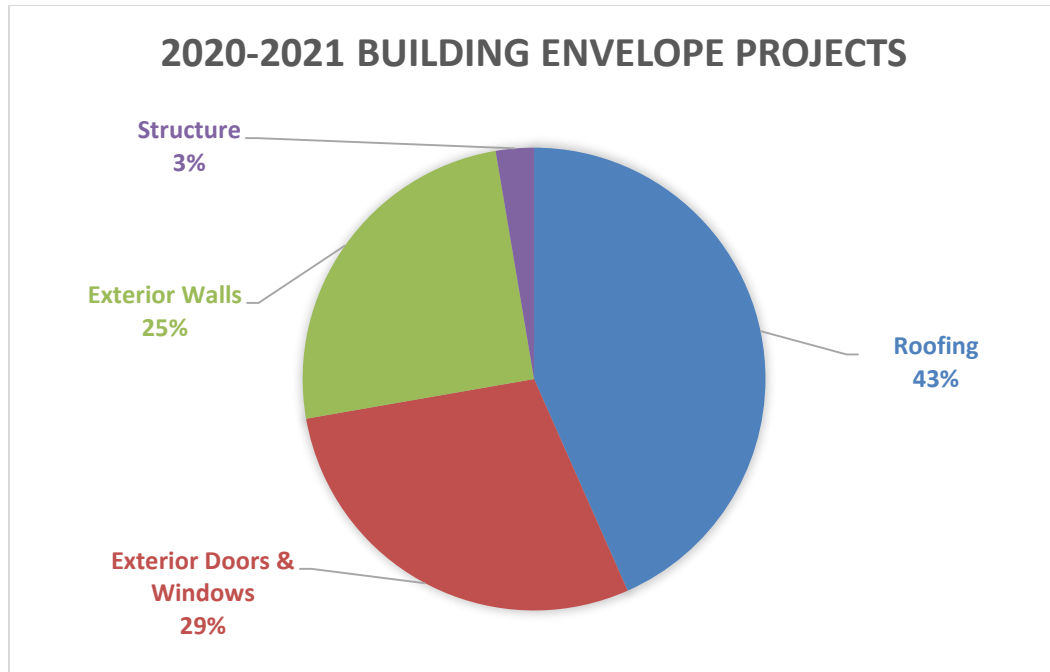
but rather a broader program within the School Renewal Plan to reflect certain Board priorities. Key elements within the System-Wide envelope include:

- Phase 3 of cooling centres at a value of \$3.06M, plus an additional 15 cooling centre projects that will be undertaken by Capital staff as part of the child care retrofit projects for an additional \$1.95M;
- A budget of \$2M earmarked for portable classroom moves and major repairs; details for this work will be provided in the annual Portable Budget report;
- A budget of \$1M to install water bottle filling stations in all schools; upon completion of this program each school in the system will have two water bottle filling stations;
- A budget of \$1M to undertake necessary renewal of hydro vaults;
- A budget of \$500,000 has been set aside to specifically address unplanned rooftop air system replacement;
- A budget of \$100,000 to retain a consultant to develop an Athletic Field Priority Strategy;
- A budget of \$200,000 to continue the creation/renovation of school spaces for the nutrition program; this reserve will be utilized by Environmental Support Services staff to carry out smaller, more manageable work in house; larger nutrition program renovations will be undertaken as itemized projects listed separately in Appendix B;
- A contingency allowance of \$3.0M to address unplanned critical and urgent repairs, unforeseen scope increases and cost increases due to changes in construction market conditions.



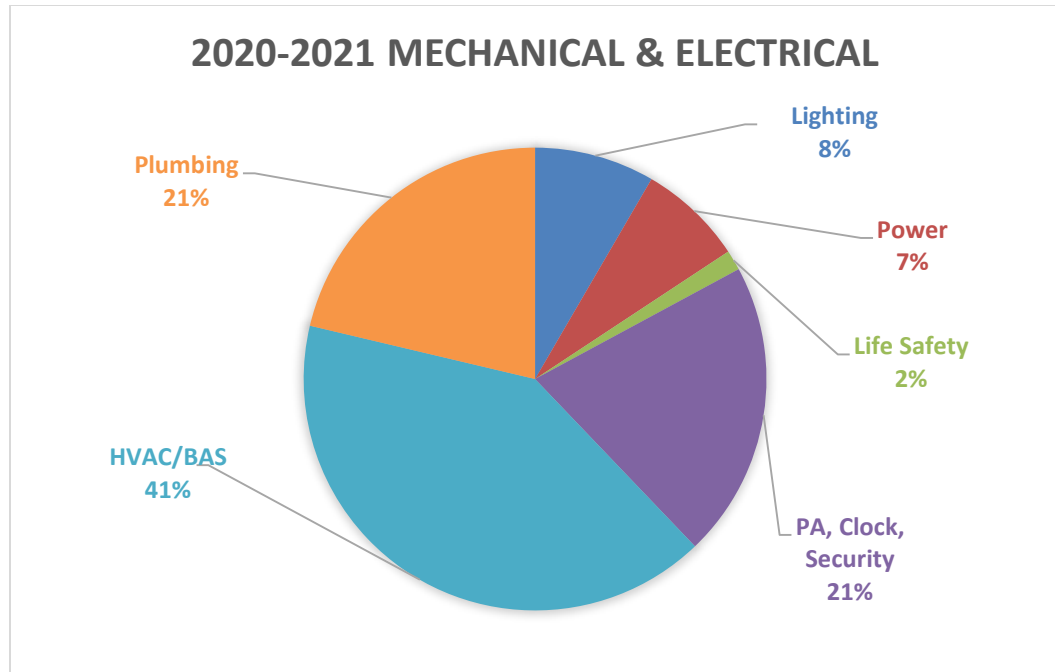
3. *Building Envelope:*

- Projects in this category include windows, exterior doors and hardware, brick and other exterior wall repairs, roofs and structural work. Due to the age of TCDSB schools, a considerable amount of the Renewal budget is allocated to this category;
- Eight window projects have been identified in the 2020-21 Renewal plan, for a total budget of \$2.9M. Staff are working with our consultants and manufacturers to improve window standards, including increasing the number of operable sections in each classroom, maximizing the size of awning operators to gain as much net vented area along the sides of the operable panels as possible, and adding solar reducing tint to the glazing to reduce solar heat gain.
- A pilot project to evaluate the effect of solar reducing window film has produced dramatic results in reducing heat gain in the pilot schools. The 2020-2021 Renewal Plan therefore recommends 8 window film projects at a total budget of \$420,000, targeting schools with no mechanical ventilation. The intent is to continue this program in future Renewal Plans.



4. ***Mechanical and Electrical:***

- This category has the largest proportion of the Renewal program budget as this work encompasses complex systems such as boilers, chillers, radiators, BAS, plumbing, lighting, power, life safety (fire alarm, Public Address, exit lighting), access control and security systems.
- Staff have focussed on projects that will improve indoor air quality such as replacing air handling systems, building automation upgrades and recommissioning.
- To reduce the Board's energy foot print, a number of projects are recommended in the Renewal plan that align with the Energy Conservation Demand Management Plan (ECDM).

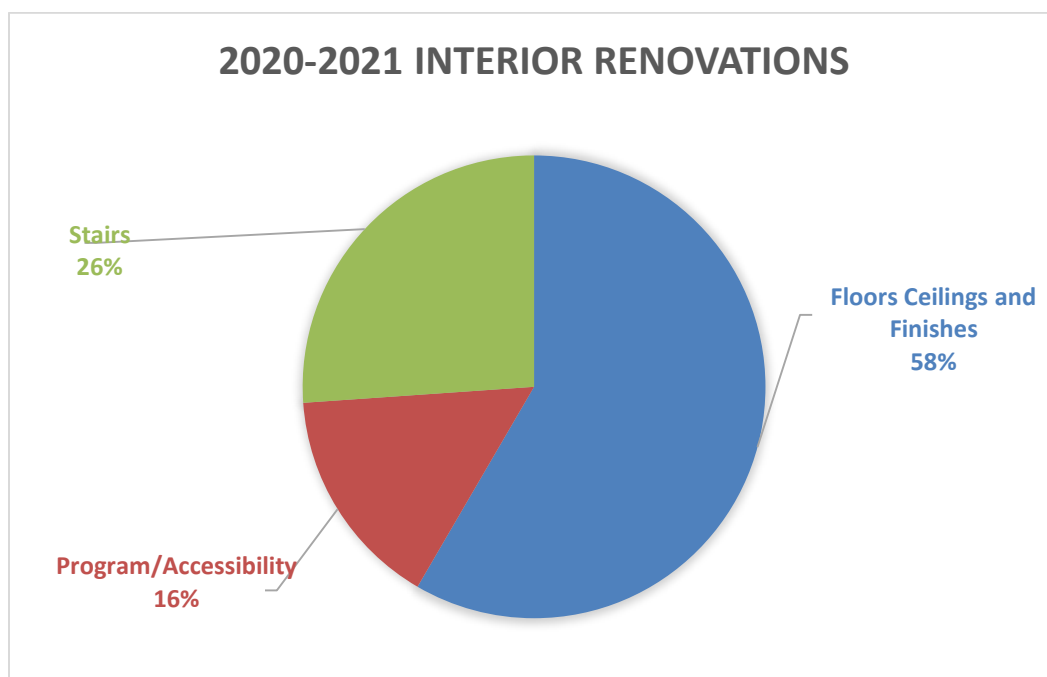


5. *Loretto Abbey:*

- The much needed heating and ventilation system replacement at Loretto Abbey will continue under the previously approved Renewal budget, with a recommendation of a budget increase of \$650,000 in the 2020-2021 Plan to add cooling to the classrooms. This work is not part of the recent funding announcement of Capital funding for an addition and renovations to the school;
- Phase 1 of the heating system replacement will be completed while the Capital project scope definition and design are underway over the next year. Phase 2 of the heating system replacement in the former convent area, may be modified somewhat to adapt to reconfiguration of spaces in the convent, but the general scope of the project is not expected to change;
- Other renewal upgrades that are required/recommended and that can be carried out in conjunction with the Capital project will also be identified over the next year and the required Renewal funding will be recommended in the 2021-2022 Renewal Plan. A preliminary list is included in the 3 year renewal forecast in Appendix C.

6. ***Interior Renovations:***

- This category addresses general interior renovations such as the replacement of floors, ceiling tiles, interior doors, millwork and repair of walls and new stairs; the funding allocation also addresses accessibility and program accommodation renovations.
- Renovations to address the public health requirements of the Nutrition Programs are included in this category.



7. ***Site Work:***

- Site work projects cover the renovation of both softscape and hardscape components of school sites. Replacement of parking lot and playground pavement and site drainage required due to life cycle and wear-and-tear make up the majority of this work.

8. ***The three year Renewal Forecast has been included for “recognition” and not “approval”.*** Staff have further developed a three year forecast as a good practice in asset management planning. It was developed on primarily the

same basis as the 2020-21 plan, but will inevitably be less accurate and require further vetting and prioritization as a rolling forecast each year. Unsurprisingly, the three year forecast shows the same trends in areas of investment as the 2020-21 Renewal Plan (assuming that similar levels of Ministry funding are received). Appendix A provides more detail of the proposed spending in each category of work.

E. METRICS AND ACCOUNTABILITY

1. ***A number of projects included in the 2020-2021 Renewal Plan will be submitted for funding under the recently announced COVID-19 Resilience Infrastructure Stream (CVRIS) funding.*** This funding, announced by the Ministry of Education on October 28th, 2020, will provide up to \$700M in combined federal-provincial funding to school boards for projects that will improve indoor air quality, facilitate physical distancing or otherwise enhance occupant health and well-being during a health crisis. A list of proposed eligible projects will be submitted to the ministry on November 18th, 2020. A decision on funding allocations to school boards is anticipated mid-late January, 2021.
2. ***Should CVRIS funding be awarded for projects included in Renewal Plan, a revised 2020-2021 Renewal Plan will be presented to the Board for approval to reallocate that funding to other projects.*** The highest priority projects in the first year of the 3 year renewal forecast in Appendix C will be moved up to fully utilize the 2020-2021 School Renewal Allocation. Execution of the CVRIS funded projects will take priority, as there is a firm deadline of December 31, 2021 for completion of projects in order to receive the funding. This may result in a need to defer some Renewal Plan projects to the following year due to limited resources. Renewal funding is allowed to be rolled over from year to year.
3. ***The Board regularly updates the Ministry the progress of its Renewal Plan.*** The Ministry's facility database must be updated twice a year to align with the Board's financial accountability submissions as overseen by the Board's Finance department. This is critical to the release of funding for the next cycle of projects. The Ministry also introduced a new reporting requirement this year for projected completion of planned projects.

4. ***Implementation of the SAP Investment Module/Project System (IM/PS) is nearly complete.*** The Board approved an investment of \$1M in the 2020-2021 Renewal Plan towards the implementation of these SAP modules, which are tied directly to the existing SAP financial module. A great deal of Finance, Capital, Renewal and IT staff time has also been invested and these investments are expected to pay off in the coming year with tighter controls and much improved efficiency in monitoring and reporting project financial transactions and status.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. ***Communication to stakeholders within the schools is key to acceptance and success of the plan.*** Upon approval of the 2020-21 Renewal Plan, school principals, child care operators and permit groups will be informed by email of the work planned for their building as detailed in Appendix B and will be provided with a link to the Board's Facilities page on the TCDSB website where the Plan will be posted.
2. ***Communication to stakeholders at the system level ensures system leaders and school communities are aligned.*** Following approval, the Renewal Plan will be sent to Superintendents (sorted by Superintendent Area) and Trustees (sorted by Trustee Ward). A bi-annual update will be provided, as projects may be added to address critical needs that arise during the year and some projects may be deferred for various reasons. A contingency allowance is included to address unanticipated projects.
3. ***Certain projects will require heightened consultation with local schools.*** School community consultation will occur for applicable projects (for example site improvement projects). Project status will be available through the Board's website. A "Good Neighbour" letter, as per Board policy, will be mailed to neighbours adjacent to our schools where major exterior projects are undertaken, including portable classroom installations.

G. STAFF RECOMMENDATION

1. That the 2020-2120 Renewal Plan, in the budget amount of \$69,145,505.00, and as detailed on Appendices A and B, be approved.

2. That the three year Renewal Forecast in the estimated amount of \$196,027,359.00, and detailed in Appendix C, be recognized for planning purposes.
3. That staff bring back a report with a revised 2020-2021 Renewal Plan in the spring of 2021 following announcement of CVRIS funding allocations.

2020-2021 RENEWAL BUDGET BREAKDOWN AND 3 YEAR FORECAST

APPENDIX A

REVENUE	2020-2021 PLAN	2021-2022*	2022-2023*	2023-2024*	Total
		FORECAST			
School Condition Improvement Grant - (SCI)	\$47,889,493	\$47,889,493	\$47,889,493	\$47,889,493	\$191,557,972
School Renewal Allocation - (SRA)	\$17,452,960	\$17,452,960	\$17,452,960	\$17,452,960	\$69,811,840
Carry Forward	\$3,803,052				
REVENUE TOTAL	\$69,145,505	\$65,342,453	\$65,342,453	\$65,342,453	\$261,369,812

EXPENDITURE: SYSTEM-WIDE INITIATIVES	2020-2021	2021-2022*	2022-2023*	2023-2024*	Total
Technical Support Staff	\$2,000,000	\$2,070,000	\$2,142,450	\$2,217,436	\$8,429,886
Rooftop Air Handling Unit Replacement	\$500,000	\$300,000	\$300,000	\$300,000	\$1,400,000
Cooling Centre Installation	\$3,059,000	\$3,192,000	\$0	\$0	\$6,251,000
Portables - Refurbishment & Relocation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
Contingency (unplanned critical repairs)	\$3,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$18,000,000
School Signage (Elementary & Secondary)	\$350,000	\$350,000	\$350,000	\$350,000	\$1,400,000
Hydro Vault Repairs	\$1,000,000	\$0	\$0	\$0	\$1,000,000
Water bottle filling Station Installation	\$1,000,000	\$0	\$0	\$0	\$1,000,000
Athletic Field Priority Strategy	\$100,000	\$0	\$0	\$0	\$100,000
Nutrition Program Allowance (ESS)	\$200,000	\$200,000	\$0	\$0	\$400,000
Accessibility upgrades	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
System-Wide Expenditure Initiative	\$13,709,000	\$13,612,000	\$10,292,450	\$10,367,436	\$47,980,886
BALANCE:	\$55,436,505	\$51,730,453	\$55,050,003	\$54,975,017	\$213,388,926

SCHOOL RENEWAL	2020-2021	2021-2022*	2022-2023*	2023-2024*	Total
Building Envelope	21%	28%	28%	28%	
Building Envelope - Roofing	\$6,375,752	\$6,952,573	\$7,398,720	\$7,388,642	\$28,115,688
Building Envelope - Exterior Doors & Windows	\$4,245,605	\$4,562,626	\$4,855,410	\$4,848,797	\$18,512,437
Building Envelope - Exterior Walls	\$3,687,359	\$2,571,004	\$2,735,985	\$2,732,258	\$11,726,606
Building Envelope - Structure	\$381,958	\$398,324	\$423,885	\$423,308	\$1,627,475
	\$14,690,674	\$14,484,527	\$15,414,001	\$15,393,005	\$59,982,206
Mechanical & Electrical	40%	51%	51%	51%	
Electrical-Lighting and Lighting Controls	\$2,077,400	\$1,451,039	\$1,544,153	\$1,542,049	\$6,614,641
Electrical-Power	\$1,812,497	\$1,714,865	\$1,824,908	\$1,822,422	\$7,174,690
Life Safety - Emergency Lighting/Fire Alarm	\$3,485,570	\$3,429,729	\$3,649,815	\$3,644,844	\$14,209,958
LSRC-PA_Clock_Sertry	\$5,130,759	\$2,836,122	\$3,018,116	\$3,014,005	\$13,999,003
Mech-Htg_Cooling_BAS	\$10,108,154	\$14,312,523	\$15,230,960	\$15,210,213	\$54,861,849
Mech-Plumbing	\$5,270,182	\$2,638,253	\$2,807,550	\$2,803,726	\$13,519,711
Mech - elevators	\$0	\$0	\$0	\$0	\$0
	\$27,884,562	\$26,382,531	\$28,075,502	\$28,037,259	\$110,379,853
Interior Renovations	8%	12%	12%	12%	
Renovation-General, Floors, Ceilings, Finishes	\$2,954,766	\$4,593,664	\$4,888,440	\$4,881,782	\$17,318,652
Renovation-Program/Accessibility	\$1,801,686	\$1,257,050	\$1,337,715	\$1,335,893	\$5,732,344
Renovation - Stairs	\$1,008,944	\$356,940	\$379,845	\$379,328	\$2,125,057
	\$5,765,397	\$6,207,654	\$6,606,000	\$6,597,002	\$25,176,053
Site Work	10%	9%	9%	9%	
Site Improvements	\$7,095,873	\$4,655,741	\$4,954,500	\$4,947,752	\$21,653,865
	\$7,095,873	\$4,655,741	\$4,954,500	\$4,947,752	\$21,653,865
TOTALS RENEWAL:	55,436,505	51,730,453	55,050,003	54,975,017	\$211,322,926

**2020-2021 RENEWAL BUDGET BREAKDOWN AND
3 YEAR FORECAST**

APPENDIX A

TOTAL EXPENDITURES 2020-2021 PLAN	\$69,145,505	\$0	\$0	\$0	\$69,145,505
TOTAL 3 YEAR FORECAST	\$0	\$65,342,453	\$65,342,453	\$65,342,453	\$196,027,359

School Code	School	Type of Work	Project Description	Trustee Ward	Superintendent Area
Building Envelope - Total			\$	14,690,673.83	
409	Blessed Margareita of Cita	Exterior Doors	Exterior Door Renewal	3	3
289	Blessed Trinity	Exterior Doors	Exterior Door Renewal	11	4
257	Christ the King	Exterior Windows	Exterior Windows Renewal	4	2
522	Dante Alighieri	Exterior Windows	Exterior Windows Renewal	5	3
215	Holy Name	Exterior Windows	Window Film	11	6
225	Holy Rosary	Exterior Windows	Window Film	9	6
500	Msgr Fraser College Annex Campus (St. Peter)	Exterior Doors	Exterior Door Renewal	9	5
500	Msgr Fraser College Annex Campus (St. Peter)	Exterior Windows	Exterior Windows Renewal	9	5
288	Nativity of Our Lord	Exterior Windows	Window Film - Atrium	2	1
334	St Bartholomew	Exterior Windows	Exterior Windows Renewal	8	7
267	St Benedict	Exterior Windows	Window Film	1	1
214	St Clare	Exterior Windows	Exterior Windows Renewal	6	5
270	St Cyril	Exterior Windows	Window Film	5	4
208	St Helen	Exterior Doors	Exterior Door Renewal	6	5
279	St Jude	Exterior Windows	Window Operators Broke.	3	1
264	St Lawrence	Exterior Windows	Window Film	7	7
333	St Leo	Exterior Doors	Exterior Door Renewal- Partial - Original	4	2
331	St Louis	Exterior Doors	Exterior Door Renewal	4	2
331	St Louis	Exterior Windows	Exterior Windows Renewal	4	2
240	St Matthew	Exterior Windows	Window Film	10	2
204	St Paul	Exterior Doors	Exterior Door Renewal	9	6
269	St Rose of Lima	Exterior Windows	Exterior Windows Renewal	12	8
236	St Thomas Aquinas	Exterior Doors	Exterior Door Renewal	9	5
262	St Gregory	Exterior Windows	Window Film	2	1

Building Envelope - Exterior Doors &

Windows - Total

\$

4,245,604.74

School Code	School	Type of Work	Project Description	Trustee Ward	Superintendent Area
522	Dante Alighieri	Building Envelope Review and Repair	Exterior Masonry Replacement	5	3
506	Madonna	Building Envelope Review and Repair	Budget Increase	5	3
561	Marshall McLuhan	Building Envelope Review and Repair	Chimney Restoration	5	3
505	Senator O'Connor	Building Envelope Review and Repair	Water Infiltration - Estate House	11	4
356	St Edmund Campion	Building Envelope Review and Repair	East facing wall gym water penetration	12	8
377	St Gabriel Lalemant	Building Envelope Review and Repair	Exterior Walls - Metal Panel	8	7
262	St Gregory	Building Envelope Review and Repair	Wall Replacement. Budget Increase and Scope Alteration due to Bird Nesting	2	1
208	St Helen	Building Envelope Review and Repair	Budget Increase	6	5
300	St Kevin	Building Envelope Review and Repair	Chimney Restoration	7	4
331	St Louis	Building Envelope Review and Repair	Building Condition Review	4	2
344	St Martha	Building Envelope Review and Repair	New Building Wall Enclosure & Entrance	5	3
286	St Martin de Porres	Building Envelope Review and Repair	Chimney Review and repair	12	8
240	St Matthew	Building Envelope Review and Repair	Chimney Review and repair	10	2
204	St Paul	Building Envelope Review and Repair	Chimney Review and repair	9	6
236	St Thomas Aquinas	Building Envelope Review and Repair	Chimney Review and repair	9	5
398	Sts Cosmas & Damian	Building Envelope Review and Repair	Budget Increase	5	3
Building Envelope - Exterior Walls - Total			\$	3,687,359.13	

School Code	School	Type of Work	Project Description	Trustee Ward	Superintendent Area
251	Canadian Martyrs	Roof and HVAC fans	Roof and Exhaust Fan Renewal - Upper Roof 2.2	11	6
522	Dante Alighieri	Roof and HVAC fans	Roof Covering and Exhaust Fan Partial - Upper Roof	5	3
225	Holy Rosary	Roof and HVAC fans	Budget Increase	9	6
554	Jean Vanier Catholic CSS (Lease from TDSB - Bill30)	Roof and HVAC fans	Roof Coverings and Exhaust Fan Renewal - BUR/EPDM	7	7
511	Loretto College	Roof and HVAC fans	Roof Covering Renewal - Metal Roof	6	5
561	Marshall McLuhan	Roof and HVAC fans	Roof Coverings Renewal and Exhaust Fan - Partial	5	3
505	Senator O'Connor	Roof and HVAC fans	Roof Coverings Renewal	11	4
333	St Leo	Roof and HVAC fans	Skylight and Shingles	4	2
323	St Leonard	Roof and HVAC fans	Roof Replacement	11	4
331	St Louis	Roof and HVAC fans	Roof Coverings and Exhaust Fan Renewal	4	2
298	St Timothy	Roof and HVAC fans	Roof Coverings Renewal		
Building Envelope - Roofing - Total			\$	6,375,752.44	
247	Our Lady of Victory	Structure	Foundation wall crack water infiltration	10	2
Building Envelope - Structure - Total			\$	381,957.52	
Mechanical & Electrical - Total			\$	27,884,562.02	
522	Dante Alighieri	HVAC Upgrades	HVAC and BAS Modifications and Upgrades	5	3
391	Father Serra	HVAC Upgrades	Cooling Centre	2	1
242	Holy Cross	HVAC Upgrades	BAS Upgrade - Multiple control systems throughout building	11	6
215	Holy Name	HVAC Upgrades	BAS Upgrade - Multiple control systems throughout building	11	6
527	James Cardinal McGuigan	HVAC Upgrades	BAS Upgrade - Pneumatic	3	3
510	Loretto Abbey	HVAC Upgrades	AC System	5	4
506	Madonna	HVAC Upgrades	HVAC Replacement	5	3
529	Michael Power/St Joseph	HVAC Upgrades	BAS Upgrade and HVAC Fans - Year 1	2	1
340	Mother Cabrini CS	HVAC Upgrades	BAS Upgrade - Pneumatic	2	1
340	Mother Cabrini CS	HVAC Upgrades	Terminal Package, AHU, Distribution, Hot Water	2	1
368	Santa Maria	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	10	2
335	St Albert	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	7	7

School Code	School	Type of Work	Project Description	Trustee Ward	Superintendent Area
274	St Barbara	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	12	8
351	St Barnabas	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	8	7
334	St Bartholomew	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	8	7
261	St Bernard	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	10	2
380	St Columba	HVAC Upgrades	Boiler, Terminal and BAS Upgrade	8	8
384	St Demetrius	HVAC Upgrades	New AHU and BAS Upgrade	2	2
341	St Dorothy	HVAC Upgrades	HVAC - (4) Fan Coil Units in the Portapaks	1	1
356	St Edmund Campion	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	12	8
319	St Gerald	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	11	4
394	St Jean de Brebeuf	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	8	8
392	St John Vianney	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	1	1
279	St Jude	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	3	1
300	St Kevin	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	7	4
249	St Margaret	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	5	3
374	St Paul VI	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	6	5
254	St Philip Neri	HVAC Upgrades	Terminal Units and BAS Upgrade	3	3
320	St Roch	HVAC Upgrades	Cooling Centre (installed as part of Childcare work)	3	1
	System Wide	HVAC Upgrades	VFD Installations - Year 2 Energy Conservation		

Mech-Htg_Cooling_BAS - Total

\$

10,108,153.73

257	Christ the King	Washroom Upgrades	Toilet partitions, toilets, Bradley's and tiles	4	2
522	Dante Alighieri	Washroom Upgrades	Toilet Partitions and Fixtures	5	3
522	Dante Alighieri	Misc Mechanical	Plumbing Fixtures, Sump and Sanitary Pump Replacement and Fir Protections Systems	5	3
529	Michael Power/St Joseph	Washroom Upgrades	Budget Increase to address shower below	2	1
529	Michael Power/St Joseph	Misc Mechanical	Hot Water Tanks (3) 60 Gallons+D71	2	1
502	Neil McNeil	Washroom Upgrades	Budget Increase to address additional WR	12	8
368	Santa Maria	Washroom Upgrades	Universal Washroom	10	2
368	Santa Maria	Washroom Upgrades	Washroom Upgrades Budget Increase	10	2
326	St Alphonsus	Washroom Upgrades	Budget Increase	9	5
250	St Charles	Washroom Upgrades	Washroom Upgrades Budget Increase	5	3
363	St Charles Garnier	Washroom Upgrades	Toilet Partitions and Fixtures	3	3
341	St Dorothy	Washroom Upgrades	Toilet Partitions and Fixtures	1	1
278	St Elizabeth	Washroom Upgrades	Toilet Partitions and Fixtures	4	2
385	St Florence	Washroom Upgrades	Toilet Partitions and Fixtures	8	7
206	St Francis Xavier	Washroom Upgrades	Washroom Upgrades Budget Increase	9	6
319	St Gerald	Washroom Upgrades	Universal Washroom	11	4
394	St Jean de Brebeuf	Washroom Upgrades	Universal Washroom	8	8

School Code	School	Type of Work	Project Description	Trustee Ward	Superintendent Area
279	St Jude	Washroom Upgrades	Toilet Partitions and Fixtures	3	1
546	St Patrick Catholic CSS (Leased from TDSB - Bill30)	Misc Mechanical	Sewage Ejector Pump	11	6
285	St Raphael	Washroom Upgrades	Washroom Upgrades Budget Increase	5	3

Mech-Plumbing - Total

\$

5,270,182.22

522	Dante Alighieri	PA & Security System Upgrades	PA, IT and Communication system upgrade/replacement	5	3
391	Father Serra	PA & Security System Upgrades	CCTV Cameras	2	1
215	Holy Name	PA & Security System Upgrades	PA system upgrade/replacement	11	6
511	Loretto College	PA & Security System Upgrades	CCTV Cameras	6	5
544	Mary Ward	PA & Security System Upgrades	CCTV Cameras	7	7
529	Michael Power/St Joseph	PA & Security System Upgrades	CCTV Cameras - Budget Increase	2	1
252	Our Lady of Fatima	PA & Security System Upgrades	CCTV Cameras - Budget Increase	12	8
347	Pope Francis	PA & Security System Upgrades	CCTV Cameras - Budget Increase	9	6
415	Sacred Heart	PA & Security System Upgrades	PA Upgrades	8	7
505	Senator O'Connor	PA & Security System Upgrades	CCTV Cameras	11	4
243	St Anslem	PA & Security System Upgrades	CCTV Cameras	11	6
363	St Charles Garnier	PA & Security System Upgrades	CCTV Cameras - Budget Increase	3	3
386	St Elizabeth Seton	PA & Security System Upgrades	PA System Upgrade/Replacement	8	7
208	St Helen	PA & Security System Upgrades	PA System Upgrade/Replacement	6	5
279	St Jude	PA & Security System Upgrades	PA system upgrade/replacement	3	1
279	St Jude	PA & Security System Upgrades	CCTV Cameras - Budget Increase	3	1
393	St Kateri Tekakwitha	PA & Security System Upgrades	CCTV Cameras - Budget Increase	11	4
300	St Kevin	PA & Security System Upgrades	PA system upgrade/replacement	7	4
528	St Mary Catholic Academy	PA & Security System Upgrades	PA system upgrade/replacement	6	5
357	St Matthias	PA & Security System Upgrades	PA system upgrade/replacement	11	4
546	St Patrick Catholic CSS (Leased from TDSB - Bill30)	PA & Security System Upgrades	CCTV Cameras - Budget Increase	11	6
204	St Paul	PA & Security System Upgrades	PA system upgrade/replacement	9	6
374	St Paul VI	PA & Security System Upgrades	CCTV Cameras	6	5
320	St Roch	PA & Security System Upgrades	CCTV Cameras	3	1
236	St Thomas Aquinas	PA & Security System Upgrades	CCTV Cameras - Budget Increase	9	5
	System Wide	PA & Security System Upgrades	Access Control		

LSRC-PA_Clock_Scrt - Total

\$

5,130,759.41

School Code	School	Type of Work	Project Description	Trustee Ward	Superintendent Area
522	Dante Alighieri	Fire Alarm Upgrades	Fire Alarm System Upgrades	5	3
524	Francis Liebermann	Fire Alarm Upgrades	Fire Alarm System Upgrades	8	7
215	Holy Name	Fire Alarm Upgrades	Fire Alarm System Upgrades	11	6
325	James Culnan	Fire Alarm Upgrades	Fire Alarm System Upgrades	4	5
544	Mary Ward	Fire Alarm Upgrades	Fire Alarm System Upgrades	7	7
368	Santa Maria	Fire Alarm Upgrades	Fire Alarm System Upgrades	10	2
334	St Bartholomew	Fire Alarm Upgrades	Fire Alarm System Upgrades	8	7
425	St Bede	Fire Alarm Upgrades	Fire Alarm System Upgrades	8	7
359	St Brendan	Fire Alarm Upgrades	Fire Alarm System Upgrades	8	8
380	St Columba	Fire Alarm Upgrades	Fire Alarm System Upgrades	8	8
270	St Cyril	Fire Alarm Upgrades	Fire Alarm System Upgrades	5	4
319	St Gerald	Fire Alarm Upgrades	Fire Alarm System Upgrades	11	4
315	St Isaac Jogues	Fire Alarm Upgrades	Fire Alarm System Upgrades	11	4
294	St Jerome	Fire Alarm Upgrades	Fire Alarm System Upgrades	5	3
300	St Kevin	Fire Alarm Upgrades	Fire Alarm System Upgrades	7	4
333	St Leo	Fire Alarm Upgrades	Fire Alarm Upgrades - Partial - Original	4	2
528	St Mary Catholic Academy	Fire Alarm Upgrades	Fire Alarm System Upgrades	6	5
357	St Matthias	Fire Alarm Upgrades	Fire Alarm System Upgrades	11	4
412	St Maximilian Kolbe	Fire Alarm Upgrades	Fire Alarm System Upgrades	7	7
538	St Mother Teresa Catholic Academy	Fire Alarm Upgrades	Fire Alarm System Upgrades	8	8
309	St Norbert CS	Fire Alarm Upgrades	Fire Alarm System Upgrades	5	3
204	St Paul	Fire Alarm Upgrades	Fire Alarm System Upgrades	9	6

Life Safety - Emergency Lighting/Fire - Total

\$

3,485,570.25

522	Dante Alighieri	Electrical Upgrades	Electrical Services Upgrades	5	3
294	St Jerome	Electrical Upgrades	Provide Electrical upgrades to accommodate services as per Hydro	5	3
546	St Patrick Catholic CSS (Leased from TDSB - Bill30)	Electrical Upgrades	Electrical Service and Distribution - Original Switchgear and 2 nd Transformer	11	6
	System Wide	Electrical Upgrades	Voltage Harmonizers - Year 2 Energy Conservation		

Electrical-Power - Total

\$

1,812,496.53

School Code	School	Type of Work	Project Description	Trustee Ward	Superintendent Area
257	Christ the King	Lighting Upgrades	Interior Lighting Upgrades	4	2
522	Dante Alighieri	Lighting Upgrades	Lighting and Controls Upgrades	5	3
215	Holy Name	Lighting Upgrades	Lighting and Branch Wiring - Emergency Lighting - Battery Back-ups	11	6
215	Holy Name	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	11	6
544	Mary Ward	Lighting Upgrades	Interior Lighting	7	7
359	St Brendan	Lighting Upgrades	Emergency Lighting	8	8
359	St Brendan	Lighting Upgrades	Exit Lighting	8	8
270	St Cyril	Lighting Upgrades	Lighting Equipment - Interior Lighting	5	4
270	St Cyril	Lighting Upgrades	Lighting Equipment - Exit Sign	5	4
278	St Elizabeth	Lighting Upgrades	Upgrade lights from T8 to LED	4	2
377	St Gabriel Lalemant	Lighting Upgrades	Lighting Equipment - Emergency Lighting	8	7
377	St Gabriel Lalemant	Lighting Upgrades	Exterior Lighting	8	7
208	St Helen	Lighting Upgrades	Lighting Equipment - 1993 Original - Exterior Lighting	6	5
275	St James	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	4	5
220	St John	Lighting Upgrades	Lighting and Branch Wiring - Emergency Lighting - Battery Back-ups	11	6
220	St John	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	11	6
	St Matthew	Lighting Upgrades	Upgrade lights from T8 to LED		
309	St Norbert CS	Lighting Upgrades	Lighting and Branch Wiring - Emergency Lighting - Battery Back-ups - Original	5	3
204	St Paul	Lighting Upgrades	Lighting and Branch Wiring - Emergency Lighting - Battery Back-ups	9	6
204	St Paul	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	9	6
374	St Paul VI	Lighting Upgrades	Exterior Lighting	6	5

Electrical-Lighting and Lighting Controls - Total

\$

2,077,399.87

School Code	School	Type of Work	Project Description	Trustee Ward	Superintendent Area
Interior Renovations - Total			#REF!		
522	Dante Alighieri	Finishes	Floor, Ceiling and Wall Finishes	5	3
524	Francis Liebermann	Finishes - Add on	Ceiling Replacement - Partial	8	7
524	Francis Liebermann	Fittings	Lockers Renewal	8	7
215	Holy Name	Finishes - Add on	Ceiling Replacement - Partial	11	6
527	James Cardinal McGuigan	Fittings	Locker Replacement	3	3
506	Madonna	Finishes	Budget Increase	5	3
544	Mary Ward	Finishes - Add on	Ceiling Replacement - Partial	7	7
368	Santa Maria	Finishes - Add on	Ceiling Replacement - Partial	10	2
302	St Agatha	Finishes	Floor Finishes Renewal	12	8
350	St Aidan	Finishes	Floor Finishes - Vinyl Tile and Vinyl Sheet - Partial	7	7
328	St Augustine of Canterbury CS	Finishes	Various Related Renewal Projects	3	3
425	St Bede	Finishes - Add on	Ceiling Replacement - Partial	8	7
261	St Bernard	Finishes	Floor Finishes Renewal - Partial	10	2
263	St Bonaventure	Finishes	Floor Finishes - Vinyl Tile - Partial	11	4
270	St Cyril	Finishes - Add on	Ceiling Replacement - Partial	5	4
377	St Gabriel Lalemant	Finishes - Add on	Ceiling Replacement - Partial	8	7
319	St Gerald	Finishes - Add on	Ceiling Replacement - Partial	11	4
315	St Isaac Jogues	Finishes - Add on	Ceiling Replacement - Partial	11	4
275	St James	Finishes - Add on	Ceiling Replacement - Partial	4	5
294	St Jerome	Finishes - Add on	Ceiling Replacement - Partial	5	3
220	St John	Finishes	Floor Finishes - Vinyl Tile - Partial	11	6
531	St John Paul II	Fittings	Bleacher Replacement	12	8
279	St Jude	Finishes	Terrazzo floor repairs - Washrooms and Stairs	3	1
528	St Mary Catholic Academy	Finishes - Add on	Ceiling Replacement - Partial	6	5
357	St Matthias	Finishes - Add on	Ceiling Replacement - Partial	11	4
555	St Oscar Romero	Finishes	Replace Vinyl Floor Tiles Cafeteria	10	2
204	St Paul	Finishes - Add on	Ceiling Replacement - Partial	9	6

Renovation-General, Floors, Ceilings, - Total

\$

2,954,765.72

522	Dante Alighieri	Renovation Program	Interior Partitions, Structural Alterations, FDK Millwork and Nutrition Program	5	3
215	Holy Name	Renovation Program	Dividing wall - Classrooms	11	6
326	St Alphonsus	Renovation Program	Dividing wall - Classrooms	9	5
366	St Francis de Sales	Renovation Program	Dividing wall - Classrooms	3	3
276	Transfiguration	Renovation Program	Dividing wall - Classrooms	2	1
522	Dante Alighieri	Elevator	Elevator Upgrades and Modifications	5	3

School Code	School	Type of Work	Project Description	Trustee Ward	Superintendent Area
Renovation-Program/Accessibility				\$	1,801,686.41
522	Dante Alighieri	Interior Stairs	Interior Stair A - Partial	5	3
361	St Angela	Interior Stairs	Budget Increase to cover additional scope	1	1
267	St Benedict	Interior Stairs	Interior Stairs (4) Sets	1	1
278	St Elizabeth	Interior Stairs	Interior Stairs Repair or Replacement. Terrazzo stair treads and stair replacement	4	2
279	St Jude	Interior Stairs	Project for replacement of (1) stair and refinishing of others. Safety issue. Original priority 2.	3	1
228	St Mary of Angels	Interior Stairs	Interior Stairs Replacement	6	5
379	St Maurice	Interior Stairs	Budget Increase	1	1
285	St Raphael	Interior Stairs	Budget Increase	5	3
322	St Thomas More	Interior Stairs	Interior Stairs Repair or Replacement	12	8

Renovation - Stairs - Total

#REF!

Site Work - Total	\$	7,095,872.64
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290	All Saints	Hardscape	Sidewalk, Parking lot and Play surface - Year 1	2	2
545	Bishop Marrocco	Hardscape	Storm/Sanitary Sewer Condition Review	4	5
509	Chaminade College	Hardscape	Field Improvements, Pedestrian Path, Speed Bumps and Staircase	10	2
522	Dante Alighieri	Hardscape	Asphalt play surface and fencing in FDK Yard	5	3
212	Holy Family	Hardscape	Asphalt Parking Lot, Pedestrian Paving Budget Increase	4	5
282	Holy Spirit	Hardscape	Parking Lot, Play Surface and Hardscape	7	7
561	Marshall McLuhan	Hardscape	Entrance Stairs and Retaining Wall	5	3
372	Our Lady of Grace	Hardscape	Asphalt Parking Lot, Pedestrian Paving	8	7
350	St Aidan	Hardscape	Asphalt Parking Lot and Play Surface	7	7
410	St Andre	Hardscape	Site Drainage	3	3
334	St Denis	Hardscape	Entire site Design Only - Year 1	8	7
337	St Eugene	Hardscape	Bus Loop	2	1
531	St John Paul II	Hardscape	Asphalt Parking Lot & Pedestrian Paving	12	8
331	St Louis	Hardscape	FDK Upgrade	4	2
249	St Margaret	Hardscape	Accessibility Ramps, Parking and Site Development	5	3
309	St Norbert CS	Hardscape	Site Work	5	3
555	St Oscar Romero	Hardscape	Asphalt Parking Lot & Pedestrian Paving - Year 1	10	2
285	St Raphael	Hardscape	Parking Lot, Play Surface	5	3
373	St Sylvester	Hardscape	Pedestrian Paving	7	7

Site Improvements - Total

\$

7,095,872.64

2021-2024 THREE YEAR RENEWAL FORECAST

APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
Building Envelope - Total			\$	45,291,533
509	Chaminade College	Exterior Doors	Exterior Door Renewal	10
212	Holy Family	Exterior Doors	Exterior Door Renewal	4
527	James Cardinal McGuigan	Exterior Doors	Exterior door renewal	3
510	Loretto Abbey	Exterior Windows	Exterior Windows Renewal	5
544	Mary Ward	Exterior Windows	Exterior Windows Renewal	7
533	Msgr Fraser College - Isabella North	Exterior Doors	Exterior door renewal	9
533	Msgr Fraser College - Isabella North	Exterior Windows	Exterior Windows Renewal	9
364	Msgr Fraser College - Midland, Building ID 7318-	Exterior Windows	Exterior Windows Renewal	8
222	Msgr Fraser College (St Martin)	Exterior Doors	Exterior Door Renewal	9
222	Msgr Fraser College (St Martin)	Exterior Windows	Exterior Windows Renewal - West Façade	9
364	Msgr. Fraser -- Scarborough Campus (Formerly Our Lady of Good Counsel CS)	Exterior Windows	Exterior Windows Renewal	8
247	Our Lady of Victory	Exterior Doors	Exterior door renewal	10
416	Prince of Peace	Exterior Doors	Exterior door renewal	8
416	Prince of Peace	Exterior Windows	Exterior Windows Renewal	8
328	St Augustine of Canterbury CS	Exterior Doors	Replace exterior doors	3
351	St Barnabas CS	Exterior Windows	Exterior Window Renewal	8
425	St Bede	Exterior Doors	Exterior door renewal	8
263	St Bonaventure	Exterior Windows	Exterior Window Renewal	11
467	St Dominic Savio	Exterior Doors	Exterior door renewal	8
386	St Elizabeth Seton	Exterior Doors	Exterior door renewal	8
386	St Elizabeth Seton	Exterior Windows	Exterior Window Renewal	8
385	St Florence	Exterior Doors	Exterior door renewal	8
385	St Florence	Exterior Windows	Exterior Window Renewal	8
271	St Francis Xavier	Exterior Doors	Exterior Door Replacement	10
346	St Gerard Majella (LEASED)	Exterior Windows	Exterior Window Renewal	3
208	St Helen	Exterior Doors	Exterior door renewal	6
395	St Henry	Exterior Windows	Exterior Windows Renewal	7
365	St Ignatius of Loyola	Exterior Doors	Exterior door renewal	8
365	St Ignatius of Loyola	Exterior Windows	Exterior Window Renewal	8
315	St Isaac Jogues	Exterior Doors	Exterior Doors Renewal	11
296	St Jane Frances	Exterior Doors	Exterior door renewal	3
531	St John Paul II	Exterior Doors	Exterior Door Replacement	12
254	St. Philip Neri	Exterior Windows	Exterior Window Renewal	3
392	St John Vianney	Exterior Windows	Exterior Windows	1
279	St Jude	Exterior Windows	Window Operators Broke.	3
336	St Malachy	Exterior Doors	Exterior door renewal	8
379	St Maurice	Exterior Doors	Exterior door renewal	1
255	St Nicholas of Bari	Exterior Doors	Exterior Doors Renewal	5
309	St Norbert	Exterior Doors	Exterior Door Renewal	5
309	St Patrick Catholic CSS (Leased from TDSB - Bill30)	Exterior Windows	Exterior Windows Renewal	5
204	St Paul	Exterior Doors	Exterior Door Replacement	9
285	St Raphael	Exterior Doors	Exterior Door Renewal	5
408	St Rene Goupil	Exterior Doors	Exterior door renewal	8
408	St Rene Goupil	Exterior Windows	Exterior Windows Renewal	8
322	St Thomas More	Exterior Doors	Exterior door renewal	12
414	The Divine Infant	Exterior Doors	Exterior door renewal	8
276	Transfiguration	Exterior Doors	Exterior Door Replacement	2
Windows and Doors Replacement - Total			\$	14,266,833

2021-2024 THREE YEAR RENEWAL FORECAST

APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
524	Francis Libermann	Building Envelope Review and Repair	Exterior Walls - Stucco	8
554	Jean Vanier Catholic CSS (Lease from TDSB - Bill30)	Building Envelope Review and Repair	Water infiltration in the mechanical room. Significant mortar deterioration to the point that bricks can be removed.	7
510	Loretto Abbey	Building Envelope Review and Repair	Foundation Wall Water Infiltration Issues	5
535	Msgr Percy Johnson	Building Envelope Review and Repair	Water Infiltration at Vestibule	1
345	St Agnes	Building Envelope Review and Repair	Exterior brick replacement and foundation repair	5
326	St Alphonsus	Building Envelope Review and Repair	Exterior Walls Brick	9
351	St Barnabas CS	Building Envelope Review and Repair	Exterior Wall - Flexural crack library	8
267	St Benedict	Building Envelope Review and Repair	Chimney Review and repair	1
250	St Charles	Building Envelope Review and Repair	Exterior Brick and repointing. Chimney Repairs	5
307	St Clement	Building Envelope Review and Repair	Chimney Repair spalling brick. Isolated brick repair	2
305	St John Bosco	Building Envelope Review and Repair	Exterior Walls and Soffit	6
529	St Joseph	Building Envelope Review and Repair	Exterior Canopies	2
264	St Lawrence CS	Building Envelope Review and Repair	Exterior brick work completed in 2018 was limited to front elevation. There is still some delaminating bricks above the window level that need to be replaced.	7

Exterior Walls Review and Repair - Total

\$

8,039,247

2021-2024 THREE YEAR RENEWAL FORECAST

APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
409	Blessed Margherita of Citta Castello	Roof and HVAC Fans	Roof Openings Renewal - Skylights Domed Acrylic Renewal	3
391	Father Serra	Roof and HVAC Fans	Roof Openings Renewal - Skylight - Clerestory of Gym Renewal	2
242	Holy Cross	Roof and HVAC Fans	Roof Openings Renewal - Skylight	11
353	Holy Redeemer (CLOSED)	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal	11
510	Loretto Abbey	Roof and HVAC Fans	Eaves trough and downspouts Renewal	5
506	Madonna Catholic SS	Roof and HVAC Fans	Roof Covering Renewal - Mod Bit Section	5
544	Mary Ward	Roof and HVAC Fans	Roof Openings Renewal - Metal Roof and Skylight	7
529	Michael Power/St Joseph CSS	Roof and HVAC Fans	Roof Openings Renewal - Skylight Windows -Library and Domed Renewal	2
222	Msgr Fraser College (St Martin)	Roof and HVAC Fans	Roof Coverings - Section 1.0 - 3.0 and Exhaust Renewal	9
501	Notre Dame	Roof and HVAC Fans	Roof Coverings - Sections 1.0, 4.0, 5.0, 6.0, 7.0, 8.0 and Exhaust Fan Renewal	11
360	Our Lady of Mount Carmel	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal	11
247	Our Lady of Victory	Roof and HVAC Fans	Roof Coverings Renewal	10
347	Pope Francis	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal	9
415	Sacred Heart	Roof and HVAC Fans	Roof Openings - Skylight	8
376	St Bruno-St Raymond	Roof and HVAC Fans	Roof Coverings Renewal - Metal Roof Assembly System	9
316	St Catherine	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal	11
363	St Charles Garnier	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal - Lower Roof 35%	3
214	St Clare	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal	6
380	St Columba	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal	8
380	St Cyril	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal	8
467	St Dominic Savio	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal - Shingled Roof Area	8
341	St Dorothy	Roof and HVAC Fans	Roof Coverings, AHU, Exhaust Fan Renewal	1
385	St Florence	Roof and HVAC Fans	Roof Coverings and Exhaust Fan Renewal	8
346	St Gerard Majella (LEASED)	Roof and HVAC Fans	Roof Coverings, AHU, Exhaust Fan Renewal	3
262	St Gregory	Roof and HVAC Fans	Roof Coverings Renewal	2
365	St Ignatius of Loyola	Roof and HVAC Fans	Roof Covering - Skylights	8
296	St Jane Frances	Roof and HVAC Fans	Roof Coverings Renewal	3
344	St Martha	Roof and HVAC Fans	Roof Openings Renewal - Clerestory Renewal	5
387	St Michael	Roof and HVAC Fans	Roof Coverings Renewal	9
408	St Rene Goupil	Roof and HVAC Fans	Roof Coverings, AHU, Exhaust Fan Renewal	8
373	St Sylvester CS	Roof and HVAC Fans	Roof Coverings Renewal	7
236	St Thomas Aquinas	Roof and HVAC Fans	Roof Coverings, AHU, Exhaust Fan Renewal	9
322	St Thomas More	Roof and HVAC Fans	Roof Covering and Exhaust Fan Renewal	12

School Code	School	Type of Work	Project Description	Trustee Ward
Roof and HVAC Fans Replacement - Total			\$	21,739,936
281	Immaculate Conception	Structure	Foundation and Structural Wall crack	10
502	Neil McNeil	Structure	Assessment of foundation around gym and change rooms	12
394	St Jean de Brebeuf	Structure	Foundation Repair	8
Structure Review and Repair - Total			\$	1,245,517.14
Mechanical & Electrical - Total			\$	82,495,291.36
299	Annunciation	HVAC Upgrades	Boilers and Terminal Package	11
226	Blessed Sacrament	HVAC Upgrades	Boilers, Terminal Package, Distribution, Expansion Tanks and Hot Water	5
318	D'Arcy Mcgee	HVAC Upgrades	Terminal and Package Units,	9
318	D'Arcy Mcgee	HVAC Upgrades	BAS Upgrade - Pneumatic	9
391	Father Serra	HVAC Upgrades	BAS Upgrades - Mixed Controls	2
272	Immaculate Heart of Mary	HVAC Upgrades	Terminal Package Units	12
527	James Cardinal McGuigan	HVAC Upgrades	HVAC Pumps	3
325	James Culnan	HVAC Upgrades	BAS Upgrade - Pneumatic	4
325	James Culnan	HVAC Upgrades	Terminal Package, AHU, Distribution	4
511	Loretto College	HVAC Upgrades	BAS Upgrades	6
529	Michael Power/St Joseph CSS	HVAC Upgrades	HVAC and BAS Upgrades - Year 2	2
364	Msgr Fraser College - Midland, Building ID	HVAC Upgrades	Hot Water Boilers	8
533	Msgr Fraser College - Toronto Campus	HVAC Upgrades	AHU and RTU	9
222	Msgr Fraser College (St Martin)	HVAC Upgrades	Exhaust Systems - Entire Building Renewal	9
343	Msgr Fraser College Annex Campus (St. Peter)	HVAC Upgrades	Boilers, Stacks, Auxiliary, Hot Water	9
502	Neil McNeil	HVAC Upgrades	Terminal Package Replacement	12
501	Notre Dame	HVAC Upgrades	Boilers, Terminal Package, Auxiliary and BAS Controls	11
360	Our Lady of Mount Carmel	HVAC Upgrades	Boilers, Terminal Package, Distribution	11
347	Pope Francis	HVAC Upgrades	BAS Upgrade - Pneumatic	9
347	Pope Francis	HVAC Upgrades	AHU, Distribution	9

2021-2024 THREE YEAR RENEWAL FORECAST

APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
367	Senhor Santo Cristo	HVAC Upgrades	BAS Upgrade - Pneumatic	9
295	St Andrew	HVAC Upgrades	Terminal Package, BAS Controls, Make Up AHU	1
351	St Barnabas CS	HVAC Upgrades	Terminal Package Units	8
277	St Boniface	HVAC Upgrades	RTU Renewal	12
277	St Boniface	HVAC Upgrades	Terminal Package Units	12
277	St Boniface	HVAC Upgrades	Exhaust Systems - 1963 Original and 1961 Addition Renewal	12
307	St Clement	HVAC Upgrades	Terminal Package Replacement	2
271	St Francis Xavier	HVAC Upgrades	Boilers, Terminal Package, Distribution, Hot Water	10
346	St Gerard Majella (LEASED)	HVAC Upgrades	Boilers, Terminal Package, Stacks, Auxiliary	3
315	St Isaac Jogues	HVAC Upgrades	Boilers, Terminal Package, Distribution	11
254	St. Philip Neri, Building ID 7967-B01	HVAC Upgrades	Boilers, Terminal Packages, Stacks and Auxiliary	3
393	St Kateri Tekakwitha	HVAC Upgrades	Boilers, AHU, Distribution, Hot Water, Auxiliary	11
300	St Kevin	HVAC Upgrades	Terminal Package Replacement	7
336	St Malachy	HVAC Upgrades	Terminal Package Replacement	8
311	St Marcellus	HVAC Upgrades	Boilers, Auxiliary	2
249	St Margaret	HVAC Upgrades	Boilers, Terminal Package, AHU, Distribution, Auxiliary	5
344	St Martha	HVAC Upgrades	Terminal Package Replacement	5
344	St Martha	HVAC Upgrades	Exhaust Systems Renewal	5
286	St Martin De Porres CS	HVAC Upgrades	Exhaust Systems - Entire Building Renewal	12
205	St Mary	HVAC Upgrades	Terminal Package Replacement	9
224	St Monica	HVAC Upgrades	Boilers, Terminal Package, Hot Water, Auxiliary	11
285	St Raphael	HVAC Upgrades	Terminal Package Replacement	5
320	St Roch	HVAC Upgrades	Terminal Package Replacement	3
313	St Wilfrid	HVAC Upgrades	Boilers, Terminal Package, Stacks	3
1	System Wide	HVAC Upgrades	VFD - Year 3 Energy Conservation	All
1	System Wide	HVAC Upgrades	VFD - Year 4 Energy Conservation	All

Mech-Htg_Cooling_BAS

\$

44,753,695.56

2021-2024 THREE YEAR RENEWAL FORECAST

APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
549	Bishop Allen Academy	Washroom Upgrades	Wall tile, terrazzo, fixtures, partitions	4
519	Blessed Cardinal Newman	Washroom Upgrades	Wall tile, partitions, fixtures	12
289	Blessed Trinity	Washroom Upgrades	Partitions and Fixtures	11
524	Francis Libermann	Washroom Upgrades	Partitions and Fixtures	8
510	Loretto Abbey	Plumbing & Sanitary Upgrades	Piping, Drains and Fixtures	5
510	Loretto Abbey	Washroom Upgrades	Partitions and Fixtures	5
527	James Cardinal McGuigan	Washroom Upgrades	Wall tile, partitions, fixtures	3
561	Marshall McLuhan	Washroom Upgrades	Partitions and Fixtures	5
526	Msgr Fraser College - West (Regina Pacis)	Washroom Upgrades	Partitions and Fixtures	3
222	Msgr Fraser College (St Martin)	Washroom Upgrades	Fixtures	9
343	Msgr Fraser College Annex Campus (St. Peter)	Washroom Upgrades	Partitions and Fixtures	9
372	Our Lady of Grace	Washroom Upgrades	Toilet partitions, toilets, Bradley's and tiles	8
221	Our Lady of Lourdes	Washroom Upgrades	Partitions and Fixtures	9
360	Our Lady of Mount Carmel	Washroom Upgrades	Partitions and Fixtures	11
415	Sacred Heart	Washroom Upgrades	Partitions and Fixtures	8
367	Senhor Santo Cristo	Washroom Upgrades	Floor, Partitions, fixtures	9
345	St Agnes	Washroom Upgrades	Replace washrooms	5
361	St Angela	Washroom Upgrades	Partitions and Fixtures	1
513	St Basil the Great College	Washroom Upgrades	Partitions	3
214	St Clare	Washroom Upgrades	Washroom Upgrades	6
380	St Columba	Washroom Upgrades	Partitions and Fixtures	8
467	St Dominic Savio	Washroom Upgrades	Partitions and Fixtures	8
386	St Elizabeth Seton	Washroom Upgrades	Partitions and Fixtures	8
366	St Francis de Sales	Washroom Upgrades	Partitions and Fixtures	3
346	St Gerard Majella (LEASED)	Washroom Upgrades	Partitions and Fixtures	3

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APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
262	St Gregory	Washroom Upgrades	Partitions and Fixtures	2
208	St Helen	Washroom Upgrades	Partitions and Fixtures	6
395	St Henry	Washroom Upgrades	Partitions and Fixtures	7
365	St Ignatius of Loyola	Washroom Upgrades	Partitions and Fixtures	8
296	St Jane Frances	Washroom Upgrades	Partitions and Fixtures	3
294	St Jerome	Washroom Upgrades	Partitions and Fixtures	5
292	St Joachim	Washroom Upgrades	Washroom Upgrades	12
254	St. Philip Neri	Washroom Upgrades	Partitions and Fixtures	3
529	St Joseph	Washroom Upgrades	Wall tile, partitions, fixtures	2
311	St Marcellus	Washroom Upgrades	Partitions and Fixtures	2
260	St Maria Goretti	Washroom Upgrades	Wall tile, partitions, fixtures	12
344	St Martha	Washroom Upgrades	Partitions and Fixtures	5
379	St Maurice	Washroom Upgrades	Partitions and Fixtures	1
364	St Maximilian Kolbe	Washroom Upgrades	Partitions and Fixtures	8
538	St Mother Teresa Catholic Academy	Washroom Upgrades	Partitions and Fixtures	8
309	St Norbert	Washroom Upgrades	Partitions and Fixtures	5
374	St Paul 6	Washroom Upgrades	Washroom Upgrades	6
237	St Pius X	Washroom Upgrades	Partitions and Fixtures	4
408	St Rene Goupil	Washroom Upgrades	Partitions and Fixtures	8
297	St Robert	Washroom Upgrades	Partitions and Fixtures	5
	St Rose of Lima	Washroom Upgrades	Washroom budget increase due to quantity of washrooms	
248	St Theresa Shrine	Washroom Upgrades	Washroom Upgrades	12
322	St Thomas More	Washroom Upgrades	Partitions and Fixtures	12
371	Stella Maris	Washroom Upgrades	Partitions and Fixtures	6
398	Sts Cosmas and Damian	Washroom Upgrades	Partitions and Fixtures	5

Washrooms and Plumbing Upgrades - Total

\$

8,249,529.14

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APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
299	Annunciation	PA & Security System Upgrades	PA system upgrade/replacement	11
289	Blessed Trinity	PA & Security System Upgrades	PA system upgrade/replacement	11
353	Holy Redeemer (CLOSED)	PA & Security System Upgrades	PA system upgrade/replacement	11
510	Loretto Abbey	PA & Security System Upgrades	PA system upgrade/replacement	5
561	Marshall McLuhan	PA & Security System Upgrades	Clocks and PA System Replacement	5
246	Our Lady of Sorrows	PA & Security System Upgrades	PA system upgrade/replacement	4
273	Our Lady of Wisdom	PA & Security System Upgrades	PA system upgrade/replacement	7
243	St Anselm	PA & Security System Upgrades	PA system upgrade/replacement	11
235	St Brigid	PA & Security System Upgrades	PA system upgrade/replacement	11
310	St Denis	PA & Security System Upgrades	PA system upgrade/replacement	11
356	St Edmund Campion	PA & Security System Upgrades	PA system upgrade/replacement	12
278	St Elizabeth	PA & Security System Upgrades	PA system upgrade/replacement	4
206	St Francis of Assisi	PA & Security System Upgrades	PA system upgrade/replacement	9
256	St Gabriel	PA & Security System Upgrades	PA system upgrade/replacement	5
346	St Gerard Majella (LEASED)	PA & Security System Upgrades	PA system upgrade/replacement	3
365	St Ignatius of Loyola	PA & Security System Upgrades	PA system upgrade/replacement	8
275	St James	PA & Security System Upgrades	PA system upgrade/replacement	4
348	St John XXIII	PA & Security System Upgrades	PA system upgrade/replacement	11
529	St Joseph	PA & Security System Upgrades	PA system upgrade/replacement	2
393	St Kateri Tekakwitha	PA & Security System Upgrades	PA system upgrade/replacement	11
300	St Kevin	PA & Security System Upgrades	PA system upgrade/replacement	7
249	St Margaret	PA & Security System Upgrades	PA system upgrade/replacement	5
357	St Matthias	PA & Security System Upgrades	PA system upgrade/replacement	11
224	St Monica	PA & Security System Upgrades	PA system upgrade/replacement	11
283	St Paschal Baylon	PA & Security System Upgrades	PA system upgrade/replacement	5
306	St Ursula	PA & Security System Upgrades	PA system upgrade/replacement	12
1	System Wide	PA & Security System Upgrades	System Wide Access Control Upgrade Phase Final	All
1	System Wide	Security Cameras	CCTV Security Camera Upgrade	All
Security System and Public Address - Total			\$	8,868,243.82

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APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
549	Bishop Allen Academy	Fire Alarm Upgrades	Fire Alarm System Upgrades	4
519	Blessed Cardinal Newman	Fire Alarm Upgrades	Fire Alarm System Upgrades	12
409	Blessed Margherita of Citta Castello	Fire Alarm Upgrades	Fire Alarm System Upgrades	3
289	Blessed Trinity	Fire Alarm Upgrades	Fire Alarm System Upgrades	11
257	Christ the King (CLOSED)	Fire Alarm Upgrades	Fire Alarm System Upgrades	4
510	Loretto Abbey	Fire Alarm Upgrades	Fire Alarm System Upgrades	5
343	Msgr Fraser College Annex Campus (St. Peter)	Fire Alarm Upgrades	Fire Alarm System Upgrades	9
416	Prince of Peace	Fire Alarm Upgrades	Fire Alarm System Upgrades	8
513	St Basil the Great College	Fire Alarm Upgrades	Fire Alarm System Upgrades	3
235	St Brigid	Fire Alarm Upgrades	Fire Alarm System Upgrades	11
250	St Charles	Fire Alarm Upgrades	Fire Alarm System Upgrades	5
310	St Denis	Fire Alarm Upgrades	Fire Alarm System Upgrades	11
385	St Florence	Fire Alarm Upgrades	Fire Alarm System Upgrades	8
529	St Joseph	Fire Alarm Upgrades	Fire Alarm System Upgrades	2
393	St Kateri Tekakwitha	Fire Alarm Upgrades	Fire Alarm System Upgrades	11
333	St Leo	Fire Alarm Upgrades	Fire Alarm System Upgrades	4
331	St Louis	Fire Alarm Upgrades	Fire Alarm System Upgrades	4
528	St Mary Catholic Academy	Fire Alarm Upgrades	Fire Alarm System Upgrades	6
228	St Mary of the Angels	Fire Alarm Upgrades	Fire Alarm System Upgrades	6
414	The Divine Infant	Fire Alarm Upgrades	Fire Alarm System Upgrades	8
276	Transfiguration	Fire Alarm Upgrades	Fire Alarm System Upgrades	2

Emergency Lighting and Fire Alarm - Total

\$

10,724,387.88

510	Loretto Abbey	Electrical Upgrades	Electrical Service and Distribution	5
265	Our Lady of Assumption	Electrical Upgrades	Electrical Service and Distribution	5
261	St Bernard	Electrical Upgrades	Electrical Service and Distribution - Main Switchboard (600, 220, 120 V)	10
356	St Edmund Campion	Electrical Upgrades	Electrical panel upgrade	12
337	St Eugene	Electrical Upgrades	Electrical Service and Distribution - Panel (600, 220, 120 V)	2
337	St Eugene	Electrical Upgrades	Electrical Service and Distribution - Main Disconnect (400A 220, 120 V)	2
320	St Roch	Electrical Upgrades	Electrical Service and Distribution - Panel (220, 120 V) - Original and Addition 1	3
320	St Roch	Electrical Upgrades	Electrical Service and Distribution - Main Disconnect (800A 220/120 V)	3
320	St Roch	Electrical Upgrades	Electrical Service and Distribution - Main Transformer	3
284	St Stephen	Electrical Upgrades	Electrical Service and Distribution - Main Switchboard	1
236	St Thomas Aquinas	Electrical Upgrades	Electrical Service and Distribution - Panel (220, 120 V)	9
236	St Thomas Aquinas	Electrical Upgrades	Electrical Service and Distribution - Main Switchboard (600, 220, 120 V)	9
276	Transfiguration	Electrical Upgrades	Electrical Service and Distribution - Panel (220, 120 V)	2
276	Transfiguration	Electrical Upgrades	Electrical Service and Distribution - Main Switchboard (600, 220, 120 V)	2
1	System Wide	Electrical Upgrades	Voltage Harmonizers - Year 3 Energy Conservation	All
1	System Wide	Electrical Upgrades	Voltage Harmonizers - Year 4 Energy Conservation	All

Electrical Upgrades - Total

\$

5,362,193.94

510	Loretto Abbey	Lighting Upgrades	Interior Lighting Upgrades	5
343	Msgr Fraser College Annex Campus (St. Peter)	Lighting Upgrades	Exterior Lighting - Exterior Lighting	9
343	Msgr Fraser College Annex Campus (St. Peter)	Lighting Upgrades	Lighting Equipment - Interior Lighting	9
288	Nativity of Our Lord	Lighting Upgrades	Lighting Equipment - 1955 Original & 1963 Addition - Interior Lighting	2
501	Notre Dame	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	11
253	Our Lady of Peace	Lighting Upgrades	Interior lighting upgrades	2
246	Our Lady of Sorrows	Lighting Upgrades	Lighting Equipment - 2002 Original - Exterior Lighting	4

2021-2024 THREE YEAR RENEWAL FORECAST

APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
258	Precious Blood	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	7
416	Prince of Peace	Lighting Upgrades	Lighting Equipment - Exterior Lighting	8
235	St Brigid	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	11
218	St Cecilia	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	4
310	St Denis	Lighting Upgrades	Lighting and Branch Wiring - Emergency Lighting - Battery Back-ups	11
385	St Florence	Lighting Upgrades	Lighting Equipment - Exterior Lighting	8
385	St Florence	Lighting Upgrades	Lighting Equipment - Exit Lighting	8
256	St Gabriel	Lighting Upgrades	Lighting and Branch Wiring - Emergency Lighting - Battery Back-ups	5
256	St Gabriel	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	5
262	St Gregory	Lighting Upgrades	Lighting Equipment - Exterior Lighting	2
208	St Helen	Lighting Upgrades	Lighting Equipment - 1993 Original - Exterior Lighting	6
296	St Jane Frances	Lighting Upgrades	Lighting Equipment - Entire Building - Exterior Lighting	3
254	St. Philip Neri	Lighting Upgrades	Lighting Equipment - Wall Mounted Light Fixtures	3
254	St. Philip Neri	Lighting Upgrades	Lighting Equipment - Main Building	3
279	St Jude	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	3
249	St Margaret	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	5
260	St Maria Goretti	Lighting Upgrades	Lighting Equipment - 1999 Original - Exterior Lighting	12
224	St Monica	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	11
320	St Roch	Lighting Upgrades	Lighting and Branch Wiring - Exterior Lighting - Wall Mounted	3
320	St Roch	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs - Original and Addition 1	3
236	St Thomas Aquinas	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	9
236	St Thomas Aquinas	Lighting Upgrades	Upgrade lights from T8 to LED	9
227	St Vincent de Paul	Lighting Upgrades	Lighting and Branch Wiring - Emergency Lighting - Battery Back-ups	4
371	Stella Maris	Lighting Upgrades	Lighting Equipment - Section A - Interior and Exterior Lighting	6
414	The Divine Infant	Lighting Upgrades	Lighting Equipment - Exterior Lighting	8
276	Transfiguration	Lighting Upgrades	Lighting and Branch Wiring - Emergency Lighting - Battery Back-ups	2
276	Transfiguration	Lighting Upgrades	Lighting and Branch Wiring - Exit Lighting and Signs	2

Lighting Upgrades - Total

\$

4,537,241.02

2021-2024 THREE YEAR RENEWAL FORECAST

APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
Interior Renovations - Total			\$	19,410,656.79
290	All Saints	Finishes	Concrete floor cracks and pitting	2
299	Annunciation	Finishes - Add on	Ceiling Replacement	11
549	Bishop Allen Academy	Finishes - Add on	Ceiling Replacement	4
519	Blessed Cardinal Newman	Finishes - Add on	Ceiling Replacement	12
289	Blessed Trinity	Finishes	Floor Finishes Renewal	11
289	Blessed Trinity	Finishes - Add on	Ceiling Replacement	11
509	Chaminade College	Finishes	Floor Finishes - Vinyl Tile and Poured Rubber Gym	10
509	Chaminade College	Fittings	Replace Millwork Cafeteria	10
509	Chaminade College	Fittings	Millwork - Science Labs	10
257	Christ the King (CLOSED)	Finishes - Add on	Ceiling Replacement	4
524	Francis Libermann	Finishes	Floor Finishes Renewal	8
212	Holy Family	Finishes	Floor Finishes Renewal	4
353	Holy Redeemer (CLOSED)	Finishes - Add on	Ceiling Replacement	11
417	Holy Trinity	Finishes	Painting	4
281	Immaculate Conception	Finishes	Floor Finishes Renewal	10
272	Immaculate Heart of Mary	Finishes	Paint classrooms	12
272	Immaculate Heart of Mary	Finishes	Floor Finishes Renewal	12
527	James Cardinal McGuigan	Finishes	Floor finishes and stair treads	3
325	James Culnan	Finishes - Add on	Ceiling Replacement	4
413	Josyf Cardinal Slipyj	Fittings	Millwork Replacement	2
510	Loretto Abbey	Finishes	Flooring and Ceiling Renewal	5
561	Marshall McLuhan	Fittings	Bleacher Replacement	5
544	Mary Ward	Finishes	Floor Finishes - Carpet	7
544	Mary Ward	Finishes - Add on	Ceiling Replacement	7
533	Msgr Fraser College - Toronto Campus	Finishes - Add on	Ceiling Replacement	9
526	Msgr Fraser College - West (Regina Pacis)	Finishes	Floor Finishes Renewal	3
343	Msgr Fraser College Annex Campus (St. Peter)	Finishes - Add on	Ceiling Replacement	9
399	Msgr John Corrigan	Finishes	Floor Finishes Renewal	1
288	Nativity of Our Lord	Finishes - Add on	Ceiling Replacement	2
502	Neil McNeil	Finishes	Paint hallways and stairwells	12
501	Notre Dame	Finishes - Add on	Ceiling Replacement	11
265	Our Lady of Assumption	Finishes	Floor Finishes - Vinyl Tile	5
252	Our Lady of Fatima	Finishes	Paint entire school including stairwells	12
253	Our Lady of Peace	Finishes	Painting	2
253	Our Lady of Peace	Finishes	VCT in Gym	2
253	Our Lady of Peace	Finishes - Add on	Ceiling Replacement	2
246	Our Lady of Sorrows	Finishes - Add on	Ceiling Replacement	4
247	Our Lady of Victory	Finishes	Floor Finishes Renewal	10
247	Our Lady of Victory	Finishes	Painting	10
273	Our Lady of Wisdom	Finishes - Add on	Ceiling Replacement	7
258	Precious Blood	Finishes - Add on	Ceiling Replacement	7
416	Prince of Peace	Finishes	Floor Finishes - Vinyl and Carpet	8
416	Prince of Peace	Finishes - Add on	Ceiling Replacement	8
415	Sacred Heart	Finishes	Floor Finishes Renewal	8
368	Santa Maria	Finishes	Painting	10
302	St Agatha	Finishes	Floor Finishes Renewal - Partial	12
350	St Aidan	Finishes	Floor Finishes - Vinyl Tile and Vinyl Sheet - Partial	7
243	St Anselm	Finishes - Add on	Ceiling Replacement	11
513	St Basil the Great College	Finishes - Add on	Ceiling Replacement	3
261	St Bernard	Finishes	Floor Finishes Renewal - Partial	10
261	St Bernard	Finishes - Add on	Ceiling Replacement	10
263	St Bonaventure	Finishes	Floor Finishes - Vinyl Tile - Partial	11
263	St Bonaventure	Finishes - Add on	Ceiling Replacement	11
359	St Brendan	Finishes	Paint entire school	8
235	St Brigid	Finishes - Add on	Ceiling Replacement	11
376	St Bruno-St Raymond	Finishes - Add on	Ceiling Replacement	9
218	St Cecilia	Finishes - Add on	Ceiling Replacement	4
363	St Charles Garnier	Finishes	Floor Finishes Renewal	3
307	St Clement	Finishes	Painting	2
307	St Clement	Finishes	Replace Window Coverings	2

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APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
380	St Columba	Finishes	Floor Finishes Renewal	8
310	St Denis	Finishes - Add on	Ceiling Replacement	11
467	St Dominic Savio	Finishes	Paint hallways and stairwells	8
467	St Dominic Savio	Finishes	Floor Finishes Renewal	8
341	St Dorothy	Finishes	Floor Finishes - Vinyl Tile	1
341	St Dorothy	Finishes - Add on	Ceiling Replacement	1
241	St Dunstan	Finishes	Cubbies in FDK	12
278	St Elizabeth	Finishes	Painting	4
386	St Elizabeth Seton	Finishes	Floor Finishes Renewal	8
337	St Eugene	Finishes - Add on	Ceiling Replacement	2
385	St Florence	Finishes - Add on	Ceiling Replacement	8
206	St Francis of Assisi	Finishes - Add on	Ceiling Replacement	9
256	St Gabriel	Finishes - Add on	Ceiling Replacement	5
377	St Gabriel Lalemant	Finishes	Floor Finishes Renewal	8
346	St Gerard Majella (LEASED)	Finishes - Add on	Ceiling Replacement	3
262	St Gregory	Finishes - Add on	Ceiling Replacement	2
208	St Helen	Finishes	Floor Finishes Renewal	6
208	St Helen	Finishes - Add on	Ceiling Replacement	6
395	St Henry	Finishes	Floor Finishes - Vinyl and Epoxy	7
365	St Ignatius of Loyola	Finishes	Floor Finishes Renewal	8
365	St Ignatius of Loyola	Finishes - Add on	Ceiling Replacement	8
296	St Jane Frances	Finishes - Add on	Ceiling Replacement	3
220	St John	Finishes	Floor Finishes - Vinyl Tile - Partial	11
220	St John	Finishes - Add on	Ceiling Replacement	11
254	St. Philip Neri	Finishes - Add on	Ceiling Replacement	3
392	St John Vianney	Finishes	Floor Finishes Renewal	1
348	St John XXIII	Finishes	Floor Finishes Renewal	11
348	St John XXIII	Finishes - Add on	Ceiling Replacement	11
529	St Joseph	Finishes	Floor Finishes Renewal	2
529	St Joseph	Finishes - Add on	Ceiling Replacement	2
279	St Jude	Finishes - Add on	Ceiling Replacement	3
393	St Kateri Tekakwitha	Finishes - Add on	Ceiling Replacement	11
300	St Kevin	Finishes - Add on	Ceiling Replacement	7
333	St Leo	Finishes - Add on	Ceiling Replacement	4
331	St Louis	Finishes - Add on	Ceiling Replacement	4
311	St Marcellus	Finishes	Floor Finishes Renewal	2
249	St Margaret	Finishes - Add on	Ceiling Replacement	5
260	St Maria Goretti	Finishes - Add on	Ceiling Replacement	12
344	St Martha	Finishes - Add on	Ceiling Replacement	5
528	St Mary Catholic Academy	Fittings	Locker Replacement	6
228	St Mary of the Angels	Finishes - Add on	Ceiling Replacement	6
240	St Matthew	Finishes	Painting	10
379	St Maurice	Finishes	Floor Finishes Renewal	1
538	St Mother Teresa Catholic Academy	Finishes	Paint kitchen and servery	8
538	St Mother Teresa Catholic Academy	Finishes	Paint entire school including Office area	8
538	St Mother Teresa Catholic Academy	Fittings	Locker Replacement	8
555	St Oscar Romero/Blessed Archbishop Romero	Fittings	Locker Replacement	10
518	St Patrick Catholic CSS (Leased from TDSB - Bill30)	Fittings	Folding Gym Partition	9
408	St Rene Goupil	Finishes	Floor Finishes - Vinyl	8
216	St Rita	Finishes	Floor Finishes Renewal	6
269	St Rose of Lima	Finishes	Paint gym	12
269	St Rose of Lima	Finishes	Floor Finishes - Vinyl Tile	12
284	St Stephen	Finishes	Floor Finishes Renewal	1
284	St Stephen	Finishes - Add on	Ceiling Replacement	1
236	St Thomas Aquinas	Finishes	Terrazzo flooring ground floor primarily	9
236	St Thomas Aquinas	Finishes - Add on	Ceiling Replacement	9
414	The Divine Infant	Finishes	Floor Finishes - Vinyl & Carpet	8

Renovation General for Floors, Ceilings, - Total

\$

14,363,886.02

2021-2024 THREE YEAR RENEWAL FORECAST

APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
247	Our Lady of Victory	Renovation Program	Renovate storage room to classroom	10
326	St Alphonsus	Renovation Program	Dividing Rooms - Classrooms	9
313	St Wilfrid	Renovation Program	Chair Lift - Accommodation	3

Renovation for Program / Accessibility - Total \$ 3,930,658.00

419	Cardinal Leger	Interior Stairs	Replace floor treads Stair wall "C"	8
272	Immaculate Heart of Mary	Interior Stairs	Interior Stairs Repair or Replace	12
343	Msgr Fraser College Annex Campus (St. Peter)	Interior Stairs	Stair Treads	9
326	St Alphonsus	Interior Stairs	Interior Stairs Repair or Replacement	9
328	St Augustine of Canterbury CS	Interior Stairs	Interior Stairs Repair or Replacement (3) Stairs need attention due to heavy use of de-icing salts	3
380	St Cyril	Interior Stairs	Interior Stairs Repair or Replacement	8
278	St Elizabeth	Interior Stairs	Interior Stairs Repair or Replacement. Terrazzo stair treads and stair replacement	4
528	St Mary Catholic Academy	Interior Stairs	Interior Stairs Repair or Replacement	6
374	St Paul 6	Interior Stairs	Interior Stairs Repair or Replacement	6

Interior Stair Repairs or Replacement - Total \$ 1,116,112.77

2021-2024 THREE YEAR RENEWAL FORECAST

APPENDIX C

School Code	School	Type of Work	Project Description	Trustee Ward
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Site Work - Total			\$	14,557,992.59
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290	All Saints	Hardscape	Concrete sidewalk minor patchwork - Year 2	2
290	All Saints	Hardscape	Catch basement back parking lot. Subgrade issue - Year 2	2
378	Epiphany Of Our Lord	Hardscape	Asphalt parking lot and play field and sidewalk	7
544	Mary Ward	Hardscape	Asphalt parking lot	7
258	Precious Blood	Hardscape	Wood Retaining Walls and Asphalt play surface in areas	7
350	St Aidan	Hardscape	Asphalt parking lot and playground	7
361	St Angela	Hardscape	Asphalt play yard	1
425	St Bede	Hardscape	Asphalt Parking Lot and Pedestrian Paving	8
425	St Bede	Hardscape	Pedestrian Paving	8
267	St Benedict	Hardscape	Foundation Work	1
310	St Denis	Hardscape	Wood Retaining Walls - Year 2	11
310	St Denis	Hardscape	Pedestrian Paving - Year 2	11
310	St Denis	Hardscape	Parking Lot Paving - Year 2	11
310	St Denis	Hardscape	Fencing - Year 2	11
356	St Edmund Campion	Hardscape	Asphalt parking lot and play field and sidewalk	12
394	St Jean de Brebeuf	Hardscape	Asphalt parking lot, play surface and pedestrian paving	8
531	St John Paul II	Hardscape	Asphalt parking lot and pedestrian paving	12
392	St John Vianney	Hardscape	Pedestrian Paving	1
555	St Oscar Romero/Blessed Archbishop Romero	Hardscape	Asphalt parking lot / remove bollards - Year 2	10
555	St Oscar Romero/Blessed Archbishop Romero	Hardscape	Concrete Sidewalk cracked, uneven - Year 2	10
237	St Pius X	Hardscape	Retaining wall on Jane St.	4
373	St Sylvester CS	Hardscape	Main path cracks with vegetation growing through.	7
248	St Theresa Shrine	Hardscape	Asphalt parking lot and playground	12
414	The Divine Infant	Hardscape	Asphalt parking lot and Pedestrian paving	8

Site Improvements - Total			\$	14,557,992.59
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Renewal Funding Criteria

1. **The School Condition Improvement (SCI)** grant is intended to assist boards to replace building components that have exceeded their useful lifecycle as identified in the Ministry's School Facility Condition Assessment Program. SCI funding must follow the 70/30 rule as detailed in the table below and may only be used to renew building components on open and operating schools. School boards will be accountable to report these expenditures in VFA Facility (The Ministry's building condition database), and the SCI expenditures must comply as outlined in the table in item 3 below. Unspent SCI funds may be carried forward.
2. **The School Renewal Allocation (SRA)** program allows boards to address the replacement of aged components and building systems, undertake Capital improvements such as new building automation systems, invest in new initiatives such as air conditioning for cooling centres and accessibility enhancements, to name a few. It also allows boards to address operational/maintenance items such as painting, floor repairs, asphalt patching and minor fence repairs to a maximum of \$2.1M. While the Ministry allows school boards more flexibility under SRA, expenditures should be prioritized to address facility condition, health and safety, program, accessibility and general code requirements. Any unspent SRA funds may also be carried forward.
3. The Eligibility criteria under SCI and SRA is as follows:

Eligible Expenditures	SCI Restricted 70%	SCI Unrestricted 30%	SRA
Capital – Renew/Replace Components			
Substructure (e.g. foundations, basement walls)	Yes	Yes	Yes
Shell/Superstructure (e.g. roofs, exterior walls, windows and doors)	Yes	Yes	Yes
Interiors (e.g. stairs, floor finishes, ceilings, etc.)	No	Yes	Yes

Appendix D

Services (e.g. plumbing, HVAC, fire protection, electrical)	Yes	Yes	Yes
Equipment and Furnishings (fixed items only)	No	Yes	Yes
Special Construction and Demolition	No	Yes	Yes
Building Site work (e.g. parking lots, site paving, lighting)	No	Yes	Yes
Capital - Other			
Portables repair and retrofits	No	No	Yes (TA funds should be used first)
Additional portable purchase (i.e. adding to Board inventory)	No	No	No
Program or accommodation related changes and retrofits	No	No	Yes
New building enhancements: Non renewal projects (e.g. accessibility, air conditioning, building automation systems)	No	No	Yes
Administrative Facilities	No	No	No
Construction (e.g., changes to gross floor area or the replacement of existing building structures)	No	No	No
Salaries and wages for school board staff	No	No	No

Appendix D

Service debt (SRA only for previously encumbered debt. No allowance for new debt)	No	No	No
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Renewal Project Selection Process

1. The recommended Renewal projects listed in Appendix B were compiled by filtering out high and urgent work noted in the ministry's VFA facility database. Projects were then scrutinized, giving priority to work that was recommended to be undertaken within a short timeframe following Ministry inspections and/or critical notification from the field. Further prioritization was accomplished by cross-referencing the proposed Renewal work with the number of associated maintenance work orders, as well as information provided by Operations, Maintenance, School requests, Renewal and Capital staff. The most high and urgent work will be recommended to be addressed in the 2020-2021 period;
2. Further vetting of projects is now carried out by the Building Condition Supervisor recently hired to ensure projects are prioritized based on urgent need.
3. Renovations to address required upgrades and deficiencies needed for the Board's Nutrition Program have been included in the 2020-2021 renewal plan and the three year forecast.
4. Projects to address the Board Action/Direction that a facility retrofit program be implemented as recommended in the 2019-2023 Energy Conservation and Demand Management (ECDM) Plan have been included, for an annual allocation of \$2M, to be funded through the School Renewal program over 5 years (subject to funding availability beyond 2020). Staff have identified a number of projects in the 2020-2021 renewal plan for a total budget of \$2M.
5. Projects requested by school communities through the Operations Department are included in the Renewal Plan;
6. The projects listed in Appendix B were then circulated to Capital, Renewal, Maintenance and Operation for further vetting and adjustments made as required based on this departmental input.
7. The Renewal Plan is primarily based on information provided by the Ministry of Education's School Condition Assessment Program, school community requests, and various stakeholders such as Health & Safety, Operations and Maintenance staff, and building inspections conducted by Facilities staff.
8. Assessments are completed on all school facilities by the Ministry of Education's School Condition Assessment Program on a five-year cycle (40 TCDSB schools assessed per year). Information about the TCDSB's inventory of facility assets

Appendix E

are stored in VFA Facility Asset Management Software. The software leverages that information to create Capital funding forecasts.

9. Facilities staff continue to engage with school staff, CSPC groups and school communities to address facility issues and concerns.



REPORT TO

**STUDENT ACHIEVEMENT AND
WELL BEING, CATHOLIC
EDUCATION AND HUMAN
RESOURCES COMMITTEE**

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD
OUTDOOR EDUCATION**

On the glorious splendour of thy majesty, and on thy wondrous works, I will meditate. Psalm
145:5

Created, Draft

October 26, 2020

First Tabling

November 4, 2020

Review

[Click here to enter a date.](#)

Lori DiMarco Superintendent, Curriculum Leadership & Innovation; Academic ICT

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

This report contains a summary of the outdoor education opportunities that are available to schools in the TCDSB. The outdoor education opportunities fall into two categories: ongoing activities from previous years and new programs, activities and resources that are being offered.

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

B. PURPOSE

1. At the September 10, 2020 Corporate Services, Strategic Planning and Property Committee Meeting, following a delegation by a representative of the Association for Canadian Educational Resources (ACER), the delegation was received and referred to staff to come back with a report on how the TCDSB can implement more outdoor education

C. BACKGROUND

1. The TCDSB Health & Physical Education and Outdoor Education (HPE&OE) department has a long tradition of offering schools a variety of opportunities to engage in healthy and active living and outdoor education activities.
2. The HPE&OE department works in collaboration with other central TCDSB departments and in particular the Science, Social Studies and ECO department.
3. The HPE&OE department works in collaboration with various organizations to explore programs, activities and resources that align with, support and supplement the Ontario Curriculum to ensure that our students are able to participate in outdoor education opportunities.
4. Partnerships and grants are pursued in order to offer schools affordable to no cost opportunities. When grant monies are available they are used to offset costs for schools and are offered to needier communities first on a rotating basis.

5. Outdoor education programs, activities and resources are shared in various ways with schools. Opportunities that are available each year and limited in number are shared with schools who are eligible to participate. When such opportunities are limited, criteria is set and a schedule is set up to ensure that as many schools as possible benefit over a number of years. Programs, activities and resources that are available to all schools are posted on the department intranet site and/or communicated via email.
6. The HPE&OE department continually reviews existing programs, activities and resources and seek to explore new ones. Schools have been encouraged to explore including more outdoor education into programming. As a result of suspension or restrictions on some of the programs and activities during the pandemic, the HPE&OE and Science, Social Studies and ECO departments have sought out many new programs, activities and resources to support our schools in their efforts to include more outdoor education.
7. In the appendices with this report are lists of the ongoing outdoor education activities (Appendix A) and the new programs, activities and resources (Appendix B) that are available to TCDSB schools.

D. METRICS

1. Programs related to grants that are funded (partially or in full) are tracked for attendance and participation by the PHE&OE department.
2. Information is collected from participating schools, through teacher and principal feedback, to inform future recommendations of the programs, activities or resources.
3. The HPE&OE department collects data from third party providers of the various programs, activities and resources, when available.

E. COMMUNICATION

1. All of the details of the outdoor education opportunities are being shared with schools via a Google classroom. Schools will be able to share highlights of their experiences and give feedback for other schools to consider.

2. Emails are sent to all teachers and school administrators advertising the various outdoor education opportunities that are available.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Outdoor Education Opportunities - ONGOING ACTIVITIES FROM PREVIOUS YEARS

ACER = Association for Canadian Educational Resources

TRCA = Toronto Region Conservation Authority

LSF = Learning for a Sustainable Future

STEAM = Science, Technology, Engineering, Arts, Mathematics

On Site = At the School

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site	TRCA, Teen Ranch, Mansfield, YMCA	Day and Overnight Excursions - Lake St George, Claremont, Teen Ranch, Cedar Glen, and Mansfield Outdoor Education Centres. Overnight Elementary Excursions subsidized through the outdoor education grant.	Ongoing	No*	K-12	<ul style="list-style-type: none"> - Bookings and subsidies through the Outdoor Education Dept. - Lead by Centre staff. - *Bussing to Centre. - *Overnight Accommodations

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site	Various	Day Excursions subsidized by the outdoor education grant. Locations include: Camp Muskoka, Dagmar Ski, Snow Valley, Sandbanks Provincial Park, Blue Mountain, Tommy Thompson Park, Horseshoe Valley, Harwood Hills, Brimacombe Ski, Evergreen Brickworks, Tree Top Trekking, Heart Lake Conservation, Algonquin Park, Bruce's Mill Conservation, Centennial Park, The Toronto Zoo, Centre Island, Lakeridge Ski, Mt St Louis.	Ongoing	No*	K-12	<ul style="list-style-type: none"> - Subsidies offered through the Outdoor Education sept. - Organized and booked by classroom teacher - *Bussing to site
Off Site	Camp Olympia	Overnight Leadership and Physical Activity camps organized and subsidized through the Nurturing Catholic Community/Continuing Education dept., and also subsidized through the Outdoor Education Dept	Ongoing	No*	7-12	<ul style="list-style-type: none"> - Bookings and subsidies organized by NCC/Con Ed dept. - Lead by camp staff - *bussing to site - *Overnight accommodation

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site	TRCA	Day Excursion - The Nature School at the Kortright Centre for Conservation	Ongoing	No*	K-12	Lead by TRCA staff. Covid Protocols in place. Organized by classroom teacher. *Bussing to Centre.
On & Off Site	TRCA	Environmental Leaders of Tomorrow Program - specifically designed for grade six this program traditionally was offered a blended model of overnight at TRCA site and in class learning. The program is currently looking to pivot to on site only outdoor learning	Ongoing	TBA	6	- Offerings and bookings organized through the Outdoor Education dept. - Co-lead by TRCA staff and classroom teacher
Off Site	Downsview Park	Day Excursion - Downsview Park Discovery Centre - half day and full day programs	Ongoing	No* (Yes – if within walking distance)	K-12	- Program Info sent to schools through Outdoor Ed Dept. - Lead by Centre Staff. - Protocols in place. - *Bussing to site

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site/In the Community	City of Toronto	Skating Rinks - partnership with the City of Toronto - *TBA if indoor or outdoor rinks will be available for use	Ongoing	Yes* (if within walking distance)	K-12	- Rink Booking information provided through the Physical Education dept. - Classroom teacher led
Off Site/In the Community	ACER & TRCA	Project Crossroads - Student tree planting in designated community areas	Have done in past with TRCA	No*	K-12	- Organized through the Outdoor Education dept. - Lead by TRCA on specific dates. - *Bus travel to site. - *Other community involvement

Outdoor Education Opportunities – NEW PROGRAMS / ACTIVITIES / RESOURCES OFFERED

ACER = Association for Canadian Educational Resources

TRCA = Toronto Region Conservation Authority

LSF = Learning for a Sustainable Future

STEAM = Science, Technology, Engineering, Arts, Mathematics

On Site = At the School

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site/Local	ACER	Measuring Our Resources - Students participate in a field study to collect and manage authentic data which enhances knowledge of climate change. Species I.D. - can be used in conjunction with the above program. Resource cards help students identify local species of trees and shrubs	New	Yes	K-8	<ul style="list-style-type: none"> - Classroom Teacher led with support and resources. - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools
On Site/Local	ACER	Planting For Change - helping classes create a schoolyard planting site that acts as a mini-climate change outdoor classroom/lab	New	Yes	K-12	<ul style="list-style-type: none"> - Application with ACER. - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site/Local	ACER	Teacher Resources that can be accessed to enhance outdoor learning at the school	New	Yes	K-12	<ul style="list-style-type: none"> - Classroom Teacher led - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools
On Site/Local	TRCA	Outdoor learning opportunities tied to the curriculum using schoolyard or local park	New	Yes	TBA	<ul style="list-style-type: none"> - The Outdoor Education dept is working directly with TRCA staff to develop program offerings - Bookings and subsidies through the Outdoor Education Dept. - Lead by TRCA staff

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site & Virtual	TRCA	Black Creek Pioneer Village offers virtual field trips and learning resources; as well as on site workshops and school programs	New	Yes	K-8	<ul style="list-style-type: none"> - TRCA staff and classroom teacher led - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept
On Site & Virtual	LSF	Learning for a Sustainable Future offers teacher resources that can be used for in-person and virtual learning. Topics revolve around the outdoors and the environment. A webinar and slide deck is available to Administrators to guide and provide strategies for promoting outdoor education learning at their schools. LSF has organized outdoor education resources from multiple sources and offers teacher newsletters as well.	New	Yes	K-12	<ul style="list-style-type: none"> Classroom teacher Led - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site & Virtual	Evergreen	Evergreen is offering “At Your School” programs as well as “Virtually Outdoors” programs. Professional development and Outdoor Classroom Newsletter also offered.	New	Yes	K-12	<ul style="list-style-type: none"> - Outdoor Ed dept will explore bookings, pricing and subsidies - Evergreen staff lead - Links and highlighted new offerings sent out to schools
Virtual	Humber Arboretum	Humber Arboretum is offering virtual guides for learning.	New	Yes	K-8	<ul style="list-style-type: none"> - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools
Virtual	TRCA	Their website is now offering virtual e-learning events, as well as teacher e-learning resources	New	Yes	K-12	<ul style="list-style-type: none"> - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
Off Site	ACER	Citizen Science, Go Global, and the Riparian Rangers outdoor education programs can all be incorporated into STEAM curricular programs	New (and ongoing)	TBA	9-12	<ul style="list-style-type: none"> - To be organized and promoted on Portal or Google Classroom site by the Science & Experiential Learning depts. - Links and highlighted new offerings sent out to schools



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

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
January 5, 2021	January 14, 2021	Click here to enter a date.
Barbara Loporati, Senior Coordinator, Planning Services John Wujek, Superintendent, Area 5 and Parent Engagement Shawna Campbell, Superintendent, Area 3 and Early Years Maria Meehan, Superintendent, Special Services Lori Di Marco, Superintendent, Curriculum Leadership & Innovation; ICT Shazia Vlahos, Chief, Communications and Government Relations Deborah Friesen, Superintendent, Capital Assets and Renewal Michael Loberto, Superintendent, Planning and Development Services Adrian Della Mora, Executive Superintendent of Human Resources Omar Malik, Acting Chief Information Officer		

INFORMATION REPORT

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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

S. Camacho
(Acting) Associate Director of
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

The last update to the Reopening Action Plan was submitted to the December 10, 2020 Board 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.

On December 21, 2020, the Province announced schools in Ontario would be closed to in-person learning following Christmas Break. As a result, student learning pivoted to remote learning for all Elementary and Secondary students for the duration of the closure period. Demands for technology have been handled as required throughout and staff have been proactively planning for future needs. Communications continued throughout the Christmas Break to all stakeholders.

Phase 1 of the Asymptomatic Testing Pilot ended on Dec. 16, 2020. The Hospital for Sick Kids is compiling data and will submit a final report to the Ministry with recommendations for Phase 2.

The Province has informed TCDSB that it has submitted recommended projects for CVRIS funding to the Federal level for final approval.

TCDSB schools will continue to follow safety measures and guidance from Toronto Public Health when schools return to in person learning.

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, Staff Manual and Transition to Distance Learning Plan continue to reflect the process for operating schools safely.* Items from Board motions and Ministry updates that are confirmed have been included as required. Schools will continue to follow established protocols for virtual and in person learning.

D. EVIDENCE/RESEARCH/ANALYSIS

Distance Learning for all TCDSB Schools

1. *On December 21, 2020, the Province announced schools in Ontario would be closed to in-person learning following Christmas Break.* As a result, student learning pivoted to remote learning for Elementary students for the period of January 4-8 and for Secondary students for the period of January 4-22.
2. *Enhancements to student distance learning during the closure include:*
 - continuity of classes with no interruption to learning as in-person elementary classes transitioned to remote learning, as per the [TCDSB Transition to Remote Learning Plan](#)
 - in-person secondary schools moved from the hybrid model to fully remote learning to ensure course continuity and no interruption to learning
 - asynchronous and synchronous learning time requirements have been applied, as outlined by the province under [Policy/Program Memorandum \(PPM\) 164](#)
 - special consideration for in person attendance given to high needs MEDD ISP Special Education Students
 - in the fall, all teachers were required to create a Brightspace or Google classroom, in order to be ready should a transition to remote learning be required; Zoom was added in November as an option for video conferencing (previously only Google Meet was available)
 - devices for students continue to be made available, when required; safety protocols in place to ensure safe pickup of devices from the school by the parent/student
 - remote clinical intervention, by social workers and psychologists to support student mental health and well-being, continues through principal referral

- distance learning and “check and connect” monitoring for all special education students by special education staff

Staffing and Recruitment

3. ***The Human Resources (HR) Department continues to support critical school-based programs during the school lockdown period.*** We are capitalizing on recent rule changes that expand the use of retired teachers and administrators. In particular, we are using retired administrators to bolster school-based administrative and supervision needs in cases involving family status needs. Occasional teachers are also being used temporarily to support in-person Special Education Program instruction.
4. ***HR staff is sustaining our commitment to enhancing each school’s allocation of Lunch Time Supervisors as well as each elementary school’s ability to utilize their valued Lunch Time Supervisors for an additional 1.5 hours per day to June 2021.***
5. ***The Sick Leave & Disability Department continues to diligently manage its extensive active sick leave cases.*** HR staff is closely monitoring absences during the school lockdown period and has implemented a process allowing Principals to advise HR staff of instructional/support gaps. ***The careful and regular review of sick leave metrics for all employee groups remains a priority.*** Significant caseloads are being reviewed daily and granting employees the ability to work virtually, where feasible, is being considered. Enhancing employee awareness of our employer-sponsored Employee Family Assistance Plan remains a priority.
6. ***Senior TCDSB staff members have maintained regular contact with our union partners (TECT, TSU, and CUPE) to collaboratively address issues.*** Recent discussions have focused on how we can sustain robust instruction and enhanced support staff monitoring/supporting students’ learning/social/emotional needs during the school lockdown period.
7. ***The SMASH Education virtual experiential Core French program has been successfully launched.*** This program provides St. Anne students (Grades 1 – 8) with a Ministry of Education aligned core French supplemental resource. Senior staff continues to work with our union partners to provide direct remote core French instruction at St. Anne Catholic Academy where possible.

8. ***HR staff is monitoring all quarantined staff to ensure that proper parameters are maintained.*** We continue to communicate with all employees regarding travel plans, quarantine requirements that may apply, and the need to commit to the employer to ensure continuity of program delivery and service.

Child Care and Before and After School Programs

10. ***The province released “Child Care Impacts of Time Limited Public Health Actions” on December 21, 2020. During the provincial closure, all child care programs*** serving infant, toddler and preschool-age children located inside TCDSB schools ***were permitted to remain open to support families in need of childcare.***
11. ***All before and after school, authorized recreation programs were closed*** to school age children in compliance with the provincial directive.
12. ***The Ministry of Education implemented a targeted emergency child care (ECC) program*** for eligible parents (***Appendix ‘A’***) of school-aged children who may not be able to accommodate their child’s learning and/or care at home.
13. ***The following TCDSB sites are offering ECC for school age children of essential workers during the closure:*** St. Charles, St. Martin De Porres, St. Rene Goupil, Holy Trinity, Holy Child, St. Andre Catholic School, St. John the Evangelist, Our Lady of Sorrows, St. Jerome.

Ministry of Education Asymptomatic Testing Pilot

14. ***Phase 1 of the 4-week pilot testing program ended on December 16, 2020.*** Toronto Public Health recommended to Ontario Health that a total 18 schools in Toronto participate in the pilot testing program, 5 of the schools were TCDSB schools: Chaminade, St. Fidelis, St. John the Evangelist, St. Roch and Msgr Percy Johnson.
15. ***The Ministry has asked the Hospital for Sick Children to compile the data and provide a final report to the Ministry with recommendations for the next phase of testing.*** A copy of the report will be shared with the Trustees once the report is available.

Communications

16. *On December 10, families received information about our inclement weather protocols.*
17. *On December 11, families received information about in-class and virtual transfers.*
18. *On December 23, following the Ministry of Education announcement regarding remote learning, families received detailed information about the transition and what to expect in the new year.* Communications on the shutdown from the Ministry of Education and message from the Minister were also shared with families on *December 21 and January 5*. The Board of Trustees and TCDSB School Administrators also received information about the remote learning plan over the break.

CVRIS Funding

19. *The COVID-19 Resilience Infrastructure Stream funding request, originally submitted to the Ministry of Education on November 18, 2020, has entered the second stage of approval.* The Province has informed TCDSB that the list of recommended projects has been submitted to the Federal level for review and final approval of projects. The final funding announcement is expected at the end of January 2021.

Cycling to School

20. *Award of the contracts for supply and installation of bike racks at schools that do not currently have bicycle parking is awaiting approval of the procurement reports.* Bike racks will first be installed at schools where an existing suitable hard surface is available. New concrete pads will be required where there is not a suitable surface and will be installed once weather allows. Funding for the bike racks will initially be made available from COVID Relief Funding but will subsequently be reimbursed under an existing agreement with the City of Toronto through the Ontario Municipal Commuter Cycling Fund.

Outdoor Classrooms

21. *The initial outdoor classroom pilot project was completed on December 31, however, the pilot project has been extended at four schools where use of the tent has been integral to programme delivery.* Tents remain at St. Michael Choir School, St. Fidelis, St. Nicholas and St. Ambrose. Tents at the other 14 schools that participated in the original pilot project were removed over the Christmas break. Generally, use of the tents as outdoor classrooms declined

as the temperatures fell. Unauthorised use overnight and on weekends was an ongoing issue at specific school locations. Further feedback on the pilot project will be collected from the school Principals and brought to the Board.

22. ***The initiative to provide permanent outdoor classroom seating is continuing beyond the end of the tent pilot project.*** Logs donated by the City of Toronto are available, but the TCDSB is responsible for picking up the logs, cutting them into suitable lengths for seating, and delivering them to schools. An RFQ issued in November to retain a contractor to carry out this work did not elicit any bids. Staff has reached out directly to alternate vendors and is in the process of obtaining and evaluating quotations to determine feasibility within the project budget.

Indoor Air Quality

23. ***A draft report on the results of the Indoor Air Quality study has just been received and is under review by staff.*** The consultant, Pinchin Ltd., at an upcoming Corporate Services meeting, will make a presentation of the results and recommendations.

Technology

24. ***Staff have been proactively working to ensure that the supply of student need devices stay ahead of demands and emergency needs, and staff were prepared to pivot when the news of the January closure was received.*** In anticipation of device requests from in-person elementary school students and families that might be at a higher risk of not having a device for remote learning during the January school closure, approximately 2500 Chromebooks were pre-processed over the December holiday break and pre-shipped to all elementary schools between January 4 and 8. Each elementary school received a minimum of 5 Chromebooks and an increase amount using a fair and equitable distribution plan based on the number of students and socioeconomic factors. The request process remained the same for students and families (i.e. simply contacting the school to make a device request), and the device management application for Principals was updated so they could easily and quickly draw from their local pre-shipment inventory.
25. ***The closure response plan for devices was communicated to Principals before the holiday break, and they were later emailed with delivery information and instructions to assist with their planning and communication.*** Within the first few days, more than 400 of the pre-shipped Chromebooks were assigned and picked up at elementary schools.

26. *Regular orders continue to flow. There are approximately 2500 Chromebooks and 100 iPads in our supply with the vendor to continue to process and fulfil student device needs.* An additional 800 iPads will be received soon to stay ahead of requests for students that require internet.

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.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

INDIVIDUALS ELIGIBLE FOR EMERGENCY CHILD CARE

1. An individual who is,
 - i. a regulated health professional, or
 - ii. an unregulated health care provider working in health care delivery, either directly or indirectly.
2. A police officer as defined in the *Police Services Act*.
3. A special constable appointed pursuant to section 53 of the *Police Services Act*.
4. A member of a police force other than a police officer as defined in the *Police Services Act*.
5. A First Nations Constable appointed pursuant to section 54 of the *Police Services Act* or a member of a police service in which policing is delivered by First Nations Constables.
6. A provincial offences officer as defined in the *Provincial Offences Act*.
7. An individual employed as a firefighter as defined in the *Fire Protection and Prevention Act, 1997*.
8. An individual who is,
 - i. engaged in providing fire protection services as defined in the *Fire Protection and Prevention Act, 1997*,
 - ii. employed in a fire department as defined in the *Fire Protection and Prevention Act, 1997*, or
 - iii. employed in the Office of the Fire Marshal and whose duties include being a fire investigator or supervising or managing fire investigators.
9. A paramedic as defined in the *Ambulance Act*.
10. A coroner as defined in the *Coroners Act*.
11. A worker in a correctional institution as defined in the *Ministry of Correctional Services Act* or an independent contractor who supplies services to correctional institutions, including, but not limited to, employees of Trilcor.
12. Probation and parole officers as described in the *Ministry of Correctional Services Act*, including institutional liaison officers, court liaison officers,

- individuals employed as assistant area managers and area managers of staff at probation and parole offices and the administrative and support staff at these offices.
13. An individual employed in the Institutional Services Division of the Ministry of the Solicitor General, including a person employed in a correctional institution as defined in section 1 of the *Ministry of Correctional Services Act*.
 14. An individual employed in the Operational Support Division of the Correctional Services Recruitment and Training Centre in the Ministry of the Solicitor General who,
 - i. provides facilities or maintenance services, or
 - ii. is a Senior Staff Development Officer or Manager of Customized Training.
 15. An employee of Compass Group Canada Ltd. who works at or provides services in relation to the Cook Chill Food Production Centre.
 16. An individual employed in the Ministry of the Solicitor General who performs one or more of the following functions for the Institutional Services Division or Community Services Division:
 - i. Performing electronic monitoring services.
 - ii. Performing CPIC searches.
 - iii. Preparing community supervision orders.
 17. An individual employed in the Ministry of the Solicitor General at the Centre for Forensic Sciences who is involved in supporting and conducting forensic testing and analysis.
 18. An individual employed in the Ministry of the Solicitor General at the Provincial Forensic Pathology Unit.
 19. An individual employed in the Provincial Emergency Operations Centre or at the Ministry of the Solicitor General's Emergency Operations Centre.
 20. An animal welfare inspector appointed pursuant to the *Provincial Animal Welfare Services Act, 2019* or an individual employed by the Ministry of the Solicitor General in the Animal Welfare Services Branch who is directly involved in supporting animal welfare inspectors.
 21. An individual employed in the operation of,

- i. a place of secure custody designated under section 24.1 of the *Young Offenders Act* (Canada), whether in accordance with section 88 of the *Youth Criminal Justice Act* (Canada) or otherwise, or
 - ii. a place of secure temporary detention as defined in subsection 2 (1) of the *Child, Youth and Family Services Act, 2017*.
- 22. Persons employed in the Direct Operated Facilities Branch of the Ministry of Children, Community and Social Services.
- 23. An individual who performs work that is essential to the delivery of core services in a municipality or First Nation community, as determined by the municipality or First Nation.
- 24. An individual who performs work of a critical nature in their service area or community, as determined by the Minister of Education or his delegate in consultation with the relevant service system manager or First Nation as those terms are defined under the *Child Care and Early Years Act, 2014*.
- 25. An individual who works in a child care centre or who otherwise provides child care in accordance with the requirements in this Order.
- 26. A member of the Canadian Armed Forces or an employee of the Department of National Defence.
- 27. All persons employed in the Ministry of Natural Resources and Forestry who are engaged in,
 - i. prevention, mitigation, preparedness, response or recovery actions, as applicable, with respect to,
 - A. fires as defined in the *Forest Fires Prevention Act*,
 - B. floods,
 - C. dam failures, or
 - D. emergencies relating to oil and gas exploration or production, hydrocarbon underground storage, and salt solution mining,
 or
 - ii. the provision of support services to Conservation Officers through the operation of the Ministry's Provincial Communications Unit.
- 28. A person who holds a licence issued under section 13 of the *Private Security and Investigative Services Act, 2005* to act as a security guard.



REPORT TO

**STUDENT ACHIEVEMENT AND
WELL BEING, CATHOLIC
EDUCATION AND HUMAN
RESOURCES COMMITTEE**

**ANNUAL REPORT ON THE ACCESSIBILITY
STANDARDS POLICY (A.35)**

*Do to others, as you would have them do to you.
Luke 6:31*

Created, Draft	First Tabling	Review
January 4, 2021	January 14, 2021	
F. Cifelli, Area 1 Superintendent of Education		
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.*



B. Browne
Director of Education

D. Koenig
Associate Director
of Academic Affairs

S. Camacho
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer (Acting)

A. EXECUTIVE SUMMARY

This report meets the requirements for the annual Accessibility Report as outlined in the policy Accessibility Standards A.35 (Appendix A).

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

1. This is an annual report to the Board of Trustees that serves as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to the TCDSB staff, students, parents, volunteers and Catholic community.

C. BACKGROUND

1. The Accessibility Standards Policy (A.35) was last amended January 25, 2018.
2. The Multi-Year Accessibility Plan for December 2017-December 2022 was approved on January 25, 2018 (Appendix B).

D. EVIDENCE/RESEARCH/ANALYSIS

1. *Accessibility for Ontarians with Disabilities Act* (AODA) is a law that sets out a process for developing and enforcing accessibility standards.
2. Accessibility standards are laws that the government, businesses, non-profits and public sector organizations must follow to become more accessible.
3. The Integrated Accessibility Standards regulation (IASR) (O. Reg 191/11) under the AODA sets out requirements of public sector organizations, specifically in regards to the establishment of accessibility policies and accessibility plans.
4. The Accessibility Standards for Customer Service regulation (O. Reg. 429/07) under the AODA was revoked on July 1, 2016 and the requirements under the regulation were consolidated into the current IASR.

5. The legislative requirements under the IASR are as follows:

Establishment of accessibility policies

(1) Every obligated organization shall develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in this Regulation.

(2) Obligated organizations, other than small organizations, shall include a statement of organizational commitment to meet the accessibility needs of persons with disabilities in a timely manner in their policies.

(3) Every obligated organization, other than a small organization, shall,

(a) prepare one or more documents describing the policies it developed under subsection (1); and

(b) make the documents publicly available and, on request, provide them in an accessible format.

[...]

Accessibility plans

4. (1) The Government of Ontario, Legislative Assembly, designated public sector organizations and large organizations shall,

(a) establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers and meet its requirements under this Regulation;

(b) post the accessibility plan on their website, if any, and provide the plan in an accessible format upon request; and

(c) review and update the accessibility plan at least once every five years.

(2) The Government of Ontario, Legislative Assembly and designated public sector organizations shall establish, review and update their accessibility plans in

consultation with persons with disabilities and if they have established an accessibility advisory committee, they shall consult with the committee. [...]

6. In accordance with legislation, the Board must review its Multi-Year Accessibility Plan at least once every five (5) years (IASR, section 4(1)(c)).
7. The current Multi-Year Accessibility Plan covers the 2017-2022 years and was approved in January 2018.

E. METRICS AND ACCOUNTABILITY

1. Senior staff with the support of Employee Relations have monitored recommendations in this report.
2. The Director of Education will annually update and attest compliance to the statutory obligations under the AODA in the form of the **Annual Status Report** (Appendix C) to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
3. The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed. The members represent the following groups:
 - Superintendent of Human Resources
 - Superintendent of Special Services
 - Superintendent of Student Success
 - Staff Representative
 - Information Technology
 - Community Relations
 - Environmental Support Services
 - Capital Development Asset Management and Renewal
 - Transportation Services
 - Parent Representative (SEAC)
4. The Accessibility Working Group will meet to review progress and respond to the requirements of the AODA Plan.
5. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going.

6. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

F. ACTION PLAN

1. The updated plan has been approved and is posted on the TCDSB policy register. The committee will work to update the plan as part of their 2018-2019 mandate.
2. The Accessibility Working Group to create sub-groups to ensure that each area of the organization is in compliance with the AODA by 2025 who will report regularly to the Accessibility Working Group.
 - a. Physical and Architectural Barriers
 - b. Informational and Communication Barriers
 - c. Attitudinal Barriers
 - d. Systematic Barriers
 - e. Transportation Barriers
3. The Accessibility Working Group will ensure that the Barriers to be addressed under the Multi-Year Accessibility Plan 9.0 will be addressed and the plan included in an update report to board.
 - a. Identification of Existing Barriers and Barrier
 - b. Strategy for Prevention and Removal of Barriers
 - c. Barriers to be addressed under the Multi-Year Accessibility Plan
 - d. Review and Monitoring
4. The Accessibility Working Group will track those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in the annual report to Trustees.
5. The Multi-Year Accessibility Plan as approved will be reviewed with the Accessibility Working Group and person with disabilities who wish to participate in the review.

6. The Accessibility Working Group will ensure that the communication of the Multi-Year Accessibility Plan is clear, updated and user friendly on the TCDSB website and it follows a board approved format.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board of Trustees.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Date Approved: September 12, 2013	Date of Next Review: January 2023	Dates of Amendments: January 25, 2018
Cross References: <i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i> <i>Integrated Accessibility Standards, Ontario Regulation 191/11</i> <i>Ontario Human Rights Code</i> <i>Ontarians with Disabilities Act, 2001</i> TCDSB Policy Accessibility Standards for Services and Facilities (A.36) TCDSB Policy Workplace Accommodation for Employees with Disabilities (H.M.38)		
Appendix A: TCDSB Multi-Year Accessibility Plan 2017-2022 (Under Review)		

Purpose:

The Toronto Catholic District School Board (“TCDSB”) is committed to providing an environment in all of its facilities that fosters independence, dignity and respect. The TCDSB is committed to providing services that are free of barriers and biases to our students, parents/guardians, trustees, the public and our staff. The Board strives to ensure that the principle of equity of opportunity is reflected and valued in its learning and working environments.

The TCDSB is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve and is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to learning, information and communication, employment, and student transportation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Scope and Responsibility:

This policy applies to all operational policies and procedures in all facilities within TCDSB and applies to all members of the TCDSB community, including students, employees, trustees, volunteers and visitors. The Director of Education is responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

The Toronto Catholic District School Board is committed to maintaining an environment which actively promotes and supports human rights. As part of this commitment, the Board will make reasonable efforts to ensure that all policies, practices and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity for persons with disabilities.

The TCDSB will identify barriers for people with disabilities through the process documented in the TCDSB's Multi-Year Accessibility Plan ([hyperlink](#)), primarily by the objectives of the TCDSB's Accessibility Working Group.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Regulations:

1. The TCDSB shall make reasonable efforts as required by the *Accessibility for Ontarians with Disabilities Act* to ensure that policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equity of opportunity to all with particular attention for persons with disabilities.
2. The TCDSB will ensure that the policy and Multi-Year Accessibility Plan are communicated to the public in a manner that accommodates all disabilities.
3. The Multi-Year Accessibility Plan shall be utilized in the TCDSB community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.
4. The Board of Trustees will annually appoint external individuals to the Accessibility Working Group and will approve the Multi-Year Accessibility Plan at least once every five years.
5. The TCDSB will provide training to its employees and volunteers, as required. All newly-hired employees will receive training as part of a mandatory orientation process.
6. Any communications with a person with a disability will take place in a manner respectful of the person's disability. Information about our organization and its services in accessible formats or with communication supports will be provided upon request.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

7. The TCDSB will meet internationally-recognized Web Content Accessibility Guidelines (WCAG) 2.0 Level AA website requirements in accordance with Ontario's accessibility laws.
8. The TCDSB will advise that accommodations can be made during recruitment and hiring. Please see the TCDSB [Accessibility Standards for Services and Facilities policy \(A.36\)](#) and the [Workplace Accommodation for Employees with Disabilities policy \(H.M.38\)](#) for more a detailed description of the Board's obligations to accommodate persons with disabilities.
9. The TCDSB will notify staff that supports are available for those with disabilities. The TCDSB will put in place a process to develop individual accommodation plans for employees.
10. Where needed, the TCDSB will provide customized emergency information to help individuals with a disability during an emergency.
11. The TCDSB performance management, career development and redeployment processes will take into account the accessibility needs of all employees.
12. The TCDSB will meet accessibility standards when building or making major changes to public spaces. Public spaces include:
 - Outdoor play spaces
 - Outdoor paths of travel: sidewalks, ramps, stairs, and curb ramps
 - Accessible off-street parking
13. The TCDSB has procedures to prevent service disruptions to our accessible areas of our public spaces. ([TCDSB Notice of Disruption Document](#))



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

14.If accommodations are not met, individuals are encouraged to notify their area superintendent or the Superintendent of Human Resources.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Definitions:

Accessibility Working Group

This group is comprised of key stakeholders and comes together representing a variety of school system working groups and departments to develop recommendations and improvements in providing a barrier-free environment in key areas of the TCDSB such as Student Special Services, Facilities, Educational and Training Materials, Communications Tools, Transportation and Human Resources. In accordance with the Multi-Year Accessibility Plan, the working group is required to consult with our students, staff and community members who possess a disability.

Dignity

Human beings, created in the image and likeness of God; have by their very existence an inherent value, worth, and distinction.

Disability

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

(d) A mental disorder, or

(e) An injury or disability for which benefits were claimed or received under an insurance plan, established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”)

Equal Opportunity

Service is provided to persons with disabilities in a way that their opportunity to access goods and services is equitable.

Independence

Accommodating a person’s disability means respecting their right to do for themselves and to choose the way they wish to receive goods and services.

Integration

Persons with disabilities can access goods and services. This may require alternative formats and flexible approaches. It means inclusiveness and full participation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Evaluation and Metrics:

1. The TCDSB's Annual Accessibility Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.
3. The Director of Education will annually update and attest compliance to the statutory obligations under the *Accessibility for Ontarians with Disabilities Act* to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
4. Tracking those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in an annual report to Trustees.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

APPENDIX NAME: MULTI-YEAR ACCESSIBILITY PLAN

Date Approved: September 12, 2013	Date of Review: December 2022	Dates of Amendment: January 25, 2018
Cross Reference: TCDSB Policy (A.35) Accessibility Standards TCDSB Policy (A.36) Accessibility Standards for Services and Facilities <i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i> Integrated Accessibility Standards, Ontario Regulation 191/11 <i>Ontario Human Rights Code</i> <i>Ontarians with Disabilities Act, 2001</i> Notification of Disruption of Service at TCDSB Procedures TCDSB 2017 Accessibility Annual Status Report		

MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2017 TO DECEMBER 2022



MULTI-YEAR ACCESSIBILITY PLAN

TORONTO CATHOLIC DISTRICT SCHOOL BOARD December 2017–December 2022

Prepared by

**Accessibility Working Group
In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

December 2017

- This publication is available through the Toronto Catholic District School Board's:
 - [website](http://www.tcdsb.org) (www.tcdsb.org → FOR COMMUNITY → Accessibility Policy & Multi-Year Plan)
 - Catholic Education Centre/Head Office (Communications Department- 80 Sheppard Avenue East)
- Hard copies will be made available to all departments, schools and the Catholic School Parent Councils upon request.
- Accessible formats of the plan are available from the Communications Department upon request.



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1.0 Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Toronto Catholic District School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement.

Objectives

This Plan:

- 1.1** Describes the process by which the Toronto Catholic District School Board will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the Toronto Catholic District School Board to remove and prevent barriers;
- 1.3** Describes the measures the Toronto Catholic District School Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5** Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6** Describes how the Toronto Catholic District School Board will make this accessibility plan available to the public.



2.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee and Accessibility Working Group. It will be presented to the Board for approval. The Toronto Catholic District School Board is committed to:

- 2.1** Maintaining an Accessibility Working Group;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Working Group will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access including, but not limited to, facilities, IT services, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working Group to review and update the Multi-Year Accessibility Plan that will enable the Toronto Catholic District School Board to meet these commitments.



3.0 Description of the Toronto Catholic District School Board

The Toronto Catholic District School Board is a publicly funded Catholic school board for Toronto, Ontario. It is one of the two English boards of education in the City of Toronto.

With over 90,000 students, the TCDSB is one of the largest school boards in Canada. The TCDSB governs 201 schools in the Toronto area: 30 secondary schools, 168 elementary schools, and 3 schools that combine both secondary and elementary grades.

The TCDSB has 12 wards represented by 12 trustees and 2 student trustees. The Chair of the Board and the Vice-Chair are elected at the inaugural meeting of the Board, and serve for one year.

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.

Vision of TCDSB

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

We believe...

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good
- that high standards and expectations foster greater achievement



- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person
- that teaching is responsive to individual needs
- that teaching and learning should be rooted in research and evidence
- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

"Our vision of Catholic education invites each one of us—parents, students, teachers, principals, chaplains, support staff, trustees, clergy, supervisory personnel— to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society."

([*Fulfilling the Promise*](#), Assembly of Catholic Bishops of Ontario)



4.0 Message from the Director of Education

The Toronto Catholic District School Board is an educational community that values the dignity and worth of every individual in its care. In this context, plans are developed to support the well-being of all its members. To this end, the Multi-Year Accessibility Plan has been developed to address the needs of its members who have disabilities.

Our Board currently demonstrates leadership in working with people with disabilities through its special education programs and services to students with special needs, through its accommodations for employees who are disabled and by ensuring that buildings and facilities become increasingly accessible.

It is our hope that all parents, students and employee groups become familiar with accessibility issues and work together to fulfill our mission of providing a community that is safe and welcoming and an example of a Christian community that is highly accessible.

Rory McGuckin
Director of Education



5.0 Members of Accessibility Working Group

The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed.

The members represent the following groups:

- Senior Staff
 - Superintendent of Human Resources
 - Superintendent of Special Services
 - Superintendent of Student Success
- Staff Representative(s)
- Student Representative(s)
- Information Technology
- Community Relations
- Human Resources
- Communications
- Facilities Services
- Transportation Services
- Parent Representative(s)

The Accessibility Working Group will meet to review progress and to respond to the requirements of the AODA. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

The Accessibility Working Group developed the Multi-Year Accessibility Plan for December 2017-December 2022.



6.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2012, the principles of inclusionary practice, freedom from barriers and accessible environments have informed Toronto Catholic District School Board policies, programs, procedures and services. The multi-year accessibility plan places particular emphasis on the provisions of the regulations made under the AODA with regard to service, information and communications, employment and school transportation.

Initiatives at the local level and system wide address accessibility issues and hence identify, remove and prevent barriers to people with disabilities.

Accessibility initiatives are addressed through the various departments, including but not limited to: Planning and Facilities, Special Services, Health and Safety, and Human Resources.

Planning & Facilities:

The TCDSB has undertaken a number of initiatives to identify, remove and prevent barriers to people with disabilities.

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards. Presently, there are four (4) new elementary school in construction – scheduled to open in late 2018 or the spring of 2019. The Board is proceeding with three (3) replacement secondary schools and four (4) replacement elementary schools. In addition, the Board has completed the construction of four (4) elementary school additions with three (3) other elementary school additions underway.



The Facilities Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. ([TCDSB Notice of Disruption Document](#)) Malfunctioning or broken accessibility components will be prioritized on work orders.

The following accessibility features have also been installed in some schools several years ago from a one-time accessibility grant:

- Washroom modifications
- Ramps
- Wheelchair Stair-Lifts
- Automatic Door Openers
- Elevator Repairs
- Lifting Devices
- Structural Wall Modifications

The Board operates a large number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells. All accommodation options will be reviewed for individuals working in a multiple-story building without an elevator.

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities Department, Special Services and the local school Superintendents.



Special Services:

Student accessibility projects and initiatives are reported to the Ministry of Education through the TCDSB's Special Education Plan. This plan is posted on the TCDSB's website www.tcdsb.org.

Through the Intensive Support Amount (ISA), the Board has been able to provide assistive technology and many more accommodations at the individual school for students in need due to a disability.

The ISA process allows for individualized equipment such as a walker, standers, sensory materials, lifts, computers and assistive software to be purchased on behalf of individual students, if it is deemed essential for them to have the equipment in order to access the curriculum.

Human Resources/Employment:

The TCDSB is an equal opportunity employer. In this regard, the Board recruits qualified staff specific to requirements of the particular job. Routine processes allow staff to be placed in facilities that accommodate their disability. The TCDSB accommodates staff with disabilities by providing necessary equipment that allows staff members to perform their duties in a barrier free workplace. The TCDSB has experienced professionals in place to assist staff members with disabilities to appropriately, safely and respectfully accommodate the employee in the workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board's Workplace Accommodation for Employees with Disabilities Policy. Itinerant employees are encouraged to contact the site/supervisor prior to or upon arrival at the worksite to discuss accessibility needs.

Customer Service:

The TCDSB updated its Accessibility Standards for Services and Facilities policy (A.36) on September 22, 2016. The TCDSB remains in compliance with the Customer Service Standard.



The TCDSB regularly solicits feedback about the manner in which it provides service and facilities to people with disabilities. Feedback processes vary including: in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.



7.0 **Barrier Identification Methodologies**

The Accessibility Working Group will use the following identification methodologies. Staff with disabilities will be consulted throughout the process.

- (1) Presentation to Senior Staff:
 - Input and feedback will be provided as the plan evolves and consultation will be on-going.
- (2) Presentation to Employee Groups:
 - Information regarding the plan will be provided and the working group will prioritize the removal of barriers.
- (3) Presentation to Trustees:
 - Providing information regarding the plan and presented prior to posting the updated annual plan.
- (4) Data Gathering:
 - Information to be gathered from all TCDSB stakeholders to identify barriers and measures that would make the TCDSB more accessible to people with disabilities.

Data will be gathered by either facilitating interviews, focus groups and/or surveys from three (3) sources: the Board's central office, schools and individuals. In addition, data will also be gathered through the review of policies. The data-gathering instruments will address all areas of accessibility barriers (physical, architectural, communication, information, attitudinal, technological, policy and practice).

Board Central Office- Department heads and other key staff will be contacted.

Schools- A representative which may include parents or members of the school community.



Individuals- Individual students, parents and staff will be invited to respond and to contribute their suggestions in the area of accessibility. Information will be gathered from individuals using surveys and/or focus groups.

While the primary focus of the surveys, focus groups or interviews is to gather data for informed decision making, it is expected that they will also serve to raise the awareness of respondents regarding the question of accessibility and accessibility planning within the TCDSB community.

In gathering the data, deliberate efforts will be made to encourage participation from people with disabilities. This will include extensive communication of the plan and widespread invitations for input and feedback.

Pamphlets will be distributed to local schools to raise awareness on accessibility. Principals are encouraged to add accessibility awareness as a topic for discussion at staff meetings.



8.0 Recent Barrier Removal Achievements

Between 2012-2017, the TCDSB implemented projects and programs to improve accessibility for people with disabilities and to meet requirements of the *Accessibility for Ontarians with Disabilities Act*.

This document includes a summary of the accessibility initiatives the TCDSB has completed.

Information and Communications

The TCDSB ensures it can identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (e.g. access to board meetings/school events)

The TCDSB has ensured readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.

The TCDSB has reviewed the status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline.

The TCDSB Information Technology (IT) Services has reviewed accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards.

Employment

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB.



Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

By January 1, 2014 the TCDSB was required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests an accommodation and is required to provide and arrange for the provision of suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.

Architectural & Physical Barriers

All designs of new schools and additions have building features that incorporate principles of universal and barrier-free design to meet the requirements of the Ontario Building Code and in many cases to address additional exceptional program needs.

Accessibility alterations and provisions of specialized facilities within existing schools continue where identified. Accessibility is addressed with the provision of power door operators at major interior and exterior doors, unisex barrier-free accessible washrooms, ramps at level changes, enhanced ventilation requirements, appropriate signage and audio or visual emergency alarm systems.

Policies

The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



Training

In accordance with AODA requirements the TCDSB provided interactive training on the Human Rights Code as it pertains to persons with disabilities for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training.

Link to training modules:

Accessibility Awareness:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx>

Customer Service Standards:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx>



9.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Toronto Catholic District School Board intends, through this Multi-year Accessibility Plan for the period 2017-2022, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

By January 1, 2020, the Board needs to:

(1) Provide accessible school library resources when asked. If available, provide accessible versions of print resources and materials such as large print, electronic or audio versions.

Exceptions

The Board does not need to provide accessible formats for:

- rare books
- special collections
- archived materials
- donated books and materials

Types of accessible formats:

- large print
- electronic versions



- CDs or other audio, including podcasts
- braille

Types of conversion-ready formats:

Electronic or digital formats that are easy to convert into accessible formats such as HTML and structured Microsoft Word files.

How to comply:

To determine what format to provide, speak with the students who will be using the content. They may already be aware of ways to access it or convert it. If it is not possible to provide information in an accessible or conversion-ready format, your library representative will need to:

- explain why it cannot provide the materials as requested
- provide a summary of the information that cannot be converted

(2) Make printed learning materials accessible

If the Board produces other printed learning materials, it must make them accessible or easy to convert into other formats like accessible Microsoft Word files.

If you are unable to provide the content in an accessible or conversion-ready format, you must:

- explain to individual why you cannot convert the information
- provide a summary of the information



By January 1, 2021, the Board needs to:

Make websites and web content accessible.

The TCDSB public website and its content must meet WCAG 2.0, as outlined in the Accessibility Standard for Information and Communications.

The TCDSB does not have to make its internal website (intranet) accessible. The Board does not have to modify content posted before 2012. If asked, the Board will need to work with individuals to make the content available to them in an alternate format such as large print or braille.

Policies:

The TCDSB's current Multi-Year Accessibility Plan will be reviewed and amended every five years. The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



10.0 Review and Monitoring Process

The Accessibility Working Group meets during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Working Group will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.



11.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier on Page 2, the Toronto Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to the Superintendent of Human Resources.



APPENDICES

- Appendix 1: Definitions
- Appendix 2: Trustees



APPENDIX 1: DEFINITIONS

BARRIER:

Anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including:

Physical barrier- Objects added to the environment, doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

Architectural barrier- inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

Communication barrier- Difficulties receiving information in person or by telephone; difficulties interacting with staff, difficulties receiving training and articulating in the recruitment and interview process.

Attitudinal barrier- Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

Technological barrier- Computers, photocopiers, fax machines, telephones and switches; inadequate or inappropriate assistive technologies.

Policy or a Practice- Rules, regulations and protocols that prevent one from performing their job satisfactorily; or from serving the public; or that restrict public participation.

DISABILITY:

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



lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

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



APPENDIX 2: TRUSTEES 2017-2018

TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2017-2018

Wards

- | | |
|----------------------------------|--------------|
| 1. Joseph Martino | 416-512-3401 |
| 2. Ann Andrachuk | 416-512-3402 |
| 3. Sal Piccininni | 416-512-3403 |
| 4. Patrizia Bottoni | 416-512-3404 |
| 5. Maria Rizzo, Vice-Chair | 416-512-3405 |
| 6. Frank D'Amico | 416-512-3406 |
| 7. Michael Del Grande | 416-512-3407 |
| 8. Garry Tanuan | 416-512-3408 |
| 9. Jo-Ann Davis | 416-512-3409 |
| 10. Barbara Poplawski,
Chair | 416-512-3410 |
| 11. Angela Kennedy | 416-512-3411 |
| 12. Nancy Crawford | 416-512-3412 |
| Rhea Carlisle | |
| Student Trustees | 416-512-3413 |
| Joel Ndongmi,
Student Trustee | 416-512-3417 |



2019/20 ACCESSIBILITY ANNUAL STATUS REPORT

Achievements for the 2019/2020 Academic Year

During the past school year, the TCDSB continued its efforts to support the elimination of barriers for individuals with disabilities.

Environmental Support Services and Capital Development, Asset Management and Renewal Departments

The Capital Development, Asset Management and Renewal department works within the Ministry of Education budget allocations to renovate schools, build new or replacement elementary and secondary schools and modify existing structures while ensuring that all requirements under the *Ontario Building Code* were met. *Ontario Building Code* requirements are in compliance with the *Accessibility for Ontarians with Disabilities Act* (AODA) statutory obligations to ensure that physical barriers are eliminated for individuals with disabilities. The Environmental Support department ensures procedures are followed for preventative and emergency maintenance of the accessible elements in public spaces and when dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice and contact information on-site and electronically, when possible.

2019/20 Accessibility Annual Status Report – Board Facilities

The Capital Development, Asset Management and Renewal department has been incorporating accessibility upgrades in school addition, renovation and renewal projects wherever possible, most commonly adding a Universal Washroom. All new schools include elevators for barrier-free accessibility throughout the building, barrier-

free washrooms on all floors and at least one Universal washroom.

Work is also underway on an updated playground design standard which will incorporate accessibility to playground elements that currently are not accessible. The new standard will be used for new schools and for playground upgrades wherever possible.

AODA SUMMARY - RECENTLY COMPLETED CAPITAL AND RENEWAL PROJECTS		
School	Type of Project	Scope of Work
St. Augustine	School Addition	Universal Washroom, elevator, ramped stage access in new gym, exterior ramp
St. Joseph Morrow Park Secondary School	Replacement School	Universal Washroom, elevator
Neil Mc Neil High School	Ramp installation	Exterior ramp for student accommodation

AODA SUMMARY - PROJECTS PLANNED/UNDERWAY FOR CAPITAL AND RENEWAL		
School	Type of Project	Scope of Work
St. John Henry Newman CHS	Replacement School	Universal Washroom and elevator
Dante Alighieri Academy	Replacement School	Universal Washroom and elevator
Father Serra CS	Child Care Addition	Universal Washroom and elevator
Holy Angels CS	Replacement School & Childcare	Universal Washroom and elevator
Holy Family CS	Child Care Retrofit	Universal Washroom
Madonna Catholic Secondary School	Accessibility Study	Consultant retained
Nativity of our Lord CS	Child Care Addition	Universal Washroom
New Baycrest Avenue School (Unnamed)	New School with Childcare Centre	Universal Washroom and elevator
Pope Francis CS	Child Care Retrofit	Universal Washroom
Santa Maria CS	Child Care Addition	Universal Washroom
St. Albert CS	Child Care Addition	Universal washroom
St. Andre CS	Child Care Addition	Universal Washroom
St. Antoine Daniel CS	Replacement School & Childcare	Universal Washroom and elevator
St. Barbara CS	Child Care Addition	Universal Washroom
St. Barnabas CS	Child Care Addition	Universal Washroom
St. Bartholomew CS	Child Care Addition	Universal Washroom
St. Bernard CS	Child Care Addition	Universal Washroom
St. Bruno-St. Raymond CS	Replacement School & Childcare	Universal Washroom and elevator

St. Edmund Campion CS	Child Care Addition	Universal Washroom
St. Fidelis CS	Replacement School & Childcare	Universal Washroom and elevator
St. Gerald CS	Child Care Addition	Universal Washroom
St. Gregory CS	Interior Renovation	Student Accommodation
St. Jean de Brebeuf CS	Child Care Addition	Universal Washroom
St. John Vianney CS	Child Care Retrofit	Universal Washroom
St. Leo / St Louis CS	Replacement School & Childcare	Universal Washroom and elevator
St. Margaret CS	School Addition/ Child Care Retrofit	Universal Washroom and elevator
St. Marcellus CS	Exterior Maintenance	Widen gate for accessibility
St. Mary of the Angels CS	Interior Renovation	Accessible Washroom
St. Matthias CS	Replacement School and Childcare	Universal Washroom and Elevator
St. Michael Choir School	Replacement School	Universal Washroom and Elevator
St. Nicholas of Bari CS	Child Care Addition	Universal Washroom
St. Paul VI CS	Child Care Retrofit	Universal Washroom
St. Roch CS	Child Care Addition	Universal Washroom
St. Thomas Aquinas CS	Child Care Addition	Universal Washroom
St. Wilfrid CS	Accessibility Study	Consultant retained

A protocol has been established for notification on the Board website when elevators and other accessibility devices are out-of-service and that protocol is being followed, with Environmental Support Services staff collaborating to ensure repairs are carried out as quickly as possible and notifications are placed on the website.

Work is underway on an updated playground design standard which will incorporate accessibility to playground elements that currently are not accessible. The new standard will be used for new schools and for playground upgrades wherever possible.

Accessible Schools for Individuals with Physical Disabilities

The Board is proud to provide a great number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells.

Single Story Schools:

St. Kateri Tekakwitha CS	Our Lady of the Assumption CS	St. Henry CS
Holy Angels CS	Sacred Heart CS	St. John Vianney CS
Josyf Cardinal Slipyj CS	St. Elizabeth Seton CS	St. Maximilian Kobe CS
Monsignor John Corrigan CS	St. Florence CS	St. Sylvester CS
Our Lady of Grace CS	St. Gabriel Lalemant CS	The Divine Infant CS

Schools with a Passenger Elevator or Lift (as of December 2020):

All Saints CS	Nativity of Our Lord CS	St. Francis Xavier CS
Bishop Allen Academy	Our Lady of Fatima CS	St. Gregory CS
Bishop Morocco/Thomas Merton CSS	Our Lady of Lourdes CS	St. Helen CS
St. John Henry Newman CHS	Our Lady of Sorrows CS	St. Jane Francis CS
St. Mother Teresa CSS	Our Lady of Victory CS	St. Joachim CS
Blessed Trinity CS	St. John Paul II CSS	St. John the Evangelist CS
Brebeuf College School	Prince of Peace CS (lift)	St. Joseph's College School
Canadian Martyrs CS	Monsignor Fraser (Norfinch)	St. Kevin CS
Cardinal Carter Academy for the Arts	Senator O'Connor College School	St. Luke CS
Cardinal Leger CS(lift)	St. Agatha CS	St. Malachy CS

Father Henry Carr CSS	St. Albert CS	St. Maria Goretti CS
Father John Redmond CSS	St. Ambrose CS	St. Mark CS
Francis Libermann CHS	St. Andre	
Holy Cross CS	Blessed Margherita of Citta di Castello CS (lift)	St. Angela
Immaculate Conception CS	St. Anthony CS	St. Monica CS (lift)
James Cardinal McGuigan CHS	St. Basil the Great CS	St. Nicholas CS
James Culnan CS	St. Bede CS	St. Norbert CS
Jean Vanier CSS	St. Bernard CS	St. Oscar Romero CSS
Loretto Abbey CSS	St. Bonaventure CS	St. Patrick CSS
Loretto College School	St. Brendan CS	St. Pius X CS
Marshall McLuhan CSS	St. Charles Garnier CS	St. Raphael CS (lift)
Mary Ward CSS	St. Clement CS	St. Robert CS
Michael Power/St. Joseph HS	St. Conrad CS	St. Simon CS
Monsignor Percy Johnson CHS	St. Cosmas & Damian CS	St. Stephen CS
Catholic Education Centre	St. Domenic Savio CS	St. Thomas More CS
St. Michael Catholic Academy (lift)	St. Edward CS	St. Timothy CS
St. Michael Choir School	St. Francis of Assisi CS	St. Ursula CS
	St. Mary Catholic Academy (lift)	The Holy Trinity CS

A protocol has been established for notification on the Board website when elevators and other accessibility devices are out-of-service and that protocol is being followed, with Environmental Support Services staff collaborating to ensure repairs are carried out as quickly as possible and updated notifications are placed on the website. Environmental Support Services maintains an active Preventive Maintenance programme to reduce out –of –service issues.

School Site Facility Accommodation Requests from Parents/Students- Board Operational Procedure “Accessibility Best Practices”

The Board is pleased to announce that the “Accessibility Best Practices” document was created and approved by the Board of Trustees as an appendix to the TCDSB Accessibility Standards for Services and Facilities policy (A.36). This applies to accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This Operational Procedure does ***not*** apply to accommodations provided as part of special education programs and services for exceptional students under **Identification and Placement of Exceptional Pupils**, O.Reg. 181/98, made under the *Education Act*, RSO 1990, c E.2.

The Board encourages students and/or parents to suggest how the student's disability could be accommodated. In addition, the Board encourages the parents of the student to provide reports, letters, and/or other documents from treating physicians or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation.

Following receipt of a request for an accommodation, the school principal will send a letter or email confirming that the request has been received. The request will be considered in as expeditious a manner as possible. The request will be addressed and the appropriate accommodation may be provided in a way that respects the dignity of the student. Amongst the things considered in assessing the request are:

- The student's disability and the arising impairment or restrictions;
- The medical evidence provided, and/or, depending on the circumstances, additional medical evidence obtained with the permission of the student and/or parents or guardians;
- The accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions.

Special Education and Services

The Special Services Department is committed to reducing and eliminating barriers for students with special needs for their physical and learning environments. The Toronto Catholic District School Board strives to provide each student with special needs with the attitudinal, academic and physical skills to reach their full potential for learning and practical skills development. During the 2019-2020 school year, 16,337 students with Special Education Needs accessed Special Education programs and/or services. Of that number, 7,773 accessed Special Education programs/services with an Individual Education Plan (IEP) and were formally identified as Exceptional; and

8,564 accessed Special Education programs/services with an Individual Education Plan (IEP) only.

Students who have been identified with a Special Education Exceptionality, as possessing a special education exceptionality, as defined by the Ministry of Education (MOE) and outlined in the Toronto Catholic District School Board's Special Education Plan, have an Individual Education Plan (IEP), an MOE requirement. An IEP is written for students receiving Special Education supports and services in order to meet their individual, academic, emotional, social, behavioural and physical needs. Through consultation with parents, classroom teachers and a Special Education Teacher, the IEP is written within 30 school days of a student's placement in a Special Education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Access to assistive technology, extra time on tests, varying assessment methods and providing instruction notes are some examples of accommodations made as a result of the instructional assessment, and environmental accommodations set out in the IEP.

The IEP includes the following elements:

- strengths and needs related to the student's learning;
- relevant assessment data;
- list of instructional, environmental and assessment accommodations the student requires;
- current level of achievement for each modified subject/course/alternative program area;
- annual program goals, learning expectations and strategies;
- assessment methods;
- documentation of parent consultation;
- transition plan for students 14 years of age and older; and
- a safety plan (if applicable)

During the 2019/2020 academic year, to assist in elimination of barriers in the students' learning environments, the Ministry of Education approved 2,117 SEA claims. The equipment includes devices such as positioning devices and amplification systems. SEA claims may also may include computers and software that facilitate access to curriculum such as word prediction programs, speech-to-text programs, text-to-speech programs and movement-to-text programs through computer-generated prompting methods.

On a continual basis, Administrators (Principals/Vice-Principals) work to identify physical barriers in schools that hinder the learning of students with special needs. Providing ramps, electronic door openers, lifts and hand rails in bathrooms are examples of some physical changes to buildings that the Planning Department have implemented on an individual needs basis. The removal of physical barriers is facilitated through local-level discussions with the Environmental Support Services and/or Capital Development Asset Management and Renewal Department, the school Principal and the Area Superintendent of Education.

Health & Safety

Student & Employee Emergency Evacuation Response Plan(s)

In accordance with the AODA Integrated Accessibility Standards Regulation, the Toronto Catholic District School Board developed Individual Emergency Evacuation Response Plans for all students and staff members with disabilities or limitations which may hinder their ability to exit the building in the case of an evacuation.

The individual Emergency Evacuation Response Plan is customized by the school administrator, for students, or by the employee's manager, to incorporate the mobility or capacity limitations into a site based plan to ensure that the individual's safety, in case of an emergency evacuation, is of the highest consideration. The individual Emergency Evacuation Response Plan also provides information and instructions to those individuals assigned to assist the disabled student and/or employee, if necessary, on the protocol and methods to meet the individual's special needs for evacuation. The Emergency Evacuation Response Plan template document can be found on the Board's intranet website portal under the Health & Safety Department's drop-down menu.

Human Resource Services

Workplace Accommodations for Disabled Employees

As part of the Human Resources Division, the Benefits Department continues to develop customized individual workplace accommodations for employees with both temporary and permanent physical and cognitive limitations, restrictions and

impairments. The workplace accommodation process is described in the Toronto Catholic District School Board's Workplace Accommodation for Employees with Disabilities Policy- H.M.38.

Through the Functional Abilities Form (FAF) and additional medical documentation provided by the employee, from their treating Physician or licensed Medical Practitioner, the Disability Management Team may arrange for workplace site assessments, ergonomic assessments, and accessibility assistive devices to determine the accommodation required for the employee and what equipment or job duty changes may be appropriate for their particular physical and/or cognitive disability. Through the intensive workplace assessments conducted by the Disability Management Team, it may be ultimately determined that modified work is appropriate or that the employee be permanently accommodated in the workplace to address their individual physical or cognitive impairments.

In compliance with the January 1, 2014 deadline under the Integrated Accessibility Standards Regulation of the AODA, the Benefits Department has developed standardized workplace accommodation documents that detail the employee's physical and/or cognitive limitations and impairments in relation to the required duties of the employee's job classification, while ensuring confidentiality of the employee's medical condition. A detailed description and outline of the employee's accommodation within the job classification and/or alternative job classification, if found to be completely disabled from the employee's original job class, is documented by the Disability Management Team on the Workplace Accommodation document. In accordance with the Board's Workplace Accommodation for Employees with Disabilities Policy, the workplace accommodation plan is discussed in collaboration with the disabled employee, Board Management and our Union partners for those employees who are a member of a bargaining unit.

Accessible Recruitment Practices

The Recruitment Services Department of the Board's Human Resources Division aims to promote and provide all candidates, both internal and external, with an opportunity to request an accommodation during the recruitment process.

As of January 1, 2014, Recruitment Services is proud to offer individualized accommodations for current employees or external candidates during the interview and/or skills testing processes for vacant positions. The candidate is required to request an accommodation before being interviewed and/or tested for the position to which they

have applied. The candidate may also be asked to provide details regarding how to appropriately accommodate their disability during an interview process and in a skills testing environment. In some circumstances, which may be dependent on the nature of the disability identified, the applicant may be required to produce medical documentation to support their request during the recruitment process. The medical documentation provided by the applicant will provide direction and clarity to the Recruitment Department in order to appropriately accommodate the applicant's physical and/or cognitive disabilities. Accommodations implemented during the recruitment process are completed centrally, at the Toronto Catholic District School Board's Catholic Education Centre (Board Office), as well as at schools sites and the Regional Facilities Offices.

For the 2019-20 Academic Year, a review of the data regarding requests for accommodations during the recruitment and selection process indicates that there was only one (1) request made in December 2019 by an applicant in a selection process for Caretakers. The accommodation solution involved taking steps during the assessment process to ensure that the candidate was fairly assessed.

Accessibility Awareness Training for Educators

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since the 2012/2013 academic year the Toronto Catholic District School Board has delivered accessibility awareness training to its educators (as defined under the AODA) including: Superintendents of Education, Principals, Vice-Principals, Teachers, Educational Assistants, Child and Youth Workers, Early Childhood Educators, Social Workers, Speech and Language Pathologists, Psycho-educational Consultants, Psychologists, Attendance Counselors, Secondary School Student Supervisors, International Language Instructors, Adult English as a Second Language (ESL) Instructors and Adult ESL Nursery Instructors.

The accessibility awareness training reviews the obligations under the AODA which impact the Board's program and classroom staff. The training specifically focuses and provides reference and resource materials that are designed to assist student based educational staff in developing strategies for educating all students regarding accessibility awareness. In addition, the training provides the educator staff with academic tools to design lesson plans that integrate accessibility awareness into the grade level curriculum.

Human Rights and Accessibility Training for Support Staff

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since January 1, 2014, the Toronto Catholic District School Board has delivered accessibility awareness and human rights training to its support staff, volunteers and co-op students (staff members not defined as “educators”).

The accessibility awareness and human rights training was developed by the Ontario Human Rights Commission and reviews the obligations under the AODA and the *Ontario Human Rights Code* which impact the Board’s staff, volunteers, co-op students. The training specifically focuses on the rights of employees to workplace accommodations and the barriers in the workplace relating to accessibility and all disabilities which have been recognized by the Ontario Human Rights Tribunal.

The TCDSB has also ensured through its community partnership programs, joint ventures, and external contractors that the partner and/or contracted organization is responsible for the deliverance of accessibility awareness and human rights training through amendments to the TCDSB’s community partnership agreements and vendor contracts.

Accessible Formats

Educational & Training Materials

The Board is dedicated to providing staff, students and members of the public with accessible and conversion ready print based materials, upon request. Members of the community are encouraged to contact the TCDSB site Manager, Principal or Superintendent to make the necessary arrangements to receive accessible format print materials. In accordance with the Board’s Workplace Accommodation for Employee with Disabilities Policy, staff who require accessible format work materials and/or educational and training materials are advised to request a workplace accommodation in accordance with the Board’s policy. Students who require training and/or educational material in an accessible format are recommended to go through the Special Education Services department and through the IEP process, materials will be provided by the Board’s school-based educator staff to meeting the student’s unique accommodation requirements.

Communication Materials

Upon request, any communication material produced by the Board, with the exception of video or audio streaming content delivered through the Board’s internet or intranet website, will be converted into an accessible format based upon the accessibility need of

the community member, volunteer, staff member or student. The Board may require documentation to support the request in order to tailor the accessibility requirement to the individual's needs. Individuals requiring communication materials to be converted into an accessible format are recommended to contact the site Manager, Principal, Superintendent or the Board's Communications Department to arrange for the communication material(s) to be converted.

Teachers in central positions, from Curriculum Learning & Innovation, Student Success, Special Services, and the Equity, Diversity, Indigenous Education and Community Relations departments, have received initial training on accessibility considerations when creating and delivering presentations. Further workshops will also be planned for these groups to ensure awareness about accessibility needs and how to ensure workshops are accessible.

All online registration forms for professional learning, within the above mentioned departments, will now include an accessibility question that allows participants to indicate if accommodations are necessary.

The statement is: "The TCDSB is committed to creating an inclusive, barrier-free environment. Please indicate any accommodation requirements that would help facilitate your attendance at this event. Please note that we may require specific information relating to your noted accommodation to best inform our intervention."

Covid 19 – Clear Mask Distribution

TCDSB has been provided with an allocation of 36,288 ClearMask™: Transparent Face Mask with EZ-Adjuster brand of clear mask based on the number of students with certain exceptionalities (i.e. Deaf/Hard of Hearing, or having a Speech or Language Impairment), either as reported by the board, or predicted based on provincial prevalence rates for these groups of students.

Students and the staff who support them (1 teacher and 1 EA per student) are allocated 1 mask per day. This clear mask has been authorized by Health Canada under medical devices (other than testing devices) for uses related to COVID-19.



REPORT TO

**STUDENT ACHIEVEMENT AND
WELL BEING, CATHOLIC
EDUCATION AND HUMAN
RESOURCES COMMITTEE**

**MENTAL HEALTH AND WELL-BEING ANNUAL
REPORT 2019-2020**

Be strong and bold; have no fear or dread of them, because it is the Lord your God who goes with you; he will not fail you or forsake you. Deuteronomy 31:6

Created, Draft	First Tabling	Review
2021-01-04	January 14, 2021	Click here to enter a date.

Maria Meehan, Superintendent of Special Services
Marie-Josée Gendron, Chief of Mental Health and Staff Well-Being
Melissa Hanlon, Mental Health Lead

INFORMATION REPORT

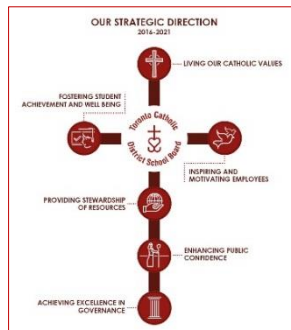
Vision:

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

S. Camacho
Acting - Associate Director of
Facilities, Business and
Community Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

A significant focus within the Toronto Catholic District School Board (TCDSB) Multi-Year Strategic Plan is fostering student achievement and well-being. This is accomplished in part, by creating equitable learning environments. Equitable learning environments strive to ensure that the physical, emotional, social, intellectual, and spiritual needs of all students are met. This is best achieved with the school board and the community working in collaboration; and TCDSB values collaboration with parents, parish and community. Student Mental Health and Well-Being initiatives nurture those relationships and thus strengthen public confidence.

Efforts to create mentally healthy school environments for students are evidenced in many ways. Progress with the Student Mental Health and Well-Being Strategy 2019-2022 has been made across each of the TCDSB Mental Health and Well-Being Pillars.

The attention and focus on creating a mentally healthy school environment has taken on a heightened relevance and been extended to include the virtual school environment during the Covid-19 Pandemic response. This focus extends to building understanding of mental health and well-being among all employee groups as well. Presentations, workshops and initiatives to raise awareness of mental health and well-being have been offered to students, staff, and the parent community.

The cumulative staff time required to prepare this report was 45 hours

B. PURPOSE

This Mental Health and Well-Being 2019-2020 Annual Report will include both qualitative and quantitative data related to student mental health and well-being procedures, programs, and professional development related to the creation of mentally-healthy learning environments, and the strengthening of public confidence in the TCDSB. This report serves the requirement of the Board for an annual review and update. The following areas will be addressed in this report:

- 1. Pandemic Response March – December 2020**
- 2. Actionable Items 2020 – 2021**
- 3. TCDSB Mental Health and Well-Being Strategy 2019– 2020 Feedback on the Three Pillars**

C. BACKGROUND

The TCDSB Mental Health and Well-Being policy (S.03) was adopted in June 2013. The TCDSB Mental Health and Well-Being Strategy 2019 - 2022 was presented to the Special Education Advisory Committee on June 12, 2019 and approved by Board on September 19, 2019.

The Mental Health and Well-Being Policy contains the following metrics on the annual reporting of the Mental Health and Well-Being Strategy: Special Services personnel will annually review the Mental Health Response Guidelines, the Suicide Intervention Guidelines, and the Mental Health Crisis Response Guidelines and assess their effectiveness.

D. EVIDENCE/RESEARCH/ANALYSIS

The following Mental Health and Well-Being Pillars form the basis of the TCDSB Student Mental Health and Well-Being Strategy 2019-2022:

- **Within Us** - “I am able to do all things through Him who strengthens me” (Philippians 4:13). The TCDSB will continue to support and develop the fundamentals for everyday mental health and well-being for each and every student.
- **Between Us** - “This is my commandment, that you love one another as I have loved you” (John 15:12). As healthy relationships are one of the most critical protective factors that support positive mental health, the TCDSB will continue to support and strengthen these relationships.
- **Around Us** - “A friend loves at all times, and people are born to share adversity” (Proverbs 17:17). Healthy environments support each community member, and, thus, the TCDSB continues to be committed to creating mentally healthy environments.

The following related legislation and policy govern the TCDSB Mental Health and Well-Being strategy:

- Open Minds, Healthy Minds Ontario's Comprehensive Mental Health and Addiction Strategy June 2011
- Ontario's Well-Being Strategy for Education: A Discussion Document 2016
- TCDSB Mental Health and Well-Being (S.03)

E. METRICS AND ACCOUNTABILITY

1. PANDEMIC RESPONSE – MARCH – DECEMBER 2020

During the school closure beginning March 2020 and with the continued support required for both remote and in-person learners during the 2020-2021 school year, all three Pillars of the Mental Health Plan were adapted to address the urgent and continued need to service TCDSB students, families and staff through virtual platforms and unprecedented times. A continued focus on meeting the mental health and well-being needs of all students, whether they are learning virtually or in-person, remains a priority. The pandemic continues to present the challenge to be creative, collaborative and compassionate, while engaged in teaching, learning, and clinical service delivery. Highlighted below are some key strategic responses that have supported our students, staff, and families, beginning in March and continuing through to December 2020.

Supporting Students:

- In order to ensure that clinical interventions and supports could continue during the school closure, clinical staff were provided training on the use of the Ontario Telemedicine Network Virtual Care platform to support personal and confidential clinical student interventions.

- Training and access to Zoom Health Care Platform were provided to further options for virtual clinical care of students.
- Special Services team members providing clinical support and team consults continued to engage virtually with students throughout the March to June closure, over the summer months, and into the new school year. This has enabled the system to ensure that referrals and clinical support for remote learners have been available consistently to address student mental health and wellness needs.
- The Psychology team created a key resource to build capacity among staff conducting suicide risk assessments over the phone to support remote interventions. The resource entitled, “Tele-practice: Suicide Risk Assessment Guide”, has been provided to support special services staff supporting students learning virtually.
- “Crisis Intervention” training for Psychology staff was provided. Based on recent research and techniques, this training has supported staff with identifying students in crisis and providing coping strategies to these students.
- Secondary students with Autism exceptionality have been provided with two newsletters entitled, “Tips to Support Your Distance Learning Experience”. Created by the Autism team, the focus of these newsletters is to support secondary students on the credit bearing pathway.
- Students participated in Children’s Mental Health Awareness Week which was promoted through system emails and the TCDSB website. The purpose was to promote mental wellness activities for schools to implement each day of this week with the following themes: Mindful Monday, Take a break Tuesday, Wellness Wednesday, Thankful Thursday, Friendly Friday. Many schools across the system implemented activities during the closure and tweeted about it using the hashtags, #TCDSBMHW2020! and #TCDSBStoptheStigma.
- Mental Health staff worked with the student trustees to create mental health awareness videos to encourage student leadership and positive discussions around mental health.
- To support St. Anne Catholic Academy staff responsible for virtual learners, a key resource document was created. The document, “Circle of Support for Care of Students During Remote Learning”, highlights strategies to support staff with monitoring students for indicators that well-being support may be required; outlines the communication path for notifying administrators of any concerns; and guides next steps for referral to mental health clinicians. The document also provides direction to staff to guide immediate responses required for students in crisis or in emergency situations.

- The social work department in partnership with Nurturing our Catholic Community, Guidance, Psychology and Mental Health staff remains dedicated and actively involved in crisis response and bereavement response. Staff have led a number of virtual crisis debriefs as required for deaths that occurred that directly impacted St Anne's students and staff.
- Mental health and well-being supports continue to be available to all remote learners. Further, a connection to the local school Special Services team has been maintained for all St. Anne students to ensure continuity of service and to maintain relationships with clinicians who may be familiar to students and families.

Supporting Families:

- A resource for parents was shared through School Messenger, "Tips for supporting children and youth during COVID-19", to help parents support their children and youth to manage anxiety during the pandemic.
- Social workers continue to sit on FOCUS (Furthering Our Community by Uniting Services) Toronto tables throughout the city. This forum is where critical student cases are presented and action groups are formed to quickly engage services for families in need.
- Parents were provided with Tip Sheets such as, "Noticing Mental Health Concerns for Your Child – Info Sheet for Parents and Families," "Supporting Mental Health and Wellness during the Return to School" through school communications.
- Families have access to a list of mental health organizations providing culturally relevant and targeted support for African-Canadian students, through the TCDSB website. The list of organizations was reviewed by the TCDSB Mental Health professionals and the Equity Team members in order to facilitate additional community access to support for students and families during the pandemic.
- The Social Work Department continued partnership with community mental health agencies for Priority Access to mental health services in the community where families can access service faster than typical wait list times.
- The Autism Team created weekly tip sheets during the spring closure entitled "High 5". These were shared with staff serving students with multiple

exceptionalities and primary students. These tip sheets provide interactive life skills activities that can be used at home by parents to engage them with their child's learning and support collaborative conversations between staff and families to support student well-being. These tips sheets continue to be shared on a monthly basis.

- The Autism Team prepared weekly parent newsletters during the months of April and May entitled "Parent Tips to Support ME Students in Secondary" and "Supporting Your Teen at Home". These tip sheets were shared with parents during distance learning to support them with reducing stress and anxiety that many families and children have been experiencing.
- In October, a collaboration between the Autism team and Psychology staff led to the creation of a parent newsletter entitled, "Supporting Your Child with ASD to Manage Stress During Uncertain Times". This continues to be available for staff and parents through the Autism Team.
- The social work department supported the student nutrition food voucher roll-out and consults regularly about the needs of our Equity Poverty Action Network (EPAN) communities in support of student well-being. Continued partnerships are active with the St. Vincent de Paul Society and other charitable organizations to accept and distribute donations in collaboration with the Communications Department and the Partnership and Development office to support families and students.
- The Psychology staff offered a four-week on-line workshop for parents called "Positive Parenting Online Workshop". These workshops provided strategies for parents supporting their children during the school closure.
- A "Transition Back to School Newsletter" tip sheet for educators and parents was created by the Psychology team and shared with school communities to support the mentally healthy return to school focus.
- A series of tip sheets for parents on supporting a mentally-healthy return to school and supporting their children's mental health during remote learning. These communications were sent to parents and posted on the board website.

Supporting Staff

- A resource for educators was shared in March to support staff with managing student anxiety entitled, "Tip Sheet for Educators to Support Students' Mental Health During Covid-19".

- With a focus on a mentally healthy return to school, the Mental Health strategy was presented during the system-wide Mental Health Professional Development Day on September 3, 2020, and was presented to St. Anne Catholic Academy, School of Virtual Learning staff on November 20, 2020.
- The Special Services team participated in a workshop with Michael Jacques, author of, “Can’t Read. Can’t Write. Here’s My Book”, in order to build capacity with respect to meeting and supporting the emotional and well-being needs of exceptional students and their families.
- Ontario Association of Social Workers and School Mental Health Ontario provided numerous workshops for staff on remote practice, digital therapy and tools for effective practice during the pandemic.
- Professional Development on staff well-being was presented to 112 St. Anne educators November 20, 2020. Several in-services supporting student mental health were offered to staff including a session on suicide prevention.
- A series of tip sheets and resources were shared weekly with educators on topics such as “Faith and Wellness”, and “Having Mentally-health Conversations in the Classroom about Anti-Black Racism”. Distribution to all educators was provided through system wide-emails.
- “Trauma Intervention in Schools”, a clinical training handbook, was developed to support teacher training for supporting classrooms and schools. It also focussed on the importance of self-care for clinicians and provided a list of resources related to trauma.
- The social work department sought out the following professional development opportunities to strengthen skills and build capacity among staff in order to better support student needs: Emotional Well-Being, Sarah Westbrook: Emotional Management, Emotional Awareness and Emotional Resilience; a working group focused on “Post-Pandemic Us” which included activities on self-reflection, self-care and connection amongst colleagues; collaborative work with Neil Pasricha, creator of “You are Awesome” workbook, to motivate and encourage staff to persevere during the pandemic.
- All psychology staff received online training on the topic of Trauma-Based Cognitive Behaviour Therapy (TB-CBT). This specialized trauma intervention training, conducted over ten sessions, provided staff with strategies to support individual and group intervention for students.

2. ACTIONABLE ITEMS 2020-2021

Rollout of Student Mental Health Strategy 2020-2021:

- Continue to promote the strategy through the communication campaign for a system-wide reach.
- Continue to adapt the strategy to support the needs of virtual learners and respond to pandemic related issues impacting well-being.
- Develop system capacity to meet the mental health and well-being needs of Black, Indigenous, and other racialized students through system communications highlighting professional development opportunities, clinical training, staff and parent resources, and community partnerships.

Continue to highlight the connection between Mental Health and Well-Being and our Catholic Faith Values:

- Present professional development during the Leaders of Your Own Learning (LOYOL), Area principal meetings, etc.
- Collaborate with the Nurturing our Catholic Community staff members to develop connections between the two departments in preparation for LOYOL Professional Development, newsletters, tip sheets, system-wide communications, etc.
- Inclusion of Catholic faith elements in the Mental Health Newsletters and monthly staff well-being themes by highlighting the virtue of the month and making explicit connections between faith and mental health, including during Mental Health Awareness Week and Catholic Education Week.

School Well-Being Teams:

- In consultation with School Mental Health Ontario and Mental Health committee members, reframe school well-being teams as a Collaborative Approach to School Well-being (CASW).
- Gathered survey data last year from 50% of schools championing local initiatives and highlighting schools in need of further support in integrating Mental Health in everyday practice.
- Professional Development to support teams in implementing mental health goals and consideration for how schools can incorporate these goals into the School Learning Improvement Plan in 2021.

Implementation of Mental Health Professional Workers in secondary schools:

- Hire six clinicians to support 28 secondary schools.
- Target goal-oriented individual counselling using evidence-based models such as the Brief Intervention for School Clinicians (BRISC).
- Implement Support Transition Resilience for Our Newcomer Groups (STRONG) program virtually.
- Provide professional development opportunities for school staff (Mental Health tools in the classroom such as “Faith & Wellness”, “Stress Lessons”, Mental Health policy and guidelines, supporting student Mental Health, etc.).

Promote Social-Emotional tools for the classroom such as “Faith and Wellness” and “Stress Lessons” program:

- Provide Professional Development on “Stress Lessons” and “Faith and Wellness” for Social Work and Psychology.
- Present “Stress Lessons” and “Faith and Wellness” to Elementary principals with Safe Schools staff as alternative to suspensions for K-3 students.
- Distribute calendar of “Twelve Days of Wellness” to the system.

Supporting Minds Modules available to schools for staff presentations:

- Social Workers, Psychologists, Mental Health Professional Workers and Mental Health teams deliver presentations based on Supporting Minds to their school communities.

Annual review of the TCDSB Student Mental Health and Well-Being Policy and associated guidelines with all principals:

- Presentation through system-wide Mental Health Professional Development, encouraging schools to enlist support from Social Work/Psychology staff to facilitate reviews with all school staff.

Continue delivery of suicide awareness (SafeTALK/START) and suicide intervention (ASIST) professional development for targeted groups:

- Deliver three two-day ASIST to staff with about eight participants in each session for a total of 24 people trained.

- Offer START 60-minute webinars to at least 100 staff members on various Professional Development days to raise awareness about suicide, followed by webinar on TCDSB Suicide guidelines.
- Distribute tip sheet about suicide prevention to system and parent community.

Continue to work with School Mental Health Ontario to rollout additional training for our mental health service providers (e.g. BRISC training, STRONG, Brief Digital Interventions, etc.):

- Additional training to be provided in BRISC, STRONG and Brief Digital Interventions, Cognitive Behaviour Therapy - Practice-wise, and FIRST – a School Mental Health Ontario (SMHO) pilot program.

By focusing on areas of targeted need, pursue the development of more Mental Health Memorandums of Understanding (MOU) with mental health agencies.

- TCDSB currently has MOU with 13 mental health agencies.
- Next steps include incorporating available virtual agency services such as YouthLink, STRIDES, etc., to support virtual students.

Continue the implementation of the Stop the Stigma student mental health awareness program in 73 elementary schools; ongoing support provided to all existing school teams; expanding it to St. Anne Catholic Academy classrooms:

- Welcome of new teams in January, Student Symposiums in March (St. Anne Catholic Academy Junior and Senior)

Continue to engage students in mental health initiatives:

- Training for Stop the Stigma teams to be done in January with student virtual symposium in March.

Continue to offer professional development using School Mental Health Ontario's Supporting Minds Modules at various system-wide PD days and upon request by various staff groups (e.g., St. Anne educators, local schools, etc.).

- Social Work/Psychology/Mental Health Professional Worker continue to offer Professional Development to local schools.

Support the development and delivery of an in-service for all principals to increase capacity with regards to systemic considerations to support students who identify as LGBTQ or Two-Spirited.

- In alignment with our board's **Equity Action Plan**, and in collaboration with our Nurturing our Catholic Community and Equity Team staff members, the Mental Health team will lead the development and delivery of professional development for administrators. This professional development will focus on supporting our school leaders with providing compassionate and informed pastoral care, grounded in our Catholic faith, to better respond to the mental health and well-being needs of students who identify as LGBTQ or Two-Spirited.

Continue to engage the parent community with respect to student mental health (e.g., consultation with parent representatives on the Mental Health Advisory Council; TCDSB Mental Health Newsletter, etc.).

- Schedule meetings with Mental Health Advisory Council.
- Parent newsletters were sent out in the Fall 2020, will be sent in Winter, Spring and Summer 2021.
- Distribute tip sheets as appropriate to parents (e.g., Suicide Prevention, etc.).

Support Staff Well-Being for all employee groups through various professional development opportunities.

- In collaboration with Nurturing our Catholic Community staff members, will deliver Professional Development on staff well-being at LOYOL.
- Deliver Professional Development session on staff well-being to local schools as requested.
- Deliver Professional Development on staff well-being to Teaching & Learning Collaborative, maintenance and custodial staff.

3. TCDSB MENTAL HEALTH AND WELL-BEING STRATEGY 2019-2020 FEEDBACK ON THE THREE PILLARS

Pillar One: Within Us

Highlight the connection between Mental Well-Being and our Catholic faith values

- Supported the expansion of the Faith & Wellness program in partnership with School Mental Health Ontario and OECTA with over 50 teachers participating.
- Continued collaboration with the Nurturing our Catholic Community staff members to develop meaningful connections between the two departments to inform newsletters, tip sheets, system-wide communications, etc.
- Included Catholic faith elements in the Mental Health Newsletters every month by highlighting the Virtue of the Month and making explicit connections between faith and mental health, especially during Mental Health Awareness Week and Catholic Education Week.

Support Students' Well-Being Through Counselling

- TCDSB Social Work staff provided individual counselling to 4,710 students and facilitated 269 group sessions. Suicide Intervention Risk Reviews using the ASIST format were provided to 581 students during the 2019-2020 school year. Over the summer months of July/August, the Social Workers provided counselling to 202 students.
- TCDSB Psychology staff conducted 253 comprehensive psychological assessments during the year, plus an additional thirteen during the summer months. All of these assessments include an evaluation of students' social-emotional profile. Psychology staff also provided individual counselling to 240 students and facilitated 103 group and classroom sessions. Suicide Intervention Risk Reviews using the ASIST format were provided to 97 students. Over the summer months of July and August, the Psychology department provided counselling to 21 students.
- The six TCDSB mental health professionals provided individual counselling to 151 students. Suicide Intervention Risk Reviews using the ASIST format were provided to 24 students.

Stress Lessons, an Evidence-Based Social-Emotional Program Implementation and Evaluation:

- Provided support to 12 teachers to implement the program.
- Worked collaboratively with the TCDSB Research Department staff and Ryerson University for the purpose of measuring program effectiveness.
- Collected data related to program delivery with promising preliminary results demonstrating that, following the program, students reported less perceived stress and reported improved adaptive coping strategies.
- 109 Health and Physical Education (HPE) teachers from both elementary and secondary panels were trained for Stress Lessons and plan to implement program strategies during the 2020-2021 academic year in their individual schools.

Mental Health Professional Workers in Secondary Schools

- Continued implementation of **Mental Health Professional Workers** in secondary schools.
- Mental Health Professional Workers delivered student mental health literacy classroom programs such as Stress Lessons.
- Targeted individual counselling using a model such as the Brief Intervention for School Clinicians (BRISC).
- Began implementation of Support Transition Resilience for Our Newcomer Groups (STRONG) program in 9 schools.
- Provided professional development opportunities for school staff focussed on virtual care, suicide risk assessment, Supporting to Resilience for Our Newcomer Group (STRONG).

Continue to work with School Mental Health Ontario to provide additional training for our mental health service providers (e.g. BRISC, STRONG, Suicide Risk Assessment, Virtual care, etc.):

- Clinicians participated in BRISC, STRONG, Managing Crisis Interventions through Virtual Care and Suicide Risk Assessment Training
- Trained 15 clinicians on a field pilot testing of FIRST, a school-based trans-diagnostic evidence-based intervention in 6 sessions for 8-13 year-olds.
- Clinicians implemented evidence-based practice in virtual care training.
- Provided single session intervention training for clinicians.

Pillar Two: Between Us

Highlight professional development for Supporting Minds module on Attention Deficit and Hyperactivity Disorder (ADHD). Supporting Minds is a Ministry K-12 resource developed for educators to support students' mental health and well-being.

- Addition of the **Supporting Minds Module** “ADHD” to the roster of modules available to schools for staff presentations.
- Social Work and Psychology staff were in-serviced during the fall/winter 2019, with availability to schools 2019-20.
- Social work and psychology staff delivered presentations based on Supporting Minds to their school communities.

Continue delivery of SafeTalk and ASIST

- Continued delivery of **suicide awareness** (SafeTALK) and **suicide intervention** (ASIST) professional development for targeted groups:
- Four two-day ASIST workshops were presented to staff with about 30 participants in each session, for a total of 120 people trained. This was a retraining year for all Social Work and Psychology staff.
- Six SafeTalk workshops were presented to staff with about 40 participants in each session, for a total of 240 people trained.
- During distance learning, a focussed tip sheet for clinicians was developed to support virtual interventions.

Stop the Stigma

- Continued the expansion of the **Stop the Stigma** student mental health awareness program from 54 to 65 elementary schools; ongoing support provided to all existing school teams.
- “On-boarding” of new teams in the Fall, Student Symposiums in early Winter (elementary and secondary),
- Training days previously scheduled for early spring will be rescheduled for 2021.

Student Engagement

- Continued to **engage students** in mental health initiatives (e.g. consultation with the Student Mental Health Advisory Council (SMHAC). Stop the Stigma team training to continue. Training for student groups on mental health awareness and pathways to care to be rescheduled to spring 2021.
- **Professional development – Supporting Minds**
 - Continued to offer professional development using School Mental Health Ontario’s **Supporting Minds Modules** at various system-wide Professional Development days and upon request by various staff groups (e.g., Autism team, Guidance Counsellors, Student Success staff, etc.).
 - Offered presentations to settlement workers. Team members offered sessions on the Mentally-Healthy Classroom, Supporting Students with Anxiety, Attention problems, etc.
 - Created and distributed focussed tip sheets for educators to support students (e.g., supporting students’ mental health during distance learning, supporting students’ anxiety, attention problems, eating problems, substance use, etc.)
 - Social Work staff facilitated 114 classroom presentations related to mental health, delivered eight whole-school programs and 60 presentations outside of the classroom to various stakeholders. During the summer months of July/August, Social Workers facilitated five classroom presentations on mental health and well-being for students.
 - Psychology staff delivered 133 presentations related to learning and mental health including 50 presentations to staff, 45 sessions to students and 38 sessions to parents. Over the summer months of July and August, Psychology staff delivered 14 classroom presentations on mental health and well-being for students.
 - The six Mental Health professionals from the mental health team facilitated 82 student classroom and group sessions in 12 high schools.

In-service for principals to support students who identify as LGBTQ or Two-Spirited

- This Professional Development opportunity has been rescheduled due to job action. Next steps are included above in the Actionable Items for the 2020-2021 school year.

Pillar Three – Around Us

Implementation of Student Mental Health and Well-Being Strategy

- Developed a communication campaign for system-wide reach. Plan included updating a video to be released in October 2020, updating information on the TCDSB website, creating and sharing monthly newsletters highlighting various mental health initiatives, presenting the strategy to special services staff, principals, superintendents, guidance staff, Stop the Stigma leads, settlement workers, public health nurses, etc.).

Parent Engagement

- Continued to **engage the parent community** with respect to student mental health (e.g., consultation with parent representatives on the Mental Health Advisory Council; TCDSB Mental Health Newsletter, etc.).
- Met in the fall with Mental Health Advisory Council.
- Parent newsletters were sent out for the Fall 2019, Winter 2020, April, May and June 2020.
- Created and distributed material to support parents (e.g., tip sheets to support youth following an upsetting incident, behaviour problems, etc.).

Implementation of School Well-Being Teams

- In consultation with School Mental Health Ontario and Mental Health committee members, reframed School Well-Being Teams as a Collaborative Approach to School Well-Being (CASW).
- Gathered survey data from 50% of schools championing local initiatives and highlighting schools in need of further support in integrating mental health in everyday practice.
- Began to develop core components of Collaborative Approach to School Well-Being (CASW) and presented to Education Council.

Memorandums of Understanding with children and youth mental health agencies:

- Focus on areas of targeted need, to pursue the development of more **Mental Health Memorandums of Understanding (MOU)** with mental health agencies.

- This year, in partnership with the Corporate Services department and the MOU Committee, MOU were renewed with thirteen mental health agencies.
- Toronto Central Community and Care Access Centre (TC-CCAC) Mental Health and Addiction Nurses completed 106 referrals during the 2019-20 school year.

**Review of Mental Health Policy and associated guidelines with all principals.
Annual review of the TCDSB Student Mental Health and Well-Being Policy and associated guidelines with all principals:**

- Presentation was facilitated for all principals. Principals were encouraged to enlist support from Social Work/Psychology staff to facilitate reviews with all school staff.

Support Staff Well-Being for all employee groups through various professional development opportunities (not originally part of the Action Plan).

- Shared resources with all employee groups regarding resources available for staff including information about Employee & Family Assistance Program.
- Delivered a full-day workshop on staff well-being to support staff with about 50 participants with positive feedback.
- Delivered two live webinars on “Staff Well-Being: How to Foster Our Own Well-Being During COVID-19” to about 40 participants in each session with positive feedback. A recording of this session will be posted on the board portal.
- Delivered a live webinar on Staff Well-Being to 150 business leaders.
- Delivered a snapshot of the Staff Well-Being webinar to Teaching & Learning Collaborative group (about 150 attendees) during the end of year meeting.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



Ontario Catholic School
Trustees' Association

RESOLUTION # 1-20

OCSTA Vote Allocation

Whereas:	OCSTA is comprised of 234 elected trustees representing the 29 publicly funded Catholic English language school boards in the province of Ontario; and
Whereas:	OCSTA is managed by a board of directors consisting of a president, a vice-president, a past president and 15 additional trustees elected from 12 Regions; and
Whereas:	OCSTA's 15 Regional Directors are elected by trustees in each membership Region of the province; and
Whereas:	each trustee is entitled to an individual vote at the Annual General Meeting; and
Whereas:	the current management structure limits the ability to ensure equitable representation by student population from all Regions of the province;

Therefore, be it Resolved that:

OCSTA strike a committee to review its voting structures, including the process to elect its president and vice-president, with a view to promoting regular and equal representation based on student population as well as from all Regions of the province of Ontario (as defined by OCSTA By-law No. 2014-01).

AGM Decision

That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.



Ontario Catholic School
Trustees' Association

RESOLUTION # 2-20

OCSTA Membership Fee Structure

- Whereas: the Ontario Catholic School Trustees' Association (OCSTA) provides Board of Trustees of the Catholic Boards with valuable supports and programs; and
- Whereas: OCSTA has an overly complex fee structure that determines the fee each Catholic Board will pay for membership; and
- Whereas: this fee structure is seen as excessively expensive for the larger Boards; and
- Whereas: the fee structure causes inequities and friction between the larger and smaller of the 29 Catholic Boards; and
- Whereas: unity and solidarity of the Catholic Boards of Trustees is essential for stability, growth and the promotion of Catholic Education in Ontario;

Therefore be it Resolved that:

OCSTA commission a study to be conducted by an independent organization to research and recommend how OCSTA determines its membership fees through the OCSTA Board of Directors prior to the 2021 OCSTA AGM with a view of bringing greater equity to the fees between all Boards.

AGM Decision

Approve



Ontario Catholic School
Trustees' Association

RESOLUTION # 3-20

**Amendment to OCSTA By-Law relating to Class of Membership and
Criteria for Determining Regions and Representation**

Whereas: for the purpose of defining a CDSB size based on enrolment so as to establish the number of Regional Directors that would represent their respective regions based on size;

Whereas: for the purpose of re-establishing the enrolment total which previously was set at 75,000 down to 70,000 in order to increase regional representation from one (1) to two(2);

Therefore be it Resolved:

That there be a change in Class of Membership to define membership according to the size of boards by student enrolment;

That Article 6.1 Criteria for Determining Regions and Representation of the OCSTA By-Law be revised to read as follows:

- 6.1.1. CDSBs with a student population less than 34,999 FTE shall be defined as a “small” board.
CDSBs shall be grouped with other similarly sized CDSBs in a contiguous geographic area to form a Region, and such Region shall be entitled to select one (1) Regional Director, if the combined student enrolment is less than 69,999 FTE and shall be entitled to select two (2) Regional Directors if the combined student enrolment is greater than 70,000 FTE.
- 6.1.2. CDSBs with a student enrolment in excess of 35,000 FTE but less than 69,999 FTE shall be defined and constitute as a medium size Region and as such the medium size Region shall be entitled to select one (1) Regional Director; and
- 6.1.3. CDSBs with a student enrolment in excess of 70,000 FTE shall be defined as a large size Region and as such the large size Region shall be entitled to two (2) Regional Directors; and shall be entitled to add one (1) Director after surpassing 90,000 FTE.

AGM Decision

That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.



Ontario Catholic School
Trustees' Association

RESOLUTION # 4-20

**Amendments to the "Amended and Restated By-law Number 2019-01,
A By-law Relating Generally to the Conduct of Its Affairs ("OCSTA By-Law")**

- Whereas:** A Member, A Member's attorney or legal representative, who wishes to examine and take extracts from the Register should to do so via the respective "Regional Director" to the Corporation;
- Whereas:** The Association's fiscal year end is currently September 1 to August 31;
- Whereas:** the fiscal year end align with the Ministry's mandated reporting cycle;
- Whereas:** for the purpose of synchronizing the CDSBs year December 1 to November 30 with the Association's (OCSTA) fiscal year;

Therefore be it Resolved:

- That:** Article 13.3 of the OCSTA By-Law be amended to allow a Member, A Member's attorney or legal representative, who wishes to examine and take extracts from the Register to do so via the respective "Regional Director" to the Corporation accompanied by a Statutory Declaration that states the name and address of the Member applicant; and
- That:** Article 16.1, Determination of Fiscal Year be amended to read as follows:
Until otherwise determined by resolution of the Board, the fiscal year end of the Corporation shall terminate on November 30th of each year.

AGM Decision

That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.



Ontario Catholic School
Trustees' Association

RESOLUTION # 6-20

Term Limit for Regional Directors

- Whereas:** Regional Directors play a critical role in keeping their regions abreast of current events at the provincial level; and
- Whereas:** Regional Directors from CDSB's are selected every second year as described in section 7.4 of the by-laws; and
- Whereas:** Term of office for Regional Directors is for two years with no limit on terms; and
- Whereas:** Terms limits are imposed for positions of President, Vice-President and CCSTA Directors as outlined in section 7.11 of the by-laws; and
- Whereas:** Including a term limit of two consecutive two year terms for Regional Directors allows more opportunity for other members to put their name forward, allowing for more diversity, conversation and distributed leadership within OCSTA;

Therefore be it Resolved that:

OCSTA amend the by-laws to include a term limit of two consecutive two-year terms for Regional Directors.

AGM Decision

That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.

Appendix B: Interview Guide

Internal Questions

1. Please share with us a brief overview of your involvement in OCSTA? (Board of Directors, Regional Representative, Trustee/member, attend OCSTA events?)

Voting System:

OCSTA currently allows each member in attendance to have a vote (those not in attendance are able to nominate someone to carry their proxy) on business matters, resolutions and for positions within the association. The current Voting structure allows each trustee to have one vote at the AGM on any voting matter.

1. What are your perceptions (positive and negative) about the current process?
2. Are there any changes or improvements you would propose to the current voting process?

Fee Structure:

Fees are assessed based on Student Enrolment. Fees include a base amount according to board size as well as a per-pupil allocation. Small boards pay less in fees but more per pupil and large boards pay higher fees but less per pupil.

1. Are you aware of what your board pays in fees to OCSTA?
2. What are your perceptions (positive and negative) about the current OCSTA fee structure?

Board of Directors Composition:

1. Are you aware of the structure of the Board of Directors for OCSTA?
2. Do you feel your board has fair representation at the Board of Directors table? Would you propose any changes in this area?
3. Do you get feedback from the representative(s) at the Board of Directors table?
4. Do you feel the nomination process for your Regional representative is fair and equitable? Would you propose any changes to this process?
5. Resolution #3-20 looks to increase boards over 90,000 students to have 3 reps on the Board of Directors? What is your level of support for this resolution?
6. Should OCSTA implement term limits for regional representatives? If yes, what should they be (e.g. 1 two-year term? 2 two-year terms?)
7. The President and Vice President currently have a two-year term with the option to extend their term with mutual consent by the President and the Board of Directors. Should the current term limit for the President and Vice President be extended or otherwise changed? Why or why not?

Closing:

1. Are there elements of other not-for-profit governance models related to the areas of focus for OCSTA that you are aware of and that you feel should be considered?
2. Are there other challenges or benefits to the OCSTA governance model, or other suggestions you would like to make at this time?

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
3	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
4	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
5	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
6	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
7	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
8	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
9	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
10	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric and Community Advisory Committees Report	Director of Education
12	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	October (A)	Student Achievement	Student Trustees: Voices that Challenge-CSLIT	Associate Director Academic Services
14	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
15	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
16	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
17	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
18	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
19	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
20	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
21	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
22	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services

**STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST TO JANUARY 14, 2021**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	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