

# GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

## AGENDA March 2, 2021

**Markus de Domenico, Chair**  
Trustee Ward 2

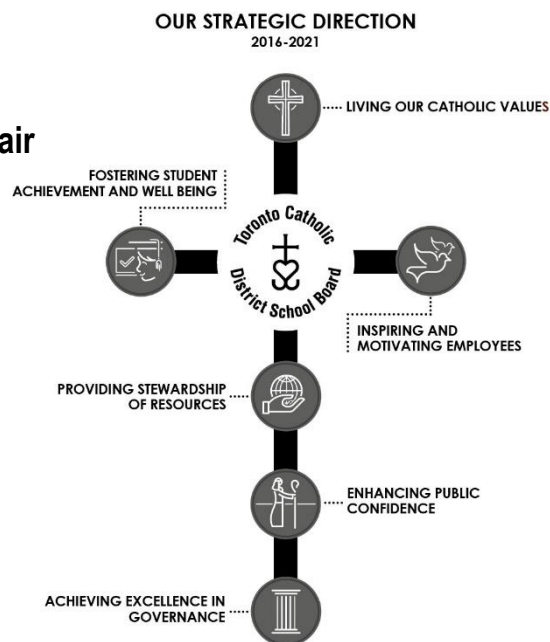
**Nancy Crawford**  
Ex-Officio

**Norman Di Pasquale, Vice-Chair**  
Trustee Ward 9

**Joseph Martino**  
Ex-Officio

**Ida Li Preti**  
Trustee Ward 3

**Teresa Lubinski**  
Trustee Ward 4



### MISSION

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

### VISION

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

**Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293**  
**Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298**  
**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 GOVERNANCE AND POLICY COMMITTEE**

The Governance Framework Committee is responsible for:

A. Ensuring that governance structures, policies, protocols, processes and performance metrics:

- i). advance the vision of the TCDSB, rooted in Catholic values and teachings.
- ii). support the achievement of our Multi-Year Plan.
- iii). conform to best practices.
- iv). provide strategic cohesion and consistency.
- v). comply with the Education Act and other pertinent legislation.

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

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

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

E. Ensuring ongoing governance reviews of the Board.

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

## 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 of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit peoples in Ontario and the rest of Canada.

### La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunee et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.

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## AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

### PUBLIC SESSION

Markus de Domenico, Chair

Norman Di Pasquale, Vice Chair

Tuesday, March 2, 2021

7:00 P.M.

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	Pages
1. Call to Order	
2. Opening Prayer	
3. Land Acknowledgement	
4. Roll Call & Apologies	
5. Approval of the Agenda	
6. Declarations of Interest	
7. Approval and Signing of the Minutes of the Meeting held February 2, 2021	1 - 11
8. Delegations	
9. Presentation	
10. Notices of Motion	
11. Consent and Review	

<b>12. Unfinished Business</b>	
<b>13. Matters referred or deferred</b>	
<b>14. Staff Reports</b>	
14.a. Update to Delegations and Public Participation Policy (T.14)	12 - 25
14.b. Update to Permits Policy (B.R.05)	26 - 47
14.c. Age-Appropriate Placement: Curriculum/Program Supports	48 - 88
<b>15. Listing of Communications</b>	
<b>16. Inquiries and Miscellaneous</b>	
<b>17. Updating of Pending List</b>	
17.a. Monthly Pending List	89 - 95
17.b. Annual Policy Priority Schedule	96 - 97
<b>18. Adjournment</b>	

## **OUR MISSION**

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

**HELD TUESDAY, FEBRUARY 2, 2021**

## **PRESENT:**

### **Trustees:**

M. de Domenico, Chair – In Person  
N. Di Pasquale, Vice-Chair  
I. Li Preti  
N. Crawford - Ex-Officio

**Non-Voting Trustee:** A. Kennedy

### **Staff:**

B. Browne  
M. Caccamo  
D. Chen  
P. De Cock  
C. Fernandes  
L. Latham  
P. Matthews  
C. Onyia

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

### **External Guests:**

A. Robertson, Parliamentarian  
J. Abrams, Integrity Commissioner, Principles Integrity

**4. Roll Call and Apologies**

An apology for lateness was extended on behalf of Trustee Lubinski.

Trustee Martino was absent.

**5. Approval of the Agenda**

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

The Motion was declared

CARRIED

**6. Declarations of Interest**

There were none.

**7. Approval and Signing of the Minutes**

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that the Minutes of the Meeting held January 12, 2021 be approved.

The Motion was declared,

CARRIED

## **9. Presentations**

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that Item 9a) be adopted as follows:

- 9a) Jeffrey Abrams, Integrity Commissioner, Principles Integrity regarding Changes to Trustee Code of Conduct (Refer to Item 14a) received.**

The Motion was declared

CARRIED

## **14. Staff Reports**

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

- 14a) Revision of the Trustee Code of Conduct Policy (T.04) (Refer Item 9a)** received and that the Governance and Policy Committee further consider the draft Trustee Code of Conduct Policy T.04, and consider such further amendments as proposed by the Integrity Commissioner.

MOVED in AMENDMENT by Trustee Li Preti, seconded by Trustee Di Pasquale, that the list of potential complainants align with the Education Act.

Trustee de Domenico relinquished the Chair to Trustee Di Pasquale.



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

**In Favour**

Trustees Di Pasquale  
Li Preti

**Opposed**

Crawford  
de Domenico

The AMENDMENT was declared

LOST ON A TIE

Trustee de Domenico reassumed the Chair.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that the proposed provision of a Regulation on a Trustee fundraising for his or her own legal defence be deferred until further information is available including General Legal Counsel Matthews' reported findings on the legality of such action by a Trustee.

With the consent of the Assembly, Trustee Crawford withdrew the AMENDMENT.

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

That Regulation 18 of the draft Code (Implementation), Page 50 or 38 of 40, be revised by adding the following provisions:

The Trustees Code of Conduct applies to a Student Trustee elected to serve on the Board pursuant to Section 55 of the Education Act and the Regulations made thereunder, provided that:

- a) In giving broad, liberal interpretation to any provision of the Trustees Code of Conduct, any necessary changes shall be inferred given the context and role of a Student Trustee;
- b) Regulation 6, Election Campaigns, does not apply to Student Trustees; and
- c) Any complaint regarding whether a Student Trustee has breached the Trustees Code of Conduct shall be administered by the appropriate Board personnel responsible for student discipline and not the Integrity Commissioner; however the Integrity Commissioner may be consulted for guidance on the interpretation and application of the Trustees Code of Conduct.

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

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Di Pasquale  
Li Preti

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Li Preti, that missing text “*ensure that payment is received by a means that does not involve cash, including bank draft, money order, credit card or cheque made payable to the applicable group or organization*” in Regulation 3.1(f), Page 30 or 18 of 40, be included so that the paragraph reads as follows:

Trustees should not handle any cash on behalf of any charitable organization, not-for-profit or community group, and should always remain at arm's length from the financial aspects of these community and external events. If a Trustee agrees to fundraise on behalf of a charity or community group, the Trustee should *ensure that payment is received by a means that does not involve cash, including bank draft, money order, credit card or cheque made payable to the applicable group or organization.*

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

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Di Pasquale  
Li Preti

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Li Preti, that the Governance and Policy Committee approve the draft Trustee Code of Conduct Policy T.04 and recommend the policy to Board.

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

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Di Pasquale  
Li Preti

The AMENDMENT was declared

CARRIED

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

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Di Pasquale  
Li Preti

The Motion, as amended, was declared

CARRIED

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

- 14b) Suspensions and Expulsions Policy (S.S.01) Update** that the Governance and Policy Committee recommend to Board that the revised Suspension and Expulsion Policy SS.01 provided in Report Appendix A and the Operational Procedures (Report Appendix B) be approved.

Trustee de Domenico relinquished the Chair to Trustee Di Pasquale.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico

Di Pasquale  
Li Preti

The Motion was declared

CARRIED

Trustee de Domenico reassumed the Chair.

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

- 14c) Rescindment of Signing Officers Policy (F.M.02)** that the Governance and Policy Committee recommend to Board that this Policy be rescinded effective immediately.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Di Pasquale  
Li Preti

The Motion was declared

CARRIED

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

- 14d) Update to Delegation and Public Participation Policy (T.14) Delegation Form 1** that the updated Appendix to the Delegation and Public Participation Policy T.14 at Appendix A of this Report be adopted.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Li Preti, that a friendly, easy to understand information sheet be provided to each delegate electronically.

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

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Di Pasquale  
Li Preti

The AMENDMENT was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that the Item be referred back to Staff.

Results of the Vote taken on Referral, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico

Di Pasquale  
Li Preti

The Motion to Refer was declared

CARRIED

**17. Updating of Pending List**

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Items 17a) and 17b) be adopted as follows:

**17a) Monthly Pending List** received; and

**17b) Annual Policy Priority Schedule** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Di Pasquale  
Li Preti

The Motion was declared

CARRIED

**18. Adjournment**

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

The Motion was declared

CARRIED

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SECRETARY

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CHAIR





REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

UPDATE TO DELEGATIONS AND PUBLIC  
PARTICIPATION POLICY T.14

*So the Lord gave Solomon wisdom, as he promised him. There was peace between Hiram and Solomon; and the two of them made a treaty. – 1 King 5:12*

Created, Draft	First Tabling	Review
January 2, 2020	March 2, 2020	<a href="#">Click here to enter a date.</a>

C. Onyia, Legal Counsel (Acting)  
P. Matthews, General Legal Counsel  
C. Fernandes, Superintendent of Education, Area 4 and Policy Development

RECOMMENDATION REPORT

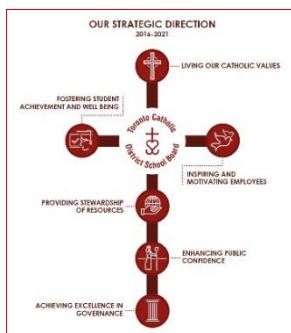
**Vision:**

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



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**

This report provides an update to the Delegation Policy (T.14).

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

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as per request of Regular Board on December 12, 2019.

The revisions to the Delegation policy have been updated to reflect a Trustee motion requesting that “a review of the policies and their implementation should be conducted at the Governance and Policy meeting.”

## **C. BACKGROUND**

1. The policy on Delegations T.14 was first approved on November 10, 2010 and was last amended in August 2016.
2. Changes to this policy reflect the request made by a trustee motion on December 12, 2019 to address delegates who may breach the delegation policy.
3. The policy was reviewed at the January 2020 Governance meeting and has been updated with recommendations of the committee.
4. The policy was reviewed at the March 2<sup>nd</sup> Governance and Policy meeting and has been updated to reflect recommendations.
5. The Policy was reviewed at the Board of Trustees Meeting on January 28, 2021 and referred back to the Governance and Policy Committee for further revisions.
6. This report includes the updated delegation form (Appendix B) to the Delegation and Public Participation Policy (T.14).

## **D. EVIDENCE/RESEARCH/ANALYSIS**

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

## **E. METRICS AND ACCOUNTABILITY**

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

## **F. IMPLEMENTATION**

1. The updated policy as approved will be posted on the TCDSB policy register, and will be communicated to parents and the general communities via the TCDSB website.
2. The Communications Department will provide messaging to principals for the purpose of placing the information about the Delegation and Public Participation Policy T.14 in school newsletters.

## **G. STAFF RECOMMENDATION**

Staff recommends that the revised policy on Delegations (T.14) provided in Appendix A be adopted along with the updated Delegation Form (Appendix B).



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

<b>Date Approved:</b> November 10, 2010- Board	<b>Date of Next Review:</b> <del>August 2021</del> <b>January 2025</b>	<b>Dates of Amendments:</b> November 24, 2011- Board December 13, 2012- Board August 25, 2016- Board
<b>Cross References:</b> TCDSB Code of Conduct Policy, S.S.09 TCDSB Operating By-Law Number 175		
<b>Appendix:</b> Delegation Registration Form		

**Purpose:**

This Policy affirms and promotes the process by which students, parents and community members can present their views and concerns to the Trustees of the Toronto Catholic District School Board.

**Scope and Responsibility:**

The policy extends to students, parents and community members making deputations to the Board or its committees, **including public Statutory Committees, Standing Committees, Ad-Hoc Committees and Sub-Committees (“Committee(s)”) in accordance with the TCDSB By-Laws.** The Director of Education, with the assistance of the Recording Secretary, is responsible for this policy.

**Alignment with MYSP:**

- Living Our Catholic Values
- Strengthening **Enhancing** Public Confidence
- Achieving Excellence in Governance



POLICY SECTION: TRUSTEES

Report Appendix A

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC  
PARTICIPATION

POLICY NO: T.14

### Policy:

The TCDSB is committed to advocacy for students, parents, and communities. In recognition of the need to hear the concerns of the TCDSB community and of individuals to have a voice in the decision-making process, **delegations delegates** may be heard at **any** meetings of the Board of Trustees or **Standing** Committees, as stipulated in, and limited by, the regulations outlined below. **This Policy is subject to and will be interpreted in accordance with TCDSB By-Law Number 175, as amended from time to time.**

### Regulations:

#### *Appropriate Forums for Delegations*

1. Given the current division of work between **the** Board meetings and Committee meetings, **delegations delegates** will be accepted at the discretion of the Director and Chair of the Board at **public** regular Board **meetings** only if:
  - a) ~~A new item/report or new information has been placed on the agenda that has not been dealt with at a Standing committees.~~  
**a) in exceptional circumstances; or**
  - b) **if** the matter is deemed to be time sensitive.

~~Delegations will **may** be heard at **public** Standing Committees of the Board concerning matters within its terms of reference. The topic of the deputation will determine at which Standing Committee the delegation will be heard.~~  
**The Director of Education, in consultation with the Committee's Chair, retains discretion to reasonably determine whether or not a delegate will be received.**



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC  
PARTICIPATION

POLICY NO: T.14

2. **Delegations Delegates** may be heard at **public** Special Board meetings at the discretion of the Director and Chair of the Board.
3. **Delegations Delegates** will **may** be heard at **public** Standing Committees of the Board concerning matters within **it's the Committee's** terms of reference. The topic of the deputation will determine at which Standing Committee the **delegation delegate** will be heard. **The Director of Education, in consultation with the Committee's Chair, retains discretion to reasonably determine whether or not a delegate will be received.**

~~Given the current division of work between the Board meetings and Committee meetings, delegations will be accepted at the discretion of the Director and Chair of the Board at **public** regular Board **meetings and** only if:~~

- ~~a) A new item/report or new information has been placed on the agenda that has not been dealt with at a Standing committees.~~
- c) in exceptional circumstances; or**
- ~~d) **if** the matter is deemed to be time sensitive.~~

~~Delegations heard at regular Board meetings may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff. (By-Laws Section 10.9.11)~~

4. **Delegations Delegates** heard at regular Board meetings may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff. (By-Laws Section 10.9.11)



POLICY SECTION: TRUSTEES

Report Appendix A

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC  
PARTICIPATION

POLICY NO: T.14

**5. Delegates may not be received from employees on matters over which their union or association has exclusive jurisdiction (see Regulation 26).**

### *Procedure for Making a Deputation*

6. Those wishing to make a deputation can ~~receive~~ **obtain** further information and details on the delegation protocol by contacting the Recording Secretary at 416-222-8282 ext. 2293, or by visiting the TCDSB portal site at [www.tcdsb.org](http://www.tcdsb.org).
7. ~~Delegations~~ **Delegates** are to register with the Recording Secretary of the Board no later than 11:00 a.m. on the day of the ~~Standing~~ Committee meeting by submitting the Delegation Registration Form to the Recording Secretary and the local Trustee will be notified immediately, **if the matter is Ward specific**.
8. Where the Board has initiated community engagement with respect to any matter, ~~delegations~~ **delegates** will be referred to that consultation process and may not be registered to appear before a ~~Standing~~ Committee meeting.
9. A Delegate may only speak once at a particular meeting.
10. There may be up to a maximum of ten (10) deputations per meeting.
11. ~~Delegations~~ **Delegates** will be listed on the agenda of the meeting or in an addendum, and their topic and point of view, **subject to the following**, shall be included in the documentation.



POLICY SECTION: TRUSTEES

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PARTICIPATION

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- a. Any visual or written presentation or materials a delegate intends to provide or project on screen during the deputation must be provided 72 hours in advance of the meeting to the Recording Secretary of the Board. The Board reserves the right to accept, reject or modify such materials, with notice of same provided to the delegate at least 24 hours before the meeting. Personal or private information included in the delegate's materials will be removed.

12. First priority will be given to delegations delegates speaking to a specific item on the meeting's agenda and those who have not yet spoken to the issue. Next priority will be given to delegations delegates speaking to time-sensitive topics. A delegate who has already made a deputation on a specific matter or topic may not be permitted to delegate again on the same matter, without the permission of the Director, in consultation with the Committee's chair.

~~10. Delegates who want to show their deputation on the screen in the Boardroom must provide an electronic copy before the meeting.~~

13. ~~Delegations~~ Delegates who are from TCDSB employees shall verbally disclose this information at the time of registration and at the beginning of their deputation.

### *Time Parameters*

14. ~~Delegations~~ Delegates who have registered by the specified time deadline may speak for a maximum of three (3) minutes.

~~15. Delegations who have not registered by the specified time may speak for a maximum of three (3) minutes if approved by 2/3 votes of the members~~





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~~of the Board or Standing Committee. The chair shall put the question at the conclusion of the registered delegate. The question will be put immediately without any debate.~~

Up to two delegates who have not registered by the deadline may speak in special circumstances for a maximum of three minutes if approved by 2/3 of all members of the Board or Committee. The delegate must also complete the Registration Form.

16. Delegation period shall be limited to a maximum of 60 minutes ~~at the discretion of the Chair~~. The maximum time limit may be amended by 2/3 ~~majority present and eligible to vote~~ of all members of the Board or Committee.

17. ~~Each~~ Trustees may ask questions of the ~~delegation delegate~~. ~~for a maximum A total of not more than 3 minutes will be allocated to address both the Trustee's questions and the delegate's answers to same.~~

18. Questions asked by Trustees are limited to clarifying questions only. No questions of staff shall be permitted.

### *Format & Content of Deputations*

19. ~~Delegations Delegates~~ will ~~are requested to:~~

- a) present concerns in a positive and constructive manner;
- b) maintain a level of decorum which will allow meetings to proceed effectively; and
- c) refrain from the use of abusive or derogatory language.

20. During a deputation in public session of a regular or special Board meeting, ~~or Standing Committee meeting~~, should the delegate use the



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC  
PARTICIPATION

POLICY NO: T.14

name/title/position of any person in a negative, critical or derogatory fashion, directly or indirectly, the Chair of the meeting shall advise the **delegation delegate** to limit comments to non-personal references. Should personal references continue to be made, the Chair has the authority to stop the **delegation delegate** from proceeding.

**21. The Board may decide to move a public deputation to a private session.**

During a deputation in a private session of a regular or special Board meeting, **or** Standing Committee **meeting**, should a situation arise where a delegate intends to refer to someone in a negative way then the following will apply:

- a) **Delegations Delegates** intending to use the name/title/position of any person in a negative, **or** critical **or derogatory** fashion must indicate this intention at the time of registration, and, prior to presenting, **the delegate** will be requested to address the **Standing Committee or Board** in private session.
  - b) The Board shall inform staff if a **delegation delegate** intends to speak of them at a **Standing Committee or Board** meeting, in a negative, **or** critical **or derogatory** fashion. The staff member has the right to be present during the deputation and be represented by the agent of their choice.
- 22. The Chair of the meeting may expel or exclude a delegate from any the meeting should they engage in any person who engages in conduct contrary to the TCDSB Code of Conduct, or Respectful Workplace Guidelines, or fail to comply with this Policy.**

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

**24. If a gross misrepresentation on a factual issue is made by a delegate**



POLICY SECTION: TRUSTEES

Report Appendix A

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC

PARTICIPATION

POLICY NO: T.14

during their deputation, the Chair of the Committee or Chair of the Board, as applicable, may correct the record from a factual perspective at the meeting where the misrepresentation is made. If the Chair is absent when the gross misrepresentation is made or should the Chair be the subject of the gross misrepresentation, then the Vice-Chair of the Committee or the Vice-Chair of the Board may correct the record, as per above. The Chair or Vice-Chair may request the delegate to apologize in the moment.

25.If it's not readily apparent to the Chair or Vice-Chair, as the case may be, whether or not a comment is a gross misrepresentation of the facts, the Chair or Vice-Chair and the Director of Education will determine whether an investigation should be conducted. If an investigation is conducted and the investigation determines that a gross misrepresentation was made, the Chair or Vice-Chair may correct the record from a factual perspective at the next meeting. A delegate who makes a public and misleading statement against a Trustee and refuses to apologize shall not be allowed to delegate until such time as a public apology is made.

26.In respect of TCDSB employees delegating to ~~a~~ the Standing Committee where the topic:

- a) is personal to the speaker, the restrictions are the same as any ~~delegation~~ delegate.
- b) is or may be dealt with under a Collective Agreement to which the Board is a party, such submission shall be dealt with in accordance with the provisions of such Collective Agreement.

27.The public session of ~~Standing Committee~~, Board and Special Board meetings are recorded and broadcast live. The recording is retained as a public record of the proceedings. **Other Committees may be recorded. Delegations**



POLICY SECTION: TRUSTEES

Report Appendix A

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC  
PARTICIPATION

POLICY NO: T.14

**Delegates** that are part of the recorded proceedings are so advised and consent to being recorded.

28. At the conclusion of the deputation the Chair will advise the delegate as to how the matter will be processed.

29. Where an item has been referred to staff, staff will communicate follow-up actions to the **delegations delegate**.

### Definitions:

#### **Delegation**

A **delegation** may include: (1) an individual speaking on his or her own behalf;

(2) an official representative of a TCDSB committee; (3) an official representative of student government; or (4) a spokesperson for another group or organization.

#### **Deputation**

A formal talk made to the whole Board or **Standing** Committee or in a private session of the Board or **Standing** Committee relating to a specific issue or concern.

### Evaluation and Metrics:

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

1. Trustees and the Director shall review the process of delegation every three (3) years to ensure that it was fair, equitable and supported the goals of the TCDSB the Multi Year Strategic Plan
- ~~2. Staff will develop an assessment tool to determine the efficacy of the policy and administer it after the first year of policy implementation to evaluate the policy.~~

## APPENDIX B



### DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

#### For Board Use Only

Delegation No:

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

PLEASE BE ADVISED THAT ALL BOARD AND STANDING COMMITTEE MEETINGS (EXCEPT GOVERNANCE AND POLICY COMMITTEE) ARE BEING RECORDED

#### DELEGATE CONTACT INFORMATION

Full Name: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

#### DEPUTATION INFORMATION

Please select the applicable Board, Standing, Statutory, Sub and Ad Hoc Committees at which you are requesting to depute:

<input type="checkbox"/> Audit	<input type="checkbox"/> Budget	<input type="checkbox"/> By-Laws	<input type="checkbox"/> <del>Catholic Education and Living our Catholic Values</del>
<input type="checkbox"/> Corporate Services Strategic Planning and Property	<input type="checkbox"/> Governance and Policy	<input type="checkbox"/> Labour Relations	<input type="checkbox"/> <del>Political Action</del>
<input type="checkbox"/> Regular/Special Board	<input type="checkbox"/> SEAC	<input type="checkbox"/> Student Achievement and Well-Being Catholic Education Human Resources	

Date of ~~Presentation~~ Deputation: \_\_\_\_\_

Topic of ~~Presentation~~ Deputation: \_\_\_\_\_

Topic or Key Issue(s):

\_\_\_\_\_

~~Details~~ Brief Summary of the Topic of Deputation:

\_\_\_\_\_

**Action Requested:**

---



---

**SELECT ONE:**

☐ I am here as a delegation to speak only on my own behalf.

☐ I am an official representative of the Catholic School Parent Council (CSPC).

School\_\_\_\_\_ Position\_\_\_\_\_

☐ I am an official representative of student government.

School\_\_\_\_\_ Position\_\_\_\_\_

☐ I am here as a spokesperson for another group or organization.

Name of group \_\_\_\_\_

**Note:** Any visual or written presentation or material a delegate intends to provide or project on screen during the deputation must be provided 72 hours in advance of the meeting to the Recording Secretary of the Board at [delegations@tcdsb.org](mailto:delegations@tcdsb.org)

Delegates are expected to be respectful and will present concerns in a positive and constructive manner, and maintain a level of decorum which will allow meetings proceed effectively.

By signing this Form, I accept that I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations **and Public Participation** Policy T.14.

**Signature**\_\_\_\_\_

**Submission Date**\_\_\_\_\_

**Please remember to save your completed form to your computer before submitting.**

**Submit**



REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

UPDATE TO PERMITS POLICY B.R. 05

*And are you now turning away from the Lord? “If you rebel against the Lord today, tomorrow he will be angry with the whole community of Israel. Joshua 22:30*

Created, Draft

November 3, 2020

First Tabling

November 10, 2020

Review

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

A. Fullerton, Acting Senior Manager, Community Use of Schools

N. D’Urzo, Acting Senior Coordinator, Development Services

M. Loberto, Superintendent Development Services

RECOMMENDATION REPORT

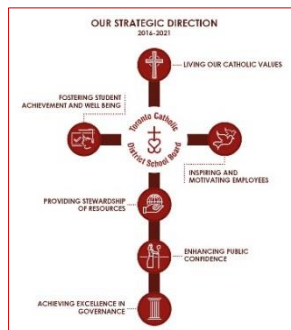
**Vision:**

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

**Mission:**

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

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



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 recommends an update to Permits Policy B.R. 05 and supplementary material outlining Operational Procedures and Permit Rates as described in *Appendix A* and *Appendix C* of the report.

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

## **B. BACKGROUND**

1. Policy B.R.05 states that The Toronto Catholic District School Board, as a publicly funded educational institution, shall make its facilities available to the public for use for worthwhile purposes, without infringing upon the school's educational process.
2. The policy was approved in January 2007 and is reviewed every five years. Subsequent amendments to the policy took place in May 2013, February 2014 and March 2019.
3. School facilities made available for use on school days or non-school days by the TCDSB or community groups shall be governed by the Operational Procedures (*Appendix A*).
4. Each permit holder must abide by all of the permit rules and regulations set out in the TCDSB Permit Operational Procedures (*Appendix B*).
5. Permits may be issued to any organization or individual on a prioritized basis, and are categorized by permit rates (*Appendix C*).
6. The Board, at its meeting on February 20, 2020 brought forward a motion for consideration to amend the Permit Policy to allow for more flexibility in Catholic School Parent Council (CSPC) fundraising events.
7. In addition to allowing for more flexibility in CSPC fundraising events, staff undertook a thorough review of Policy BR. 05 and is recommending further revisions to the Operational Procedures (*Appendix A*), which shall provide more transparency to community groups and organizations.



8. Staff are also conducting an analysis of the current Permit Fee structure and will bring forward a report at a later date for the Board to review and deliberate.
9. This policy appeared at the November 10<sup>th</sup>, 2020 Governance and Policy Committee meeting.

## **C. EVIDENCE/RESEARCH/ANALYSIS**

1. ***In recognition of the importance of CSPC fundraising events to school communities, staff are recommending an increase in the maximum of subsidized hours for these events.*** As noted in the Permits Policy BR. 05 Appendix A: Permit Supervision and Cleaner Fees Section F(3)(ii), “Catholic School Advisory Councils, on application through the school principal, for two fundraising events (to a maximum of 20 hours) to be held at the school and supervised by the school principal.” Staff concluded that out of twenty fundraising events in 2019, eleven exceeded the current twenty (20) hour allocation. Fundraising events are directly impacted by the number of attendees at events which increases the amount of custodial staff required to supervise permits. For events exceeding two hundred participants, an additional custodian is required.

Therefore, in order to further support school communities, the policy should be amended to allow for a maximum of thirty-five (35) fully subsidized custodial hours for school fundraisings events. This equates to approximately \$1,200 to \$1,500 based on non-subsidized overtime.

2. ***Additional clarification is being provided on permits for the use of exterior space.*** As described in the Permit Policy Appendix A: Permit Application Approval Notification Timelines Section H (2) May-August – Exterior Use of Space; the Policy should be further extended to include the following provisions:
  - *Permits for the use of school sports fields will be granted, if available (based on school use and maintenance schedules)*
  - *The use of sports fields and diamonds shall be allowed only from the middle of May to the end of August, inclusive. Exceptions may be made to accommodate extensions in consultation with the school principal.*

3. *Permit requests for one-time special events where the anticipated attendance is in excess of 200 people may require the applicant to make arrangements for licensed security personnel and/or paid duty Toronto Police Service officers.* In the Permits Policy Appendix A: Special Events Permits Section J, the following verbiage should be added to clarify the types of special event uses which are not permitted on Board owned properties or facilities:

*“Marriage related parties, showers, receptions or birthday celebrations will not be considered. In addition, alcohol consumption in school facilities and on Board property is strictly prohibited.”*

4. *Staff also recommend increasing the number of custodial service hours per school year provided at no cost for school-sponsored activities taking place on weekends, e.g. school anniversary/tournaments.* The current limit is 20 hours per school year. Similar to CSPC fundraising events, Permit Policy BR. 05 Appendix A: School Permit Request Section K (4); the policy should be amended to allow for a maximum of thirty-five (35) fully subsidized custodial hours for school-sponsored activities taking place on weekends.

## **D. STAFF RECOMMENDATION**

That the changes to the procedures of Permits Policy B.R.05 outlined in the body of this report, including *Appendix A* and *Appendix C* attached hereto, be approved.



## Permits for Use of TCDSB Facilities

# APPENDIX A: OPERATIONAL PROCEDURES

### A. PERMIT TYPES

#### i. Permit Type I:

This type of facility use is intended for occasional use by the TCDSB and/or a school community during school days between the hours of 7:00am and 6:00pm. A permit may be required for use of the facility by the school principal in consideration of the following:

- (1) The experience of facility use and relations with schools staff by the requesting group. Any group that consistently demonstrates positive experience in the use of a school facility and applies for by June 15 for continued use in September of the following school year will be given first priority. Due consideration will be given to new groups applying for a permit.
- (2) After consideration of (1), permits will be considered on the timing of the application.
- (3) Age appropriate ties to the existing student population will be strongly considered, (i.e. elementary school use for elementary-aged clients).
- (4) Local groups operating within the school community will be given priority.
- (5) The space requested is available and appropriate for the intended use.
- (6) Assessment of available space in schools as determined by staff needs, including staff planning/preparation and extracurricular activities.
- (7) Requests to use Auditoriums/Specially Designed Areas require the permit applicant to make an appointment with the school principal for the purpose of reviewing the space requested and discussing the intended use and all local arrangements, including payment for use of specialized school equipment pending approval by the school principal.
- (8) The impact of the proposed activity on the facility, including potential deterioration of the building.
- (9) Demonstrated respect by the facility user/permit holder for caretakers working in the capacity of permit supervisor. Groups who have had previous complaints about their conduct and have failed to take corrective action may be denied the use of the facility/permit.

#### ii. Permit

#### Type II:

This type of permit is intended for occasional or continuing use after 6:00 p.m. on school days, and during non-school days and is processed centrally by the Community Use of Schools Department.

### B. PRIORITIES FOR APPROVING PERMITS

Permit applications are processed on a first-come, first-served basis, from the date of receipt in the Community Use of Schools Dept. Permits may be issued to any organization or individual on the following priority basis:



## Permits for Use of TCDSB Facilities

### **APPENDIX A: OPERATIONAL PROCEDURES**

- (1) Toronto Catholic District School Board schools, Trustees, and related departments.
- (2) Catholic Church Organizations;
- (3) City of Toronto Parks, Forestry and Recreation programs;
- (4) Registered Charities and Not-for-Profit groups, holding a valid Letters Patent, as funded by the Ministry of Education;
- (5) Community groups and youth groups not included in #4. above;
- (6) Post-secondary teacher education institutions;
- (7) Other groups/Commercial Entities

#### **C. FACILITIES AVAILABLE FOR PERMIT**

Facilities typically available for permit include:

- (1) General/Multi- purpose room;
- (2) Gymnasium;
- (3) Playing fields (for any weekend permit of longer than 3 hours, the permit holder must pay fees for a caretaker to provide access to washroom facilities inside the building);
- (4) Parking areas;
- (5) Access to washrooms;
- (6) Classrooms (requiring prior approval by principal); and
- (7) Library Resource rooms (requiring prior approval by principal).

#### **D. PERMIT CATEGORIES**

Permits are divided into three (3) categories:

##### **CATEGORY A- Permits provided at no cost**

The use of facilities for the celebration of the Eucharist, Catholic religious services or instruction, to a maximum of 3 hours per use and education activities approved by the Director of Education.

##### **CATEGORY B – Permits provided at reduced costs**

The use of facilities for registered charitable organizations and B1 - Not-For-Profit groups as funded by Community Use of Schools grant provided by the Ministry of Education.

##### **CATEGORY C – Permits provided at full cost**

The use of facilities by all other groups, including adult groups and organizations of Commercial Enterprise.



## Permits for Use of TCDSB Facilities

### **APPENDIX A: OPERATIONAL PROCEDURES**

#### **E. PERMIT-TYPE II FACILITY USAGE FEES**

Facility Usage Fees applicable to Permit Type II are charged as per the current rate structure. Requests for filming and special event permits are negotiated by the Community Use of Schools Department. Trustees will receive notice of any film production or Toronto Police Service permits in their wards.

- (1) Permits issued for polling stations shall be at the rates established by municipal, provincial or federal election authorities (actual costs incurred by the school may be recovered upon request to the Community Use of Schools Department).
- (2) Costs for the use of school equipment are to be approved by and arranged directly with the school principal and paid for directly to the school, in advance, using a secure method of payment upon confirmation of the permit. Where equipment use requires an A/V technician, this technician will be paid for by the permit holder as arranged through the school. Equipment is to be left in the condition in which it was received.
- (3) The estimated cost of the permit will be clearly shown on the confirmation sheet that the permit holder receives.

#### **F. PERMIT SUPERVISION AND CLEANER FEES**

Permit Supervision and Cleaner Fees are subject to the current rate structure, and are subject to HST number 107-694-119 RT001.

- (1) The minimum charge is for 3 hours when a CUPE 1280 member has to be called in to cover the permit over and above the regular work week.
- (2) Groups larger than 200 persons must pay for an additional permit supervisor(s).
- (3) Permit supervision rates will not be charged for:
  - i. The celebration of the Eucharist, Catholic religious services or instruction, or education activities approved by the Director of Education;
  - ii. Catholic School Advisory Councils, on application through the school principal, for two fundraising events (to a maximum of 2035 hours) to be held at the school and supervised by the school principal.

#### **G. PERMIT PROCESSING FEES**

Permit Processing Fees are non-refundable as per the current rate structure.

##### **Recovery of Direct Costs:**

Staff members are authorized to secure from the permit holder, where appropriate, any additional costs for extra supplies that may result from a permit.



## Permits for Use of TCDSB Facilities

### **APPENDIX A: OPERATIONAL PROCEDURES**

- (1) Permit holder shall be responsible for all costs associated with malicious and nuisance fire alarms.
- (2) The use of high performance fields identified in the Permit Rates Schedule will include a non-refundable fee of \$100/season/school in addition to the flat or hourly fee.

#### **H. PERMIT APPLICATION APPROVAL NOTIFICATION TIMELINES**

School facilities will not be available on Professional Development days after 6:00 pm.

##### **(1) September – June (All Requests)**

Acceptance of applications starts June 1, or the next following business day if June 1 falls on a weekend. All applications received by July 31 will be processed, approved, where possible, and confirmed in date and priority order by August 31. Applications from non TCDSB users received after July 31 will be processed based upon the availability of appropriate facilities and times. Permits will not be granted for community use of school facilities during the two weeks prior to school closing in June, two weeks prior to school commencing in September and during the first week of school in September, unless otherwise authorized by the School Principal or Community Use of Schools Department.

##### **(2) May-August – Exterior Use of Space**

Acceptance of applications starts January 15 or second Monday in January, whichever occurs first in that year. Applications received after March 1 will be processed based upon the availability of appropriate facilities and times. The deadline for summer permit applications is April 30<sup>th</sup>.

o Permits for the use of school sports fields will be granted, if available (based on school use and maintenance schedules)

o The use of sports fields and diamonds shall be allowed only from the middle of May to the end of August, inclusive. Exceptions may be made to accommodate extensions in consultation with the school principal.

##### **(3) July – August – Interior Use of Space**

Acceptance of applications starts January 15 or second Monday in January, whichever occurs first in that year. All applications received by May 1 will be processed, approved, where possible, and confirmed in date and priority order by June 15. The deadline for summer permit applications is April 30<sup>th</sup>.

Note that school availability for summer use may be limited to allow for scheduled and/or necessary maintenance, renovations and major cleaning.



## Permits for Use of TCDSB Facilities

# APPENDIX A: OPERATIONAL PROCEDURES

### **I. CANCELLATION OF PERMITS**

In the event that a permit is cancelled after confirmation due to Board related activities, Community Use of Schools Staff will make all efforts to accommodate the permit holder in alternate locations.

The following standards apply in respect of the cancellation of a permit:

- (1) Once the school year has begun, displacement of an existing permit for use by the school requires two weeks' advance notice and approval from the School Principal and Superintendent of Education. Cancellation on shorter notice requires approval from the Director of Education.
- (2) Permit holders cancelling theatre/auditorium bookings shall do so 10 days prior to the event to avoid paying \$100 + HST penalty.
- (3) Permits in Priority Schools Initiative sites will receive a warning for the first "no show" and will be cancelled on the 2nd occurrence and charged a 3 hour "call out".
- (4) Due to operational requirements to reschedule caretaking staff from afternoon shift to day shift, elementary schools are not available for permit use on P.A. Days.

### **J. SPECIAL EVENTS PERMITS**

Permit requests for one-time special events where the anticipated attendance is in excess of 200 people may require the applicant to make arrangements for licensed security personnel and/or paid duty Toronto Police Service officers. The Community Use of Schools Department will determine the aforementioned need based on the nature of the event and the anticipated number of people in attendance. **Marriage related parties, showers, receptions or birthday celebrations will not be considered. In addition, alcohol consumption in school facilities and on Board property is strictly prohibited.**

### **K. SCHOOL PERMIT REQUESTS**

Schools have priority for the use of space during the school year, during the evenings and weekends for school student related activities. In the event of a conflict with another existing permit the school administration will attempt to arrange an accommodation with the permit holder and will provide written notification to the Community Use of Schools Department.

- (1) Annually, principals are requested to submit on-line requests to reserve specific dates for meetings/special events during non-instructional hours for the following school year 2 weeks prior to June 1. This ensures that the school requests receive priority and reduces the number of cancellations and reprocessing of permits.
- (2) Permits will be issued to a school on a priority basis for any program-related activities occurring at the school. Block booking of school spaces to restrict community use is not permitted. In addition, from September to June inclusive, principals may reserve their





## Permits for Use of TCDSB Facilities

### **APPENDIX A: OPERATIONAL PROCEDURES**

school's gymnasium for student-related activities after 6:00 p.m., one (1) weeknight each week, on an as-needed basis.

- (3) Block booking of school spaces to restrict community use is not permitted. Requests for permits must clearly identify the purpose of the school activity/event. If the school activity is not specified, the permit request will be rejected.
- (4) For school-sponsored activities taking place on weekends, e.g. school anniversary/tournament, a total of **20 35** hours of custodial service per school year shall be provided at no cost to the school

#### **L. ELECTIONS**

TCDSB as a Provincially funded institution makes its schools available for the purpose of polling station for Municipal, Provincial and Federal elections. Elections Canada submits payment based on the number of polling stations at each location. The cost per polling station is determined by Elections Canada. Further costs and/or security requirements are based on the Memorandum of Understanding between TCDSB and Elections Canada.

Once the requested facility has been assigned and permitted the polling stations cannot be relocated.

#### **M. SECURITY DEPOSIT AGAINST POTENTIAL DAMAGES**

- (1) Staff members are authorized to secure where appropriate, from the permit holder, a security deposit to indemnify the Board against potential damages that may result from a permit.





## Permits for Use of TCDSB Facilities

### **APPENDIX A: OPERATIONAL PROCEDURES**

- (2) Adult ball hockey is limited to facilities that have been identified by the Planning and Facilities Department as having floors suitable for that purpose.
- (3) Community User groups will be required to submit a copy of their public liability insurance certificate prior to the issuance of a permit. Proof of liability insurance coverage shall be a minimum of \$2 Million and the TCDSB must be named as an additional insured on the insurance certificate
- (4) Letter of Credit or other suitable security deposit in the amount of \$1,000.00 may be requested from permit holders obtaining a permit for tournaments.



NAME OF ORGANIZATION

PERMIT HOLDER/DESIGNATE  
(Please Print)

## TCDSB PERMITS RULES AND REGULATIONS

- (1) **Minimum ten (10) days advance notice is required before a Permit can be issued. This ten day notice applies to ALL Permit applicants.**
- (2) **Fees for Permits shall be paid thirty (30) days in advance** where applicable to the Board, by money order, certified cheque, bank draft, or by presentation of Visa, MasterCard or Debit Card for payment online.
- (3) The Board reserves the right to cancel or alter a Permit at any time. Should this occur, appropriate charges for cancelled date(s) will be refunded. The Board assumes **NO** responsibility for any additional expenses, distress, disappointment, frustration and/or inconvenience as a result of such cancellation or alteration to the Permit.
- (4) If, for any reason, a permitted facility is not required on any of the requested dates, refund of charges will be made **ONLY** if the Permits Department of the Board is notified in writing, e-mail or fax, **72 hours before the event is scheduled to occur**
- (5) The National Anthem shall be sung or played at all assemblies held in school buildings.
- (6) **Alcoholic beverages, smoking, vaping, illicit drugs and unlawful gambling of any form, are strictly prohibited and will NOT be allowed in any part of the building or Board property.**
- (7) The building must be vacated by the time shown on the Permit. The Permit Holder is required to ensure that all those who are under his/her supervision have safely left the premises.
- (8) Adult supervision must be provided by the Permit Holder and must be to the satisfaction of the Board.
- (9) No organization whose policies or actions militate against the Church or country will be granted the use of any property of the Board.
- (10) Parking on Board property, where it is provided, is a privilege. All parking is at the risk and responsibility of the owner and/or driver of the vehicle.
- (11) Permit Holders are not permitted to operate, adjust or interfere with electrical or mechanical equipment.
- (12) Permit Holders are not permitted the use of any school equipment unless authorized by the school Principal.
- (13) All equipment stored at schools by Permit Holders must be approved by school Principal, and is stored at the Permit Holder's own risk.
- (14) The School Board representative on the property during the hours of any Permit is in complete charge of the building. The Permit Holder is required to adhere to the instructions of the School Board representative.
- (15) Permit Holders are required to restrict activities to the locations stated on the Permit. However, washrooms closest to the activity are available for use by the Permit Holder and members of his/her party.
- (16) **The Permit Holder hereby releases, waives and forever discharges the Toronto Catholic District School Board and its employees, agents, officials, contractors, representatives, elected and appointed officials and successors and assigns of and from any and all claims, demands, damages, costs, expenses, actions and causes of action whatsoever, whether in law or equity, in respect of death, injury, loss or damage to the Permit Holder or his/her or its property, as the case may be, howsoever caused, and the Permit Holder further agrees to indemnify and save harmless all of the aforesaid from and against any and all liability incurred by any of them or all of them arising out of or as a result of, or in any way connected with, the issuance of this Permit.**
- (17) Rubber-soled, non-marking shoes must be worn in the gymnasium or auditorium for gymnastics or sports activities. The application of powder, wax, or any other preparation to gymnasium or auditorium floors for dancing purposes is prohibited.
- (18) The Permit Holder shall, if requested by the Board, produce a certified financial statement showing disposition of monies received as a result of the use of Board property under a Permit.
- (19) The Permit Holder is responsible for the theft, loss and all damages arising from the use of the school premises by the Permit Holder or a member of his/her party.
- (20) Permit Holder must have a copy of approved Permit at each event. Persons unable to produce this Permit may have entrance to school delayed pending verification by custodian.
- (21) The Permits (Community Use of Schools) Department must receive a copy of advertisements at least five working days before the permitted event. All advertisements of events to take place on Toronto Catholic District School Board property shall not contain the name of the school (only the Municipal address) and must list the name and telephone number of the Permit Holder.
- (22) Food or beverages, where approved as a part of the approved Permit, must be consumed **ONLY** in the assigned cafeteria and lunchroom areas.
- (23) Assignment of the Permit or subletting of the permitted premises by the Permit Holder to a third party is prohibited and will be grounds for immediate cancellation of the Permit.
- (24) Permit Holders must comply with all fire regulations, including keeping all exits and fire routes free from obstruction at all times. The Permit Holder during the period of use will be responsible for any fee charged by the City of Toronto or Fire Department for false alarm due to a malicious act.

**I have read the Policy B.R. 05 and all Rules and Regulations and agree to abide by them as the Permit Holder.**

Date: \_\_\_\_\_

Signature: \_\_\_\_\_



# COMMUNITY USE OF SCHOOLS

## PERMIT RATES for PERMIT TYPE II

**Rates for occasional or continuing use after 6pm, for the use of a facility are based on the following charges:**

- i. Facility usage fees; ii. Supervision fees; iii. Processing fees; and iv. Recovery of Direct Costs.**

### CATEGORIES

Permits are divided into three categories. Category A permits will be provided at no charge. Category B permits will be provided at reduced charges. Category C permits will pay the full permit rates.

#### CATEGORY A

- (a) The use of facilities for the celebration of the Eucharist, Catholic religious services or instruction, and education activities approved by the Director of Education.

#### CATEGORY B

- (a) The use of facilities for registered charitable organizations.
- (b) B1- Not-For-Profit as funded by Community Use of School from Ministry Education.

#### CATEGORY C

- (a) All others including adult groups and organizations of Commercial Enterprise.

### ***Facility Usage Fees Applicable to Permit Type II:***

- (a) The following **HOURLY** user fees will apply:

All facility fees are subject to **H.S.T. No. 107-694-119 RT001.**

FACILITY	DAYS	CAT.A	CAT. B	CAT. C
----------	------	-------	--------	--------

			B1	B2	
Gymnasium-Single	Mon-Fri	N/C	\$7.50/hr.*	\$15.00/hr.	\$30/hr.
-Double	Sat-Sun	N/C	\$7.50/hr.*	\$15.00/hr.	
	Mon-Fri	N/C	\$15/hr.*	\$30/hr.	\$60/hr.
	Sat-Sun	N/C	\$15/hr.*	\$30/hr.	
Classrooms		N/C	\$2.50/hr.*	\$5.00/hr.	\$15.00/hr.
Cafeteria	Mon-Fri	N/C	\$20/hr.*	\$40/hr.	\$80.00/hr.
	Sat-Sun	N/C	\$20/hr.*	\$40/hr.	
Theatre/Auditorium	Mon-Fri	N/C	\$35.00/hr.*	\$70.00/hr.	\$250.00/hr.
	Sat-Sun	N/C	\$35.00/hr.*	\$70.00/hr. Rehearsal rate	\$150/hr./additional performance Rehearsal rate \$100/hr.
Fields		N/C	\$10/hr.*	\$12/hr.	\$35/hr.
High Performance Fields	Monday- Sunday	N/C	\$50.00/hr.*	\$50.00/hr.	\$65/hr. (adults) \$100/hr.(commercial)
Parking Grounds maintenance surcharge (Permit Holders)		N/C	\$0.25* per person per occurrence	\$0.25 per person per occurrence	\$0.50 per person per occurrence
Swimming Pools	Mon-Fri	N/C	\$90/hr.*	\$90/hr.	\$100/hr.
	Sat-Sun	N/C	\$90/hr.*	\$90/hr.	

\* Scouts, Guides, and Air Cadet N/C =  
no charge

Surcharge of \$100/annum/site will apply for High Performance Fields

**NOTE: Permit Rates and Fees are subject to change without notice.**

Requests for filming and special event permits are negotiated by the Community Use of Schools Department and are charged a minimum of \$2,500/day.

CUS staff reserves the right to levy additional charges for clean-up and other special circumstances. Permits cancelled with less than ten (10) days' notice  
**WILL NOT BE REFUNDED.**

*Trustees will receive notice of any movie permits in their wards.*

- (b) Permits issued for polling stations shall be at the rates established by municipal, provincial, or federal election authorities (actual costs incurred by the school may be recovered upon request to the Community Use of Schools Department).

- ### *Supervision and Cleaner Fees:*

CATEGORY	A	B	C	B & C
	SUPERVISION			CLEANER
Monday - Friday 7:30 a.m. - 11:30 p.m. or such other times when the facilities are normally staffed	N/C	\$21.18/hour	\$32.58/hour	\$35.47/hour
Saturday	N/C	\$21.18/hour	\$32.58/hour	\$35.47/hour
Sunday	N/C	\$28.24/hour	\$43.44/hour	\$47.30/hour
Statutory Holidays	As per Collective Agreements	As per Collective Agreement	As per Collective Agreement	As per Collective Agreement

- Processing Fees** (NON REFUNDABLE) payable annually:

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Category B	<b>\$20.00</b>
Category C	<b>\$85.00</b>
Permit Change/Revision Fee	\$25.00/change request
<b>N.S.F. cheque</b>	<b>\$40.00</b>
Monthly Financial Statement (mailed)	\$10.00

**(Category “B” and “C”)**

Cancellation of a permit which includes an auditorium/theatre for

Categories “B” & “C” will be charged an additional \$100.

All rates noted above are subject to HST @ 13%.

## High Performance Fields

St. John Paul II
Dante Alighieri
Don Bosco
Father Henry Carr
Msgr. Percy Johnson
Senator O’Connor
St. Basil the Great College



**POLICY Building/Plant/Grounds**

**SECTION:**

**SUB-SECTION: Rentals/Permits**

**POLICY NAME: Permits POLICY NO: B.R. 05**

<b>Date Approved:</b> January 2007	<b>Date of Next Review:</b> March 2024	<b>Dates of Amendments:</b> May 2013, February 2014, March 2019
<b>Cross References:</b> <ul style="list-style-type: none"><li>• Ministry of Education Memorandum 2006: B13 <i>Community Use of Schools</i></li><li>• A.13 Distribution of Advertisements</li><li>• A.35 Accessibility Standards</li><li>• B.B.04 Smoke and Vapour Free Space</li><li>• H.S.03 Caretaking Deployment</li><li>• H.S.06 Permit Supervisors</li><li>• S.S.04 Access to School Premises</li><li>• S.S.09 Code of Conduct</li></ul>		
<b>Appendix:</b> <ul style="list-style-type: none"><li>• Appendix A - Operational Procedures</li><li>• Appendix B - TCDSB Permit Rules and Regulations</li><li>• Appendix C – Application for Permit</li></ul>		

### **Purpose**

This Policy affirms the TCDSB'S commitment to making its facilities available for use by schools, organizations and community groups consistent with clearly articulated operational procedures, **when facilities are not being used for regular school activities.**

### **Scope and Responsibility**

This policy extends to all facilities operated by the TCDSB throughout the year. The Director of Education, supported by the Community Use of Schools Department, is responsible for this policy.





**POLICY      Building/Plant/Grounds**

**SECTION:**

**SUB-SECTION:      Rentals/Permits**

**POLICY NAME:   Permits POLICY NO:   B.R. 05**

**Alignment with MYSP Multi Year Strategic Plan:**

Living Our **Catholic** Values

Fostering Student Achievement and Well-Being Strengthening

**Enhancing** Public Confidence

**Providing** Stewardship of Resources

**Achieving Excellence in Governance**

**Policy**

The Toronto Catholic District School Board, as a publicly funded educational institution, shall make its facilities available to the public for use for worthwhile purposes, without infringing upon the school's educational process.

**Regulations**

1. Every individual or organization that enters into an agreement with the TCDSB respecting the use of a school or premises operated by the **bBoard** will comply with the standards of behaviour and safety outlined in the **bBoard's** Code of Conduct.
2. School facilities made available for use on school days or non-school days by the TCDSB or community groups shall be governed by the Operational Procedures. (Appendix A)
3. Each permit holder must abide by all of the permit rules and regulations set out in the TCDSB Permit Operational Procedures (Appendix B).



**POLICY      Building/Plant/Grounds**

**SECTION:**

**SUB-SECTION:      Rentals/Permits**

**POLICY NAME:   Permits POLICY NO:   B.R. 05**

4. Permits may be issued to any organization or individual on a prioritized basis, and are categorized by permit charges.
5. Permits will be issued to a school on a priority basis for any program-related activities occurring at the school. Block booking of school spaces to restrict community use is not permitted. In addition, from September to June inclusive, principals may reserve their school's gymnasium for student-related activities after 6:00 p.m., one (1) weeknight each week, on an as-needed basis.
6. From July to August inclusive, TCDSB facilities will be made available to approved groups on a priority basis. Gymnasium facilities may not be exclusively reserved by TCDSB personnel, and will be shared with other permit holders in the same building.
7. Requests for filming and special event permits are negotiated by the Community Use of Schools Department. Trustees will receive notice of any film production or police training permits in their wards.
8. Permit Supervision and Cleaner Fees will be calculated based on the current rate structure, and are subject to HST charges. The cost of the permit will be shown on the confirmation contract.
9. Displacement of an existing permit for use of facilities by the TCDSB requires two weeks advance notice and approval from the school principal and Superintendent of Education. Cancellation on shorter notice requires approval from the Director of Education or designate.
10. With the exception of all board-sponsored activities at TCDSB facilities, permit applicants shall provide a copy of their Third Party Liability Insurance Certificate naming the TCDSB as an Additional Insured. **An insurance certificate , proving compliance with this requirement shall be provided as a prerequisite to approving an application.**



**POLICY      Building/Plant/Grounds**

**SECTION:**

**SUB-SECTION:      Rentals/Permits**

**POLICY NAME:   Permits POLICY NO:   B.R. 05**

11. In cases where there are multiple requests for the use of the same facilities, staff will make reasonable efforts to distribute the facilities equally amongst the applicants. Preference will be given to those permit groups that serve students in the immediate school community.
12. All appeals concerning permits shall be sent in writing to the Senior Coordinator of Development Services who will render a decision. In the case of a further appeal, the Associate Director **of Planning and Facilities** shall make the final decision.

### **Definitions Code of Conduct**

The TCDSB Code of Conduct is consistent with the requirements set out in the Provincial Code of Conduct. The Code of Conduct establishes standards of behaviour for all members of the school community.

The standards of behaviour apply to all individuals involved in the publicly funded school system including but not limited to students, parents, volunteers, teachers and other staff members, superintendents, senior board staff, board personnel, trustees, visitors, permit holders/third party with respect to rental of school space, co-op employers, crossing guards, bus drivers, service providers, guests and delivery personnel whether they are present on school property, on school buses, at school-related events or in other circumstances that could have an impact on the school climate.

### **Permit-Type 1**

This type of facility use is intended for occasional use by the TCDSB and/or a school community during school days between the hours of 7:00am and 6:00pm. A permit may be required for use of the facility by the school principal in consideration of specified criteria.



**POLICY      Building/Plant/Grounds**

**SECTION:**

**SUB-SECTION:      Rentals/Permits**

**POLICY NAME:   Permits POLICY NO:   B.R. 05**

### **Permit –Types 2**

This type of permit is intended for occasional or continuing use after 6:00 p.m. on a school day, and during non-school days and is processed centrally by the Community Use of Schools Department.

### **Evaluation and Metrics**

The effectiveness of the **pP**olicy will be determined by measuring the following:

**~~The use of TCDSB sites will be monitored throughout the year based on~~**

1. the number of permits issued by TCDSB **site**,
2. the revenues generated, and
3. the expenditures incurred.



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEEAGE-APPROPRIATE PLACEMENT:  
CURRICULUM/PROGRAM SUPPORTS

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

Created, Draft	First Tabling	Review
January 27, 2020	February 11, 2020	
Maria Meehan, Superintendent of Education, Special Services V. Cocco, A. Coke, M. Gendron, R. Macchia, J. Mirabella, D. Reid, and P. Stachiw, Special Services Chiefs M. Endler, J. Morgan, and M. Vanayan, Research Department C. Fernandes, Superintendent of Education, Area 4 and Policy Development		

## RECOMMENDATION REPORT

**Vision:**

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

**Mission:**

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

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



Brendan Browne, PhD  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **Executive Summary**

This report recommends the adoption of a new policy on age-appropriate placement: curriculum/program supports.

This new policy has been created in response to a motion by the Board of Trustees to address parental requests for grade-level acceleration or retention. While the Toronto Catholic District School Board routinely engages the ministry-mandated practice of the age-appropriate placement of students, it finds itself, from time to time, needing to address parental requests for grade-level acceleration or retention.

This new policy's accompanying operational procedures are intended to provide curriculum and program support suggestions that will enable students to engage with age-appropriate and meaningful enrichment or support activities and/or program settings that are within-grade.

This report also recommends the adoption of the accompanying Toronto Catholic District School Board (TCDSB) Operational Procedures – Age-Appropriate Placement: Curriculum/Program Supports.

*The cumulative staff time required to prepare this report was 80 hours.*

### **A. PURPOSE**

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

### **B. BACKGROUND**

1. The Toronto Catholic District School Board (TCDSB) Policy on Age-Appropriate Placement: Curriculum/Program Supports has been created in response to a motion carried by Trustees at the April 4, 2019 Student Achievement and Wellbeing Committee meeting.
2. This policy and the appended operational procedures have been developed in accordance with the following:
  - a) key regulations such as: the Education Act and PPM 156: Supporting

- Transitions for Students with Special Education Needs, 2013;
- b) key policy documents such as: the Policy on Accessible Education for Students with Disabilities, 2018; and
  - c) other Ontario Ministry of Education resource documents that inform the principles of:
    - i) Differentiated Instruction (DI),
    - ii) Universal Design for Learning (UDL), and
    - iii) Assessment, evaluation, and reporting for student success.
3. On February 11<sup>th</sup>, 2020, this policy appeared at the Governance and Policy Committee Meeting. The report was recommended to go out for consultation in the community.
- 4.
- 5.

## **C. EVIDENCE/RESEARCH/ANALYSIS**

This policy has been created in consultation with Field Superintendents, as well as Senior Staff in Special Services, Research, Legal Services, Curriculum and Innovation, Communications, and Equity and Indigenous Education. Other TCDSB stakeholders consulted are those from among the various staff work groups, students, and parent representatives on the Special Education Advisory Committee (SEAC) and Catholic School Parent Councils.

## **D. METRICS AND ACCOUNTABILITY**

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

## **E. IMPLEMENTATION**

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

## **F. STAFF RECOMMENDATION**

Staff recommends that the newly created Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B, be adopted.





**POLICY SECTION:** Students

**SUB-SECTION:** Programs

**POLICY NAME:** Age-Appropriate Placement:  
Curriculum/Program Supports

**POLICY NO:** S.P. 03

<b>Date Approved:</b>	<b>Date of Next Review:</b>	<b>Dates of Amendments:</b>
<p><b>Cross References:</b>  A Guide for Effective Assessment and Instruction for All Students, Kindergarten to Grade 12  Education Act, 265 (1)(g): Duties of a Principal  Effective Educational Practices for Students with Autism Spectrum Disorders, 2007  Growing Success, 2010: Assessment, Evaluation, and Reporting in Ontario Schools,  Growing Success - The Kindergarten Addendum, 2016  Learning For All, 2013  Ontario Equity and Inclusion Strategy, 2009  Ontario Schools K-12 Policy and Program Requirements, 2016  Ontario Regulation (O Reg.) 181/98: Identification and Placement, Exceptional Pupils  PPM 156: Supporting Transitions for Students with Special Education Needs, 2013  Policy on Accessible Education for Students with Disabilities, 2018, Ontario Human Rights Commission  Special Education in Ontario Kindergarten to Grade12, Policy and Resource Guide, 2017  Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8, 2008  Toronto Catholic District School Board Equity Action Plan, 2018-2021</p>		
<p><b>Appendix:</b> TCDSB Operational Procedures - Age-Appropriate Placement: Curriculum/Program Supports</p>		



**POLICY SECTION:** Students

**SUB-SECTION:** Programs

**POLICY NAME:** Age-Appropriate Placement:  
Curriculum/Program Supports

**POLICY NO:** S.P. 03

**Purpose:**

This policy and the appended Operational Procedures for Age-Appropriate Placement and Curriculum/Program Supports have been developed in accordance with the following:

- a) key regulations such as: the Education Act and PPM 156: Supporting Transitions for Students with Special Education Needs;
- b) key policy documents such as: the Policy on Accessible Education for Students with Disabilities, 2018; and
- c) other Ontario Ministry of Education resource documents that inform the principles of:
  - i) Differentiated Instruction (DI),
  - ii) Universal Design for Learning (UDL), and
  - iii) assessment, evaluation, and reporting for student success.

**Scope and Responsibility:**

This policy applies to all Toronto Catholic District School Board (TCDSB) elementary and secondary schools. The Director of Education and the Superintendent of Special Services are responsible for the oversight and implementation of this policy.

**Alignment with MYSP:**

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

**Policy:**

The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, Kindergarten to Grade 12, p.52*), it also commits to providing



**POLICY SECTION: Students**

**SUB-SECTION: Programs**

**POLICY NAME: Age-Appropriate Placement:  
Curriculum/Program Supports**

**POLICY NO: S.P. 03**

individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services.

The accompanying operational procedures identify curriculum and programming considerations that address individualized learning needs. They also provide information regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.

### **Regulations:**

1. All accommodation requests pertaining to the grade-level acceleration or retention of students shall be directed to the Principal of the school where the student attends.
2. The operational procedures will outline consistent and transparent processes for:
  - i. the consideration of grade-level acceleration and retention requests;
  - ii. the communication of the approval or denial of the request to affected parties;
  - iii. the implementation of the grade-level acceleration or retention accommodation;
  - iv. the roles and responsibilities of the involved parties; and
  - v. approaches to student academic and social-emotional development and well-being.
3. In circumstances where a parent requests to have the student grade-level accelerated or retained, each such request shall be reviewed individually by the TCDSB, giving consideration to the student's dignity, integration, independence and learning abilities/needs, and other types of accommodations available to enable meaningful access to education.



**POLICY SECTION:** Students

**SUB-SECTION:** Programs

**POLICY NAME:** Age-Appropriate Placement:  
Curriculum/Program Supports

**POLICY NO:** S.P. 03

### Definitions:

**Acceleration:** The term *acceleration* refers to a variety of practices that increase the rate or level of learning for students who learn more quickly or who have more advanced levels of understanding than those expected for students in their grade. Grade-level acceleration involves the placement of a pupil in the grade beyond an age-appropriate placement.

**Accommodations:** The term *accommodations* refers to the special teaching and assessment strategies, human supports, and/or individualized equipment that are deemed to be necessary for students with Special Education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade-level or course.

**Assessment:** This refers to the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning." Evaluation of student learning is based on "assessment *of* learning" that provides evidence of student achievement at strategic times throughout the grade/course and often at the end of a period of learning.

**Differentiated Instruction (DI):** An approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs.

**Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences (*Ontario Equity and Inclusion Strategy, 2009*).



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement:  
Curriculum/Program Supports

POLICY NO: S.P. 03

**Individual Education Plan (IEP):** A written plan describing the Special Education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his/her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has Special Education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement. (*Learning for All*, 2013, p.64-65).

**Inquiry-Based Learning:** The inquiry process involves open-ended learning experiences that are inclusive of all students and offer students real choices and opportunities to develop their own voice. Educators design the inquiry process to respond closely and accurately to individual students' learning needs.

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

**Readiness:** This does *not* refer to the student's general ability level, but to the current knowledge, understanding, and skill level a student has in relation to a particular sequence of learning. Some students may require remediation or modified expectations; others may need learning concept extensions or opportunities for independent study.



**POLICY SECTION:** Students

**SUB-SECTION:** Programs

**POLICY NAME:** Age-Appropriate Placement:  
Curriculum/Program Supports

**POLICY NO:** S.P. 03

**Retention:** This refers to withholding the advancement of a pupil to the next age-appropriate grade-level; the repeat of the current grade placement; or to the placement of a pupil in a grade below an age-appropriate placement.

**Tiered Approach:** The “tiered” approach to prevention and intervention is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs.

**Universal Design for Learning (UDL):** Is an approach utilized by educators to ensure that teaching strategies, pedagogical materials and tools appropriately respond to the special needs of a specific student or group of students, and can also be useful for *all* students. Examples include, but are not limited to, various types of assistive technology, such as speech-to-text software, organizational software, and interactive whiteboards, enable students who have special education needs to access the curriculum. (*Learning for All, 2013, p.13*).

### **Evaluation and Metrics:**

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

1. Data will be gathered annually regarding the number of requests for students to be grade-level accelerated or retained; as well as approvals, and denials.
2. This policy shall be reviewed on a regular basis (as needed), but no less than every five years.



## **TCDSB Operational Procedures: Age-Appropriate Placement**

### **Curriculum and Program Supports**

**TCDSB Special Services Department**



# Appendix B to the Report

## Operational Procedures:

### Age-Appropriate Placement - Curriculum and Program Supports



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## 1.0 Purpose

- 1.1 The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, K-12, p.52*), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services. These operational procedures shall be interpreted in accordance with applicable legislation, including the Ontario *Human Rights Code*, the *Education Act* and its attendant Ontario Regulation 181/98. To the extent that these operational procedures or its accompanying policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* conflict with applicable legislation, the legislation shall prevail.
- 1.2 These operational procedures identify curriculum and programming considerations that address individualized learning needs. They provide information also regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.
- 1.3 These procedures and the attendant policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* will be posted on the TCDSB website in order to inform the TCDSB community about considerations for age-appropriate curriculum and programming supports.
- 1.4 The following are important considerations for the parent who may apply to the TCDSB to have a student grade-level accelerated or retained:
- a) The TCDSB utilizes a variety of placements, differentiated instruction, and evidence-based interventions and strategies to provide meaningful access to education for students who have ability- or disability-related needs that impact their learning;
  - b) Any determination of whether grade-level acceleration or retention is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB; and

- c) Notwithstanding any provision in *Policy S.P.03 Age-Appropriate Placement: Curriculum and Program Supports*, and these Operational Procedures, the Board will consider each request for a student's grade-level acceleration or retention on a case-by-case basis (and will comply with its duty to accommodate under the *Education Act* and *Human Rights Code*).

## **2.0 Background**

The Board upholds its current practice of endorsing an age-appropriate, grade-level placement for students. In this context, the appropriate accommodations would continue to be engaged for a variety of types of learner, whether it is one seeking enrichment, accommodations to meet curriculum expectations, or to meet alternative expectations outlined in the Individual Education Plan (IEP). This new policy will formalize the process for consideration of acceleration or retention of a student.

In the event that a parent requests consideration for grade-level acceleration or retention, a number of considerations need to be discussed with the Parent and other key stakeholders, and a decision is made in the best interests of the individual child. In most cases, a student's learning needs can be met within the age-appropriate, mainstream classroom. Accommodations to the mainstream (non-Special Education) classroom can include: enrichment activities, special peer groupings, or individualized attention.

## **3.0 Three Effective Approaches to Classroom Instruction**

*(Learning for All, 2013, p.12-14)*

Instruction that both responds to the characteristics of a diverse group of students and that is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:

- a. Universal Design for Learning (UDL),
- b. Differentiated Instruction (DI), and
- c. Tiered approach to prevention and intervention.

Used in combination, UDL and DI enable educators to respond effectively to the strengths and needs of all students.

The two approaches overlap, sharing certain goals and strategies, such as providing a range of instructional strategies, resources, learning tasks, and assessment tools in order to meet the different strengths, needs, levels of readiness, and learning styles or preferences of the students in a class.

### 3.1 Universal Design for Learning (UDL)

Universality, Equity, Flexibility, and Inclusiveness are four principles for establishing effective UDL classrooms. Incorporating the principles of universality and equity, UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of all students.

The “universal” in UDL does not imply that there is one optimal solution for everyone; rather, it reflects awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit individual learners and maximize their ability to progress (Rose & Meyer, 2002). This means planning learning opportunities that will extend the learning of all students, whatever their level of achievement, and help each one reach his/her potential.

Incorporating the principles of *flexibility* and *inclusiveness*, the planning of teaching and the time teachers allocate to students’ activities must be sufficiently flexible to provide real learning experiences for all students, regardless of their performance level. Students are accommodated through:

- a. a variety of teaching strategies and pedagogical materials that are relevant, engaging, and responsive to their learning needs; that make use of all the senses; and that vary in form, level of difficulty, and manner of presentation;
- b. a variety of technological media and tools;
- c. different types of assessment strategies, involving a range of media, formats, and response options (Note: During assessments, students have access to the same supports that they have during instruction unless those supports undermine the purpose of the assessment.); and

- d. various ways of using space.

### 3.2 Common Classroom Strategies

Common classroom strategies support the principles of DI and UDL. The best way to engage students is by offering them choice (*Karen Hume, 2008*). By providing Differentiated Instruction options, this can be made possible. Some key essentials of differentiated instruction are the following (*Ontario Ministry of Education Differentiated Instruction (DI) Brochure, October 2008*):

- a. Teachers having knowledge of students' readiness to work with concepts, their interests, and their learning preferences, and seeing all preferences as equally valid;
- b. Teachers using a repertoire of instructional and assessment strategies to meet the needs of different learners;
- c. Ensuring that all differentiated instruction activities are equally engaging and respectful and take approximately the same amount of time;
- d. Unless students are on an IEP, all differentiated instruction is based on the same curriculum expectations and all students have opportunities to achieve the same high standards of performance;
- e. Students are assessed before, during, and after their learning. Assessments inform next steps for both teacher and student;
- f. Even if students have choices in the ways that they demonstrate their learning, teachers are able to use a common assessment tool (e.g., a rubric) so that all student work is judged against the same assessment criteria; and
- g. A defining characteristic of a differentiated classroom is flexibility. Students work in short-term, flexible learning groups and educators are flexible in creating and altering instructional plans in response to learners.

Differentiated Instruction is an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. It recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences. (*Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12, 2010, p.146*)

Furthermore, differentiating instruction based on student readiness involves knowing where particular students are on the learning continuum, then planning program features and instructional strategies, resources, and supports to meet them where they are and move them along the continuum. Some students may require remediation or modified expectations; others may need extensions or opportunities for independent study. (*Learning for All, 2013, p.18*)

Differentiated Instruction includes:

- Providing alternative instructional and assessment activities;
- Challenging students at an appropriate level;
- Using a variety of groupings to meet student needs.

Differentiated Instruction does not include:

- Doing something different for every student in the class;
- Disorderly or undisciplined student activity;
- Using groupings that never change or isolating struggling students within the class;
- Never engaging in whole-class activities with all students participating in the same endeavour.

Differentiation of Content, Process, and Product: A Checklist to Guide Classroom Practice (Adapted from *Differentiated Instruction Educator's Guide: Getting to the core of teaching and learning, Ontario Ministry of Education, 2007, in Learning for All, 2013, pp.20-21*)

### Differentiate Content

- Vary content (e.g., provide content at different levels of difficulty; enable students to extend knowledge and skills) to suit student readiness, interests, motivational needs, and learning styles.
- Unpack the big ideas of the curriculum to create achievable learning goals.
- Introduce new learning and pose open questions as appropriate to the student's **Zone of Proximal Development (ZPD)**.

### Differentiate Process

- Use various assessment strategies to match students' strengths, learning style preferences, interests, and readiness.
- Use various types of learning activities and various grouping strategies to draw on students' strengths and provide support in areas that need improvement.
- Use a variety of instructional and management strategies that engage all modalities.
- Provide students with opportunities to choose from an array of activities and projects that involve differentiated processes.
- Monitor students' responses to the differentiated strategies used, and assess their progress on a regular basis.
- Provide the accommodations and/or modifications that are specified in the IEPs of students who have special education needs.

### Differentiate Product

- Gather achievement data through various assessment tools.
- Engage students' interest by involving them in various different types of projects and problem-solving activities.
- Foster students' awareness of their strengths in learning, and their sense of ownership of their learning, by allowing them to choose the products they will create and the formats or modes of presentation they will use.



### 3.3 The Tiered Approach (*Learning for All, 2013, p.24*)

The tiered approach is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively.

Based on the premise of the *growth mindset* (Carol Dweck, Stanford University), tiered supports incorporate the following incremental supports:

- Tier 1: Universal strategies (for all)
- Tier 2: Targeted strategies (for some)
- Tier 3: Intensive strategies (for few)

Tiered supports can be used to address both academic and social-emotional needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement.

The tiered approach can:

- a. Facilitate early identification of both students who may be at risk and those who might be in need of greater support;
- b. Ensure appropriate and timely intervention to address these students' needs.

## **4.0 Understanding Students' Social-Emotional Needs and Abilities**

4.1 Prior to giving consideration to grade-level acceleration, every opportunity should be taken to provide students with differentiated learning experiences in the mainstream classroom and to engage all available Special Education programming supports such as the Intensive Support Program (ISP) learning environment.

4.2 Considerations must be given to all aspects of academic achievement as well as social emotional development.

- 4.3 There are some situations where great caution must be exercised in considering a request for advanced placement. Very young children have unique learning needs that must be addressed in a manner that acknowledges their need to be nurtured and respects their developmental level. Accelerated academic learning in early childhood may force the child to rely on lower level processes such as memorization instead of developing higher level cognitive strategies.
- 4.4 Learning opportunities presented at age three through five play a significant role in forming a foundation for learning that builds on confidence and curiosity. Students who may eventually be identified as Gifted might be at a significant disadvantage if they are accelerated.
- 4.5 When programming for gifted students is offered on a withdrawal basis, a child who has been accelerated will be evaluated and admitted to the program based on age norms. However, the placement will be with other gifted students who are one year older. In this setting, the accelerated child will be comparing his/her reasoning abilities and products to those of older gifted students.

## **5.0 Considerations for Acceleration**

- 5.1 There are competency-based and age-based programming acceleration options for gifted and talented learners. “Education programs and curricula can be differentiated in a variety of ways to provide Canada’s most capable learners with opportunities to progress at a developmentally appropriate pace, to offer them opportunities to learn ‘what they don’t already know.’ (Stanley, 2000, p. 216).”<sup>i</sup>
- 5.2 Educators should consider engaging some form of acceleration when the three following considerations hold true:
- a) In all aspects of the provincial report card (numeric grade, learning skills, and anecdotal comments), a student consistently demonstrates levels of achievement that are significantly beyond his/her grade-level peers.



- b) Achievement assessed includes assignments done independently at home as well as those completed in the classroom.
- c) Social and emotional development is appropriate for the proposed grade level, and self-esteem is well developed.

5.3 Successful acceleration depends on comprehensive assessment, thoughtful decision-making involving all stakeholders, and flexible implementation that is carefully monitored. In these circumstances, educational acceleration appears to promote social development, reduces boredom, and enhances academic achievement and attitudes toward school. <sup>ii</sup>

**5.4 Categories and forms curriculum delivery, enrichment, and acceleration** include the following which are either content-based or grade-based:

a) Content-based:

- (i) Advanced Placement,
- (ii) concurrent enrolment,
- (iii) e-learning courses,
- (iv) credit by examination,
- (v) curriculum compacting,
- (vi) co-curricular programs,
- (vii) International Baccalaureate (IB) programs,
- (viii) mentoring,
- (ix) single-subject or subject-matter acceleration, and
- (x) dual credit.

b) Grade-based:

- (i) Combined classes,
- (ii) continuous progress,
- (iii) early admission to Kindergarten or Grade 1,
- (iv) early entrance to high school or post-secondary education,
- (v) early graduation from secondary school,
- (vi) grade-skipping (whole grade acceleration),
- (vii) self-paced instruction,
- (viii) telescoping curriculum.

(See **Appendix 1** for a more detailed explanation of the categories above.)

5.5 Key questions to consider in order to determine if a student will benefit from grade-level acceleration according to the Ontario Psychological Association are the following:

- a. Is there assessment evidence that the child able to master material at a rapid pace relative to age-mates?
- b. Is there assessment evidence that the child understands concepts at a deeper level than classmates?
- c. Does the child demonstrate the emotional maturity to handle the demands of an advanced grade?
- d. Does the child demonstrate the social skills required to handle the demands of an advanced grade?
- e. Are the parent, child, and teachers in agreement with an advanced grade placement?

It should be noted that only with a positive response to *all* of these questions should the child be considered for grade-level acceleration.

5.6 **Characteristics of Giftedness**<sup>iii</sup> are recognized by educators and outlined in the four categories below. However, it should be noted that no student is outstanding in all characteristics. The following list of characteristics is neither prescriptive or exhaustive:

Learning Characteristics

- Has unusually advanced vocabulary for age or grade level
- Has quick mastery and recall of factual information
- Reads a great deal on his or her own; usually prefers adult-level books; does not avoid difficult materials
- Reasons things out for him- or herself

### Motivational Characteristics

- Becomes easily absorbed with and truly involved in certain topics or problems
- Is easily bored with routine tasks
- Needs little external motivation to follow through in work that initially excited him or her
- Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products
- Prefers to work independently; requires little direction from teachers
- Stubborn in his or her beliefs
- Concerned with right and wrong, good and bad

### Creativity Characteristics

- Constantly asking questions about anything and everything
- Often offers unusual, unique or clever responses
- Is uninhibited in expressions of opinion
- Is a high-risk taker; is adventurous and speculative
- Displays a keen sense of humor
- Shows emotional sensitivity
- Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different
- Is unwilling to accept authoritarian pronouncements without critical examination

### Leadership Characteristics

- Carries responsibility well
- Is self-confident with children his or her own age as well as adults
- Can express him- or herself well
- Adapts readily to new situations
- Generally directs the activity in which he or she is involved

- 5.7 Reach Ahead Opportunities for Elementary School Students: In certain circumstances, consideration may be given for reach-ahead opportunities for Grade 8 students seeking enrichment.

*“Under exceptional circumstances, an individual student in Gr. 8, with parental consent, may be given permission by the principal of a secondary school to ‘reach ahead’ to take secondary school courses, either during the school year or in the summer prior to entering Gr. 9. The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether ‘reaching ahead’ to take a secondary school course is in the best interests of the student. The principal of the secondary school will assume responsibility for evaluating the student’s achievement and for granting and recording the credit.” (Ontario Schools, Kindergarten to Grade 12, p.32, 2.5.2.1)*

5.8 Individual Education Plan (IEP) Accommodations and Modifications: An IEP will be prepared for all students with an identification of Giftedness. The Principal of the home school will ensure that an IEP is completed within 30 school days after placement in the program or start of a new school year/semester. A review of the identification and placement will be determined annually.

5.9 Academic and Psycho-educational Assessments: Students with psychological assessments must meet TCDSB criteria for an identification of Giftedness. The assessment must include a measure of intellectual ability that is accepted by TCDSB.

5.10 Identification and Placement in a (Gifted) Special Education Program:

Step 1: The Otis-Lennon School Ability Test (OLSAT8) is administered to **all grade 4 students** as well as to students who are nominated in higher grades have not previously completed the OLSAT8 test.

Step 2: Successful candidates who meet the TCDSB criteria will be referred to an Identification, Placement and Review Committee (IPRC) for possible identification as an Exceptional student with Giftedness and placement in the Gifted Program. Parents are invited to attend this meeting and will obtain information as to the location of the program.

Gifted Programs: Elementary Gifted Intensive Support Programs (ISPs) take the form of *Withdrawal* or *Congregated* Settings in the TCDSB.

Program Foci:

- ✓ To broaden the development of the intellectual, emotional, social, cultural, moral and spiritual potential of students
- ✓ To develop further creative thinking, collaboration, communication, critical thinking, problem solving, research, organizational and independence skills
- ✓ To provide students with opportunities to explore multiple perspectives, novel ideas, and to probe topics more deeply
- ✓ To engage students in independent and leadership learning opportunities
- ✓ To provide students with the opportunity to collaborate with likeminded peers

**Is Grade-Level Acceleration an Appropriate Response?**

5.11 If a student is considered for acceleration, it would be only after all above options, included Gifted Intensive Support programming, have been considered, and it is deemed to be an essential response to promote a student's continued academic, social, and emotional growth.

In order to consider the grade-level acceleration of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

**6.0 Considerations for Promotion (Grade 8 to Grade 9)**

*(Ontario Schools K-12 Policy and Program Requirements, 2016, p.31)*

6.1 Students without an IEP who have successfully completed the Grade 8 curriculum expectations will be promoted from elementary school and placed in a secondary school.

## 6.2 Students with an Individual Education Plan (IEP):

1. All students who have achieved the grade-level expectations will be promoted.
  - a) Students who require program accommodations and/or modifications will have an IEP. If a student is not successfully demonstrating achievement of goals/expectations outlined in his/her IEP, the goals/expectations might need to be updated.
  - b) Students with an IEP should not be considered to be at risk of promotion. If the learning expectations outlined in the IEP are appropriate for the student's level of instruction, the provincial report card promotion status should indicate that the student is *"progressing well towards promotion."*
  - c) Kindergarten students should not be considered for retention given their age and early educational development. Alternatively, kindergarten students with Special Education needs should be given every opportunity to advance with their peers in order to support their academic achievement and social-emotional development.
2. Students with an IEP who are working on modified Gr. 8 expectations will be reviewed at the Gr. 8 Transition planning meeting and/or the IPRC Annual Review meeting (as appropriate). In consultation with the appropriate school-based and board-level staff and parent, a decision will be made regarding placement into an appropriate secondary school program.

## 6.3 English Language Learners (ELLs)

*(Ontario Schools K-12 Policy and Program Requirements, 2016, p.35-36)*

English Language Learners should be placed in an age-appropriate gradelevel rather than a lower grade based on their level of language acquisition and/or academic functioning.

ELLs will require variable lengths of time and levels of support in ESL/ELD programs to acquire the English language skills necessary for integration into non-ESL/ELD programs.

Ongoing monitoring and assessment of student progress and a flexible approach are needed in order to ensure that ESL/ELD programming and/or monitoring continue to be appropriate for them.

### Is Grade-Level Retention an Appropriate Response?

## **7.0 Considerations for Retention**

7.1 If a student is considered for grade-level retention, it would be only after all programming options, including Intensive Support Programs (ISP), have been considered, and it is deemed to be an essential response to enhance a student's continued academic, social, and emotional growth.

In order to consider the grade-level retention of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

## **8.0 Roles and Responsibilities**

### 1. Principal:

- Is responsible for the management of the school premises, curriculum leadership of staff providing educational programs, and the safety and well-being of all staff/students;
- Is responsible for the promotion, transfer, acceleration, or retention of students;
- Co-ordinates the Case Conference or SBSLT process with all school and/or board-level staff, parent, and student (as appropriate);



- Provides professional learning opportunities for all school staff regarding the abilities and needs of the spectrum of learners within the school community.

2. Superintendent:

- Reviews with the principal any parental requests received for grade level acceleration or retention;
- Collaborates with the principal and/or parent regarding unresolved recommendations for grade-level placement for the following school year;
- In consultation with the Superintendent of Special Services, collects and maintains yearly data pertaining to parent requests for student grade-level acceleration/retention, and students who have been accelerated or retained.

3. Classroom Teacher:

- Engages UDL and DI instructional approaches that engage high-yield strategies, and promote inquiry-based learning and student engagement in the age-appropriate grade-level;
- Engages students in a collaborative teaching-learning process;
- Creates learning profiles for their class(es) as well as individual student profiles in order to identify a baseline of student achievement and to identify any students at risk or otherwise in need of increased challenges. (See *Learning for All, 2013, p. 39 – Process for Developing a Class Profile; and p. 48 – Process for Developing an Individual Student Profile.*);
- Consults with parents on an ongoing basis;
- Engages the Tiered Approach to the identification of and intervention for academic and social-emotional needs, informing the principal about any academic and/or social-emotional developmental concerns; and
- Consults with the school team as needed regarding student achievement.



**4. Special Education Teacher**

- Creates in a timely manner an IEP as required for students who have been identified as exceptional by an IPRC;
- May create an IEP for students not identified as exceptional by an IPRC but who might have Special Education needs;
- Monitors the implementation and update of IEPs for students with Special Education needs and;
- Advocates for students with special education needs.

**5. Guidance Teacher**

- Assists students with course selections (secondary) and pathways planning (elementary/secondary);
- Advocates for all students, but in particular students not otherwise supported by Special Education or English as a Second Language (ESL) resource teachers.

**6. Student:**

- Accepts his/her responsibility for engaging with all aspects of the curriculum including active participation with in-class teaching/learning as well as independent completion of homework and assignments.
- Seeks assistance (as developmentally appropriate) when requiring remediation and/or deeper learning opportunities; and
- Actively participates in all aspects of pathways planning.

**7. Parent:**

- Works closely with their child/ren to promote their own interest and engagement with subjects being studied, and helps them self-advocate for their learning needs;
- Consults with teachers/administrators regarding their child's achievement; and
- Engages in the consultation process for the purpose of considering and implementing, if appropriate, their request for grade-level acceleration or retention.

### Receiving an Request for Grade-level Acceleration or Retention

8.1 On receipt of a parental request for grade-level acceleration or grade-level retention, the school principal shall proceed with the following steps:

- a) Request any additional information or clarification that is necessary to assess the request for these forms of accommodation.
- b) Inform and consult with the Superintendent of Schools and Superintendent of Special Services about the request.
- c) Organize a review of the request by the Case Conference Team or School Based Support Learning Team (SBSLT), as appropriate. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the Case Conference Team or SBSLT can include the parent along with the appropriate school/board interdisciplinary team members that may include: principal, Assessment and Programming Teacher (APT)/Programming and Assessment Teacher (PAT), current teacher(s) of the student, Psychology and/or Social Work and/or Speech-Language Pathologist;
- d) Consider the request on an individual basis giving consideration to all relevant factors;
- e) Communicate the Board's determination with respect to the request for grade-level acceleration or grade-level retention to the parent in writing.

8.2 Each request for grade-level acceleration or grade-level retention will be addressed on an individual basis giving consideration to all relevant factors, including but not limited to:

- a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical Plan of Care (if any);
- b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, or other relevant supporting documents;

- c) evidence of how grade-level acceleration or retention might provide accommodation for a demonstrated ability/disability-related learning need;
  - d) the impact of the accommodation on the student's dignity, integration, and independence;
  - e) other accommodations available and whether one or more alternative accommodations can meet the needs of the student; and
  - f) approval for grade-level acceleration or retention shall not occur more than once during elementary school.
- 8.3 The process of accommodation shall respect the student's right to privacy.
- 8.4 The school principal shall be responsible for communication with the parent with respect to the accommodation process, and where approved, the implementation and management of the accommodation.
- 8.5 Implementing the Accommodation  
Where the request is granted, the school principal, in consultation with the Case Conference Team or SBSLT, will do the following:
- a) consider any necessary change in routine and procedures, as well as any programming changes that might be required;
  - b) forward the following letters as appropriate:
    - i) Decision Letter Approving Grade-Level Acceleration/Retention, or
    - ii) Decision Letter Declining Grade-Level Acceleration/Retention.
  - c) make changes to the student's IEP goals to document the type of support the accommodation will provide for the student;

The accommodation may be provided on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.

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

8.7 Continuous Assessment

A review of the effectiveness of the grade-level retention or acceleration in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP and as otherwise deemed necessary by the Principal.

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

- a) there are any concerns about academic performance or social-emotional well-being of the student;
- b) there has been a change to the student's circumstances or ability/disability related needs, which had supported the original approval; and
- c) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated ability/disability-related learning needs.

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

## **9.0 Records**

9.1 A copy of the decision approving or declining the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).

9.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process.

Efforts should be made to limit the personal information to only that which is necessary.

**9.3** The TCDSB will collect the following information regarding the implementation of the policy and procedure pertaining to grade-level acceleration and retention:

- a. Total number of requests for students to be grade-level accelerated or retained;
  - i. Whether requests are for elementary or secondary school students;
  - ii. The student's grade; and
- b. The number of requests approved and denied;
  - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum.

## **10.0 Appendices**

**Appendix 1:** Categories and Forms of Acceleration

**Appendix 2:** Application for Grade-level Acceleration/Retention

**Appendix 3:** Principal's Checklist for Consideration of Acceleration/Retention

## **Endnotes**

<sup>i</sup> Kanevski, Lannie, *A Survey of Educational Acceleration Practices in Canada*, in Canadian Journal of Education, 34, 3 (2011), p.155.

<sup>ii</sup> Kanevsky, p.157

<sup>iii</sup> Adapted from: <http://www.us.mensa.org/learn/gifted-youth/insights-into-giftedyouth/gifted-characteristics/>



## Categories and Forms of Acceleration

### Content Based

**Advanced Placement (AP):** The student takes a course (traditionally in high school) that results in postsecondary credit upon completion of a standardized AP examination with a score acceptable to the college or university.

**Concurrent or Dual Enrolment:** The student is enrolled in one level but takes a course or courses at a higher level. Examples include taking calculus at the university level and receiving university credit for it upon successful completion while still enrolled in high school, or taking a high school course in chemistry while still enrolled in junior high school.

**Correspondence Courses:** A student enrolls in advanced coursework outside of normal school instruction. Instruction may be delivered by mail, internet, television and/or other media.

**Credit by Examination:** The student is awarded advanced standing (e.g., high school or college) by successfully completing some form of mastery test or activity. This is also known as “course challenge” or “testing out.”

**Curriculum Compacting:** Based on high levels of mastery demonstrated on a pre-assessment, the amounts of introductory activities, drill, and practice are reduced for one or more students in a class. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Curriculum compacting does not necessarily result in advanced grade placement.

**Extracurricular Programs:** A student enrolls in coursework after school, on weekends, or in summer programs that offer advanced instruction and/or credit.

**International Baccalaureate Programs:** Students complete advanced interdisciplinary curriculum prescribed by the International Baccalaureate organization. At the end of high school, students take an international examination and may receive advanced standing in their postsecondary studies.

**Mentoring:** A student is paired with a mentor or expert tutor who provides advanced or more rapidly paced instruction.

**Subject Matter, Single Subject, or Partial Acceleration:** A student is placed in classes with older peers for a part of the day or works with materials from higher



## Categories and Forms of Acceleration

grade placements in one or more content areas. Subject-matter acceleration may also take place outside of the general instructional schedule (e.g., summer school or after school) or by using higher level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

**Dual Credit:** Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship. Students may earn credits towards their secondary school diploma through courses delivered entirely or partially by publicly funded colleges in Ontario that are participating in a ministry-approved dual credit program. Students may earn up to four optional credits through college-delivered courses.  
(<http://www.edu.gov.on.ca/morestudentsuccess/DualCreditFS.pdf>)

### **Grade Based**

**Combined classes:** Students in two or more consecutive grades are enrolled in one class (such as a dual-grade combined class). This is a form of acceleration when it is done intentionally to allow younger students to interact academically and socially with older peers. It may or may not result in an advanced grade placement later.

**Continuous progress:** A student is given content progressively as prior content is mastered. The practice is accelerative when the student's progress exceeds the performance of chronological peers in rate and level.

**Early entrance to Grade 1:** Students either skip kindergarten or accelerate from kindergarten into Grade 1 during what would be the student's first year of school.

**Early admission to kindergarten:** Students enter kindergarten prior to achieving the minimum age for school entry as set by the provincial ministry of education.

**Early entrance to middle school, high school, or college/university:** A student is advanced to the next level of a subject or schooling at least one year ahead of chronological-age peers at the end of elementary, middle, junior, or senior secondary school. This may involve dual enrolment and/or credit by examination.

**Early graduation from high school:** A student graduates from a 4-year high school program in 3½ years or less. Generally, this is accomplished by increasing the



## Categories and Forms of Acceleration

amount of coursework taken each year in high school, but it may also be accomplished through concurrent or dual enrolment in college or university, or through extracurricular or correspondence coursework.

**Grade skipping:** A student is considered to have skipped one or more grades if he or she is given a grade-level placement ahead of chronological-age peers at anytime during the year.

**Self-paced instruction:** The student has control over pacing decisions. Self-paced instruction is a subtype of continuous progress.

**Telescoped curriculum:** A student is provided instruction in less time than is normal (e.g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in two ways: it is planned to fit a precise time schedule and it always results in advanced grade placement.

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1. Based on Southern & Jones (2004) and reprinted from Kanevsky, L. (2011a). *A survey of educational acceleration practices in Canada*, Canadian Journal of Education, 34(3), 179–180.





## Request for a Consideration of Grade-Level Acceleration or Retention

Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

I/We request that permission be granted for _____ to be grade-level accelerated/retained ( <i>circle appropriate</i> ).
Additional information is required to assist the Principal: (Yes ___/No ___). If yes, please indicate in an attached document.

### Student Needs to be considered for accommodation by Grade-Level

Select one:   ☐ Acceleration   ☐ Retention

Please attach a copy of any relevant assessment report from a regulated health professional for consideration in support of this request. This information will help to inform appropriate accommodation decisions.

- Where necessary, in the implementation and accommodation process, the TCDSB reserves the right to request additional information and/or documentation.
- TCDSB will use this information to make decisions with respect to your request.
- Consideration will be given to alternative accommodations for your child as appropriate through consultation with school/board staff.

Signature of Parent/Guardian:	Date:
Signature of Principal:	Date:

cc:   OSR  
Superintendent of Schools  
Superintendent of Special Services

Personal information of the student and parent/guardian is being collected by the Toronto Catholic District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.



## Principal's Checklist for Consideration of Grade-Level Acceleration/Retention

Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

### Requirements for Grade-Level Acceleration/Retention Request:

- ☐ Receive Request for Consideration of grade-level acceleration/retention
- ☐ Has school staff implemented Differentiated Instruction (DI) and Universal Design for Learning (UDL) strategies for this student?
- ☐ Have the principles of DI and UDL provided to the student been successful in providing the necessary accelerated or remedial learning opportunities and/or environments?
- ☐ Convene a school Case Conference Team or School-Based Support Learning Team meeting (as appropriate)
- ☐ Supporting Medical assessment(s)
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Consultation with Superintendent of Schools

### Request Accepted/Denied

Letter provided to the family with the outcome. **Implementation**

- ☐ Is an accommodation plan outlining either accelerated/remedial learning opportunities and/or environments required?

If Yes, consider the following:

- Are timetable adjustments required?
- Will alternative benchmarks for assessment be required?
- Is an IEP required or will an existing IEP be updated?

### Monitoring success or lack of success



## Principal's Checklist for Consideration of Grade-Level Acceleration/Retention

- ☐ Has the student experienced success through the accommodation plan?

Please note that the decision may be revoked as per section 8.8 of the **Operational Procedures Age Appropriate Placement; Curriculum and Programs Supports**.

**Additional Comments:**

Signature of Principal:	Date:
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## Principal's Checklist for Consideration of Grade-Level Acceleration/Retention

Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

### Requirements for Grade-Level Acceleration/Retention Request:

- ☐ Receive Request for Consideration of grade-level acceleration/retention
- ☐ Has school staff implemented Differentiated Instruction (DI) and Universal Design for Learning (UDL) strategies for this student?
- ☐ Have the principles of DI and UDL provided to the student been successful in providing the necessary accelerated or remedial learning opportunities and/or environments?
- ☐ Convene a school Case Conference Team or School-Based Support Learning Team meeting (as appropriate)
- ☐ Supporting Medical assessment(s)
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Consultation with Superintendent of Schools

### Request Accepted/Denied

Letter provided to the family with the outcome.

### Implementation

- ☐ Is an accommodation plan outlining either accelerated/remedial learning opportunities and/or environments required?

If Yes, consider the following:

- ☐ Are timetable adjustments required?
- ☐ Will alternative benchmarks for assessment be required?
- ☐ Is an IEP required or will an existing IEP be updated?



## Principal's Checklist for Consideration of Grade-Level Acceleration/Retention

### Monitoring success or lack of success

- ☐ Has the student experienced success through the accommodation plan?

Please note that the decision may be revoked as per section 8.8 of the **Operational Procedures Age Appropriate Placement; Curriculum and Programs Supports**.

### Additional Comments:

Signature of Principal:	Date:
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## GOVERNANCE AND POLICY COMMITTEE

### PENDING LIST TO MARCH 2, 2021

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 Governance and Policy	TBC	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy ( <b>Update to Chaplaincy Program Policy</b> )	Superintendent Fernandes
2	June-2017 GAP	TBC	Governance and Policy	Staff to bring back after the Ministry of Education's Transportation report is considered ( <b>Update to Transportation Policies S.T.01, 03, 04 and 05</b> )	Superintendent Fernandes
3	Mar-2018 Regular Board	TBC	Governance and Policy	That the matter be referred to the Governance and Policy Committee ( <b>Photographing and Filming of Individuals at Board and Committee Meetings</b> )	Superintendent Fernandes
4	May-2018 Governance and Policy	TBC	Governance and Policy	Staff was requested to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy ( <b>Update to School Events Communications and Invitee Protocols Policy (S.02).</b> )	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5	Jun-2018 Corporate Services	TBC	Governance and Policy	That the Pupil Accommodation Review Policy and Operating Procedures be referred to the Governance and Policy Committee to be updated to reflect changes to the Pupil Accommodation Review Guidelines with extensive community and Section E Implementation, Strategic Communications and Stakeholder Engagement Plan ( <b>Ministry Memo 2018: B10 – Final Pupil Accommodation Review Guidelines and Updated on Integrated Planning and Supports for Urban Education</b> )	Superintendent Fernandes
6	Jan-2019 Governance and Policy	TBC	Governance and Policy	That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and  That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document ( <b>SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion</b> )	Superintendent Fernandes

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



#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
8				<p>An appeal process; and</p> <p>Data documentation and process for reporting to SEAC and Board.</p> <p>That the policy should include where the TCDSB refuses to accommodate students with special education disabilities in regular classrooms without needed supports or services, the principal be required to provide written notice and rationale of this to the family and that the Superintendent be copied; and</p> <p>That a refusal to admit policy be referred to the Governance and Policy Committee; and that staff prepare a comprehensive report on the implementation of a refusal to report policy.</p>	
	Apr-2019 Student Achievement	TBC	Governance and Policy	That staff create a policy regarding Forms of Acceleration for Gifted and Talented Students and that it be presented to the Governance and Policy Committee for consideration	Superintendent Fernandes
	July 2020 Special Board	TBC	Governance and Policy	That the Strategic Reserves Policy be directed to the Governance and Policy Committee to consider a revision to this policy to allow for increased funding of the	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
10				playground Reserve <b>(2020-21 Budget Estimates Overall and Instructional)</b>	
	August 2020 Regular Board	June 2021	Governance and Policy	That the draft documents in Appendix A and Appendix B of the report be referred to the Governance Committee and Policy Committee and the By-Law Committee for their consideration <b>(Revision of Toronto Catholic District School Board (TCDSB) By-Law #175 to Include the Authority of the Integrity Commissioner in the Governance Model)</b>	Superintendent Fernandes
11	October 2020 By-Law Review	TBC	Governance and Policy	<p>The Board will provide the means to participate electronically in Board and Committee meetings in accordance with the provisions of the Act and <i>Ontario Regulation 463/97 – Electronic Meetings</i>.</p> <p>The Board will adopt a process to ensure the security and confidentiality of proceedings held during closed (private) meetings and review the procedures annually.</p> <p>Members will make every effort to provide notice to Board Services if they intend to participate electronically by 5 p.m. on the day prior to the Board or Committee meeting.</p>	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>No more than half of Board or Committee meetings in a twelve (12) month period can be chaired electronically in accordance with <i>Ontario Regulation 463/97</i> – Electronic Meetings.</p> <p>All members participating via teleconference who are not speaking must use the mute function on their device.</p> <p>Student Trustees may not participate electronically in meetings that are closed to the public in accordance with the Act (<b>Proposal: Add/Change Electronic Participation</b> that the By-law Ad Hoc Committee recommend that Proposal 22 be referred to the Governance and Policy Committee</p>	
12	February 2021 Corporate Services	TBC	Governance and Policy	That the policy on playground reserves be referred to the Governance and Policy Committee in order to change the criteria based on surplus budgets ( <b>Playground Reserve Update</b> )	Superintendent Fernandes
13	February 2021 Regular Board	TBC	Governance and Policy	<p><b>THEREFORE BE IT RESOLVED THAT:</b> A report be provided to consider and include :</p> <p>A) setting up a real property subsidiary; and</p>	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>B) develop an acquisition policy that incorporates a comprehensive set of criteria</p> <p>2. That this item be referred to the Governance and Policy Committee.</p> <p><b>(Rental of Surplus School Space Policy B.R.01 Annual Policy Metric)</b></p>	

## Governance and Policy Committee 2021 Policy Priority Schedule

GAP Date	Policy	Policy #	Key Contact (s)
<b>January 11</b>	<a href="#">Trustees Code of Conduct</a>	T.04	P. Matthews/Jeff Abrams
<b>February 2</b>	<a href="#">Suspensions and Expulsions</a>	S.S.01	M. Caccamo
	<a href="#">Delegation Registration Form</a>	T.14	C. Onyia
	<a href="#">Signing Officers(Rescindment)</a>	F.M.02	P. De Cock
	Trustee Code of Conduct	T.04	P. Matthews/Jeff Abrams
<b>March 2</b>	Acceleration and Retention of Students (NEW)	S.P.03	M. Meehan
	<a href="#">Delegation and Public Participation Policy</a>	T.14	C. Onyia/P.Matthews
	<a href="#">Permits</a>	B.R.05	M. Loberto
<b>April 6</b>	<a href="#">International Languages (Elementary)</a>	S.P.05	L. DiMarco
	<a href="#">Vandalism (RESCIND)</a>	B.M.01	M. Farrell
	<a href="#">Plaques for New Schools</a>	B.P.02	D. Friesen
<b>May 4</b>	<a href="#">Research Conducted in the TCDSB</a>	S.19	M.Vanayan/L.DiMarco
	<a href="#">Facilities Management</a>	B.B.01	M. Farrell
	<a href="#">Signage - New Sites and Building Projects</a>	B.P.03	D. Friesen
	<a href="#">Childcare Centres</a>	B.R.02	S. Campbell
	<a href="#">Child Care and Family Support Programs</a>	B.R.02	S. Campbell

<b>June 1</b>	<a href="#">Selection of Learning Materials</a>	S.M.06	L.DiMarco/G.Iuliano
	<a href="#">Information and Communication Technology - Hardware and Software Standards</a>	A.34	O. Malik
	<a href="#">Eastern Rite Employee's Holy Days</a>	H.M.01	A. Della Mora
	<a href="#">Awards, Funds, Scholarships</a>	F.F.01	P. De Cock
<b>September 7</b>	<a href="#">Legal Counsel</a>	A.12	C. Onyia
	<a href="#">Art Collection</a>	A.22	D. Friesen
<b>October 5</b>	<a href="#">Access Control</a>	B.B.05	M. Farrell
	<a href="#">Credit and Purchase Cards</a>	A.24	P. De Cock
	<a href="#">Parking - Church Use</a>	B.G.05	M. Farrell
	<a href="#">Offering of Hospitality and Gifts</a>	F.M.07	P. De Cock
<b>November 2</b>	<a href="#">Outdoor Play Environment</a>	B.G.01	M. Farrell
	<a href="#">Advocacy</a>	A.06	C. Onyia
	<a href="#">Sweatshop-Free Purchasing</a>	F.P.04	P. De Cock
<b>December 7</b>	<a href="#">Non-Union Employee Handbook</a>	H.M.02	A. Della Mora
	<a href="#">Disposal of Surplus or Obsolete Furniture, Fixtures and Equipment</a>	F.P.07	M. Farrell/D.Friesen