

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA March 25, 2021

Joseph Martino, Chair
Trustee Ward 1

Nancy Crawford, Vice Chair
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Normal Di Pasquale
Trustee Ward 9

Keith Baybayon
Student Trustee

Michael Del Grande
Trustee Ward 7

Angela Kennedy
Trustee Ward 11

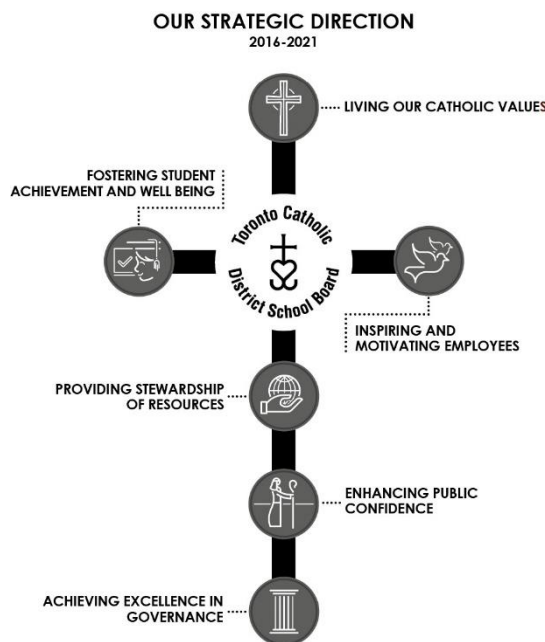
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Kathy Nguyen
Student Trustee



MISSION

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

VISION

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

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

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

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

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of the Board

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.



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

Joseph Martino, Chair

Nancy Crawford, Vice Chair

Thursday, March 25, 2021
7:00 P.M.

	Pages
1. Call to Order	
2. Memorials and Opening Prayer	
3. Land Acknowledgement	
4. Singing of O Canada	
5. Roll Call & Apologies	
6. Approval of the Agenda	
7. Reports from Private Session	
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Meeting Held February 2, 2021

22.c. From the Special Education Advisory Committee: Approved Minutes of Meeting Held February 17, 2021 (Refer March 25, 2021 Addendum)

23. Inquiries and Miscellaneous

24. Updating of Pending Lists

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25. Closing Prayer

26. Adjournment

OUR MISSION

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OUR VISION

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

HELD THURSDAY, FEBRUARY 4, 2021

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

G. Tanuan, Chair, In Person
T. Lubinski, Vice-Chair
N. Crawford
D. Di Giorgio
N. Di Pasquale
I. Li Preti
J. Martino
M. Rizzo

Student Trustee:

K. Nguyen

Staff:

B. Browne
D. Koenig
S. Camacho
A. Della Mora
P. Aguiar
A. Bria
M. Caccamo
S. Campbell
D. Chen
F. Cifelli
L. DiMarco
K. Dixon
C. Fernandes
G. Iuliano Marrello

L. Latham
P. Matthews
M. Meehan
R. Peterson
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

5. Roll Call and Apologies

Trustee Del Grande was not in attendance due to Board-approved leave of absence.

8. Declarations of Interest

In PRIVATE Session, Trustee Rizzo declared an interest in an Item dealing with hiring practices as she has a family member who is an employee of the Board. Trustee Rizzo did not vote nor participate in discussions regarding that Item.

In PUBLIC Session, there were none.

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

MOVED by Trustee Tanuan, seconded by Trustee Di Giorgio, that all Items discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

MOVED by Trustee Tanuan, seconded by Trustee Lubinski, that the meeting resolve back into Student Achievement and Well-Being, Catholic Education and Human Resources Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

SECRETARY

CHAIR

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

HELD THURSDAY, FEBRUARY 11, 2021

Corporate Services

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon
K. Nguyen

Staff:

B. Browne
D. Koenig
S. Camacho
A. Della Mora
M. Caccamo
S. Campbell

P. De Cock
L. Di Marco
K. Dixon
M. Farrell
C. Fernandes
D. Friesen
M. Loberto
O. Malik
P. Matthews
R. Peterson
S. Vlahos
J. Wujek

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

External Guests: K. Hodgkinson, General Manager, Toronto Transportation Consortium Group (For Item 14a)
A. Robertson, Parliamentarian

5. Roll Call and Apologies

Trustee Del Grande was not in attendance due to Board-approved leave of absence.

8. Declarations of Interest

There were none.

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

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

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

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

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

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

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

SECRETARY

CHAIR

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

HELD THURSDAY, FEBRUARY 18, 2021

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

Student Trustees: K. Baybayon
K. Nguyen

Staff: B. Browne
D. Koenig
S. Camacho
A. Della Mora
P. Aguiar
A. Bria
M. Caccamo
S. Campbell
D. Chen
F. Cifelli

P. De Cock
L. DiMarco
K. Dixon
M. Farrell
C. Fernandes
D. Friesen
G. Iuliano Marrello
L. Latham
M. Loberto
O. Malik
P. Matthews
M. Meehan
R. Peterson
S. Vlahos
J. Wujek

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

External Guests: J. Abrams, Integrity Commissioner, Principles Integrity
Stephen Booth, Director, GTA OHS and Indoor
Environmental Quality
David Shearer, GTA OHS and Indoor Environmental
Quality
A. Robertson, Parliamentarian

5. Roll Call and Apologies

Trustee Del Grande was not in attendance due to Board-approved leave of absence.

6. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that the Agenda, as amended to include the Addendum and six Notices of Motions: Items 8a) From Trustee Di Pasquale regarding Refund of School Rental Costs for Out of Bounds; 8b) From Trustee Di Giorgio regarding 2020/2021 Block Budget Increases (Equity Distribution); 8c) From Trustee Di Giorgio regarding Toronto Catholic District School Board (TCDSB) Hiring Practices and Conformance with Policy HM.40; 8d) From Trustee Di Giorgio regarding Governance at the Toronto Catholic District School Board, Request for Ministry Assistance; 8e) From Trustee Di Giorgio regarding TCDSB Integrity Commissioner Responsibilities; and 8f) From Trustee Lubinski regarding Communication on TCDSB Letterhead placed on City Council Agenda on February 1, 2021, be approved.

The Motion was declared

CARRIED

7. Reports from Private Session

MOVED by Trustee Crawford, seconded by Trustee Li Preti, that the following report be received:

In PRIVATE and DOUBLE PRIVATE Sessions – Approved Minutes of the Regular Board Meeting held January 28, 2021 respectively.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico
Di Giorgio

Opposed

Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanan

The Motion was declared

CARRIED

8. Notices of Motion

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 8a) be adopted as follows:

- 8a) From Trustee Di Pasquale regarding Refund of School Rental Costs for Out of Bounds** will be considered at the March 25, 2021 Regular Board Meeting:

WHEREAS: Out of Bounds is an organization that focuses on empowering youth around the Jane-Finch community who are gun violence survivors;

WHEREAS: Out of Bounds rented space at TCDSB schools after the Priority Schools Initiative was suspended; and

WHEREAS: Out of Bounds is a grassroots organization that struggles to fund its own operations, and is in an extremely difficult financial position.

THEREFORE BE IT RESOLVED THAT: TCDSB refund rental costs to Out of Bounds from the 2018-2019 and 2019-2020 school year during the period when the Priority School Initiative was suspended; and

BE IT FURTHER RESOLVED THAT: The funds be drawn from the Priority Schools Initiative funding.

MOVED by Trustee Di Giorgio, seconded by Trustee Martino, that Item 8b) be adopted as follows:

8b) From Trustee Di Giorgio regarding 2020/2021 Block Budget Increases (Equity Distribution) will be considered at the March 25, 2021 Regular Board Meeting:

WHEREAS: I raised concerns with various Staff members in the past regarding potential irregularities and/or errors including, but not limited to, incorrect classification of schools as EPAN (Equity Poverty Action Network) schools and questionable dollar allocations in the previous 2019/2020 Block Budget increase equity distribution;

WHEREAS: These concerns remained largely unaddressed until recently when discussions with Staff, in relation to a motion passed by the Board in December 2020 reinstating this initiative for the 2020/2021 school year, have resulted in renewed discussions surrounding this topic and efforts have been made to revise the list, addressing many errors which previously existed;

WHEREAS: Staff still has not fully implemented the Board motion as outlined and work remains to conform fully with the provisions outlined in the Board motion; and

WHEREAS: I am often told that the publication of this type of data, although it is derived from publicly available data, stigmatizes certain school communities but I personally believe that the potential damage which can unfold for certain school communities when data of this nature is not made available for public scrutiny is a more significant concern.

BE IT RESOLVED THAT: In the interest of transparency and recognizing these are public funds, the 2019/2020 Block Budget equity distributions and the 2020/2021 Block Budget equity distributions be included in a report to Board highlighting changes made and that staff report back to Board on ways to rectify any prior errors ensuring those communities which were potentially mistreated receive the funds they deserve; and

BE IT RESOLVED THAT: Any distribution of these types of funds across the system be made available in public reports moving forward.

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski, that Item 8c) be adopted as follows:

- 8c) From Trustee Di Giorgio regarding Toronto Catholic District School Board Hiring Practices and Conformance with Policy HM.40** will be considered at the March 25, 2021 Regular Board Meeting:

WHEREAS: Staff provided a report to the Board of Trustees in Private session on February 4th, 2021 in response to a Public Trustee Inquiry on June 18, 2020, claiming its content or portions thereof may be the subject of Collective Bargaining discussions;

WHEREAS: My understanding is that Principals and Vice Principals in the Continuing Education Department are currently selected by the Human Resources Department and teachers are not;

WHEREAS: My understanding is that teachers are required to apply annually to the Continuing Education Department positions and Principals and Vice Principals are not; and

WHEREAS: My understanding is that Principals and Vice Principals in the Continuing Education Department may potentially be subject to different requirements than the equivalent positions during the regular school year with regard to hiring practices and promotions/appointments.

BE IT RESOLVED THAT: In the interest of equitable and fair hiring processes, the Board direct the Human Resources Department to explore the removal of any provisions potentially incorporated in continuing education Principal and Vice Principal positions which may not be covered in the Collective Agreement and/or may not conform with Board Policy HM.40 – Fair Practice in Hiring and Promotion;

BE IT RESOLVED THAT: Candidates for Principal/Vice Principal and teaching positions in the Continuing Education Department be required to apply annually and that the Human Resources Department lead the entire recruitment process including, but not limited to, the creation of official job postings to ensure conformance with Board Policy HM.40 – Fair Practice in Hiring and Promotion; and

BE IT RESOLVED THAT: Staff confirm in a supplementary report to the Board of Trustees that the appointment/promotion of Principals and Vice Principals in the Continuing Education Department conforms with Board Policy HM.40 – Fair Practice in Hiring and Promotion and are subject to the same requirements as typical Principal and Vice Principal appointments/promotions.

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski, that Item 8d) be adopted as follows:

- 8d) From Trustee Di Giorgio regarding Governance at the Toronto Catholic District School Board, Request for Ministry Assistance** will be considered at the March 25, 2021 Regular Board Meeting:

WHEREAS: The TCDSB could benefit from assistance made available by The Ministry of Education to school Boards under the Education Act.

BE IT RESOLVED THAT: The Board direct the Chair to submit a formal request to the Ministry of Education calling for the appointment of an investigator under Section 230 of the Education Act to review the TCDSB's handling of Code Of Conduct, Harassment and Conflict Of Interest complaints from December 2018 to February 2021;

BE IT RESOLVED THAT: The Board direct the Chair to submit a formal request to the Ministry of Education calling for the appointment of an additional investigator under Section 230 of the Education Act to determine whether the TCDSB complies with Regulation 219 (1) of the Education Act – Qualification of Members; and

BE IT RESOLVED THAT: The Board direct the Chair appeal to the Ministry requesting a performance review under Ontario Regulation 43/10 - Provincial Interest in Education focusing on the performance of the Board and the Board's Director of Education in carrying out their respective duties.

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski, that Item 8e) be adopted as follows:

- 8e) From Trustee Di Giorgio regarding Toronto Catholic District School Board Integrity Commissioner Responsibilities** will be considered at the March 25, 2021 Regular Board Meeting:

WHEREAS: Upon examination of Ontario Regulation 384/07 – Integrity Commissioner: Powers, Duties and Functions under the Act, it does not appear that the Integrity Commissioner has the authority to investigate Workplace Harassment Complaints (Policy H.M.14); and

WHEREAS: It is incumbent upon the Board to act in a timely fashion when dealing with these types of matters.

BE IT RESOLVED THAT: The Board request a written response from both the Integrity commissioner (IC) and the TCDSB's General Counsel confirming whether or not the office of the IC has the authority to handle issues of this nature; and

BE IT RESOLVED THAT: The Board authorize the Director of Education to take any necessary steps to ensure any pending complaints of this nature are addressed in a timely manner ensuring the Board fulfills its responsibility.

MOVED by Trustee Lubinski, seconded by Trustee Di Giorgio, that Item 8f) be adopted as follows:

- 8f) From Trustee Lubinski regarding Communication on Toronto Catholic District School Board Letterhead placed on City Council Agenda on February 1, 2021** will be considered at the March 25, 2021 Regular Board Meeting:

WHEREAS: The Board was notified on February 8, 2021 that four Trustees of this Board have sent a communication on TCDSB Letterhead to the Mayor and City Council of Toronto regarding their displeasure with articles that have been published in the newspaper (attached); and

WHEREAS: Section 4, page 4 of 14, of the Trustee Code of Conduct PolicyT.04 states the following: "The Trustee acknowledge they may only act on behalf of the Board through resolution and may not act individually or purport to represent the interests of the Board without the knowledge and consent of the Board of Trustees shown through resolution".

BE IT RESOLVED THAT: The Staff bring a report to confirm whether the Trustees identified in the letter to Mayor Tory and Councillors (Trustee De Domenico, Trustee Di Pasquale, Trustee Li Preti, Trustee Rizzo) acted on their personal behalf and not on behalf of the Board.

9. Declarations of Interest

There were none.

10. Approval and Signing of Minutes of the Previous Meetings

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

10a) Special Board (Student Achievement) Held January 14, 2021 approved.

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee D'Amico, that Item 10b) be adopted as follows:

10b) Special Board (Corporate Services) Held January 21, 2021 approved.

The Motion was declared

CARRIED

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

10c) Regular Board held January 28, 2021 approved.

The Motion was declared

CARRIED

11. Presentations

11a) From the Chair of the Board Nil.

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Item 11b) be adopted as follows:

11b) From the Director of Education received.

The Motion was declared

CARRIED

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

11c) From the Student Trustee(s) received.

The Motion was declared

CARRIED

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

11d) Pinchin Ltd. regarding Toronto Catholic District School Board Three School Indoor Air Quality Study - Stephen Booth, Director, and David Shearer, GTA OHS and Indoor Environmental Quality received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

14. Consent and Review

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

- 18a) Rental of Surplus School Space Policy B.R.01 Annual Policy Metric – Trustee Di Giorgio;
- 18b) Masters Degree Requirement for Applicants to Vice-Principal and Principal Positions within the Toronto Catholic District School Board (TCDSB) – Trustee Di Giorgio;
- 19a) Revised Return to School Update – Trustee Di Pasquale;
- 19b) Guidance Counsellor Report (refer Item 20e] Staffing at St. Anne Catholic Academy, School of Virtual Learning) – Trustee Di Giorgio;
- 20a) 2021-22 Budget Consultation Plan – Trustee Di Giorgio;
- 20c) From the Governance and Policy Committee: Rescindment of Signing Officers Policy (F.M.02) – Trustee Di Giorgio;
- 20d) From the Governance and Policy Committee: Revision of the Trustee Code of Conduct Policy (T.04) – Trustee Di Giorgio;
- 20e) Staffing at St. Anne Catholic Academy, School of Virtual Learning (Previously listed as Guidance Counsellor Report - Item 19b on the Agenda) – Trustee Di Giorgio; and
- 21a) Ontario Catholic School Trustees' Association (OCTSTA) Update – Trustee Crawford

MOVED by Trustee Di Giorgio, by Trustee D’Amico, that the Items not held be received and the Staff Recommendation be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 20b) From the Governance and Policy Committee: Suspension and Expulsion Policy S.S.01 Update** that the revised Suspension and Expulsion Policy SS.01 provided in Report Appendix A and the Operational Procedures (Report Appendix B) be approved;

- 22a) From the Special Education Advisory Committee (SEAC):
Approved Minutes of the Meeting Held January 20, 2021;**
- 22b) From the Governance and Policy Committee: Approved Minutes of
Meeting Held January 12, 2021;**
- 24a) Master Pending List and Rolling Calendar; and**
- 24b) Annual Report**

18. Matters Referred/Deferred from Committees/Board

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski, that Item 18a) be adopted as follows:

18a) Rental of Surplus School Space Policy B.R.01 Annual Policy Metric:

WHEREAS: It is imperative to provide an opportunity for the public to voice their opinion prior to a site being declared surplus.

BE IT RESOLVED THAT: The TCDSB incorporate a public consultation meeting into our existing process of declaring a property surplus.

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that:

WHEREAS: School properties have been paid for by taxpayers' dollars; and

WHEREAS: Surplus schools are school facilities not required for educational purposes and closed in anticipation of being leased or sold to generate revenue; and

WHEREAS: The Ontario Government amended the rules that govern the sale of surplus properties by school Boards; and

WHEREAS: Provincial rules allow for the exploration of the property as a community hub or other public use, while continuing to ensure that the school Board receives good economic value for the property; and

WHEREAS: Residents consider school facilities and the associated green space an integral part of their communities and neighbourhoods; and

WHEREAS: TCDSB faces public and political pressure to acquire sites and retain them in public ownership; and

WHEREAS: The selling of surplus schools may seem a mode to reduce costs and generate one time revenue; and

WHEREAS: Property typically increases in value, and

WHEREAS: TCDSB may require school sites for future needs 50 to 100 years into the future; and

WHEREAS: The TDSB coterminous Board created a real estate subsidiary - Toronto Lands - to manage its portfolio of surplus sites; and

WHEREAS: TCDSB manages a great amount of property in the City of Toronto; and

WHEREAS: Short and long-term strategies on real property and asset management are vital to TCDSB.

THEREFORE BE IT RESOLVED THAT: A report be provided to consider and include:

- a) Setting up a real property subsidiary; and
- b) Develop an acquisition policy that incorporates a comprehensive set of criteria

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee de Domenico, that this be referred to the Governance and Policy Committee.

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

In Favour

Opposed

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

Martino
Rizzo

The AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

Di Giorgio
Martino

The Motion, as amended, was declared

CARRIED

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

MOVED by Trustee Di Giorgio, seconded by Trustee Di Pasquale, that Item 18b) be adopted as follows:

18b) Masters Degree Requirement for Applicants to Vice-Principal and Principal Positions within the Toronto Catholic District School Board:

WHEREAS: The TCDSB's Equity Action Plan calls for Boards to identify systemic barriers to promotion and hiring;

WHEREAS: The Masters requirement for aspiring administrators limits the potential pool of applicants, excluding certain candidates which may otherwise demonstrate excellent leadership skills;

WHEREAS: The costs and time commitments associated with the completion of a Masters' degree while fulfilling teaching and/or administrative duties have become a barrier to talented teachers seeking to become school leaders;

WHEREAS: The decision to eliminate the Masters requirement will likely increase the number and diversity of applicants, helping the TCDSB establish and strengthen leadership development programs;

WHEREAS: Requiring an academic prerequisite which is loosely defined and may potentially have no relation to the field of education (e.g. Masters in Forestry) does not directly correlate to the ability of a candidate to be an effective administrator; and

WHEREAS: The majority of other Boards in Ontario have already decided to remove a Masters requirement to apply for a school administrative

position. This has given them a competitive advantage in attracting and recruiting a greater number of applicants.

BE IT RESOLVED THAT: The Board direct the Human Resources Department to accept the completion of a dual specialist as a substitute to the Masters requirement for applicants to Vice Principal and Principal positions at the TCDSB.

Trustee Rizzo challenged the Chair on a point of order relating to the TCDSB's Operating By-Law Number 175, Article 12.5 Time Limit on Speakers: *No member shall speak more than once, or for longer than three (3) minutes, on the same motion without the leave of the Meeting, except that the mover of the main motion may, subject to the provisions of Article 12.4 and 12.6, have an additional two (2) minutes to reply.*

Results of the Vote taken on the Chair's Ruling, as follows:

In Favour

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

Opposed

Rizzo
Tanuan

The Chair's Ruling was upheld.

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

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

In Favour

Trustees Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski

Opposed

Crawford
D'Amico
de Domenico
Martino
Rizzo
Tanuan

The Motion was declared

FAILED

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

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

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 19a) be adopted as follows:

19a) Revised Return to School Update received.

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

1. That staff continue to monitor CO2 / ventilation rates at Mother Cabrini to confirm performance as colder weather arrives;
2. That staff implement window operation changes in select classrooms at St. Raphael. Monitor CO2 and temperature over a 15-30 day period and compare to the timeframe evaluated during this report;

3. That staff ensure the maximum efficiency filters (highest MERV rating) recommended by the manufacturer are installed in all HVAC systems;
4. That staff review HVAC systems at all TCDSB schools and ensure they are properly balanced;
5. That staff ensure TCDSB school humidification systems are functioning properly;
6. That staff operate HVAC systems and portable HEPA filters for a minimum of 2.5 hours before and after occupancy to help flush / filter airborne particulate between school days;
7. For schools without mechanical ventilation, open both the top and bottom segments and open all available windows to maximize window opening size. Where draft is an issue open the top section of the window only, and have staff open upper window prior to the start of the school day and to close at the end of the day;
8. That staff consider prioritizing the deployment of portable air filters in classrooms where ventilation performance is not maintaining CO2 concentrations consistently below 800 ppm;
9. That staff investigate measuring the classroom exhaust functionality and vents at St. Raphael to determine whether the exhaust fans and vents are running according to manufacturer specifications;
10. That the TCDSB acquire portable CO2 testers to allow qualified staff to test ventilation remediations;
11. That staff look to open more than one window in a class, preferably on opposite sides of the windowed wall to allow for airflow;
12. That staff consider flushing during lunch or vacant times by opening windows in schools without mechanical ventilation;
13. That during lunchtime, recess, breaks and other times when students are working independently, staff ensure that air purifiers are running on high; and

14. That staff consider closing classrooms with no HVAC, vents or exhaust that only have windows for ventilation.

MOVED in AMENDMENT to the AMENDMENT by Trustee Tanuan, seconded by Trustee Di Pasquale, that Staff bring a report on the above items to the April 22, 2021 Regular Board Meeting.

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

In Favour

Opposed

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

Crawford

The AMENDMENT to the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote/respond.

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

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo, seconded by Trustee Tanuan, that the report also include the following items:

15. All new window installations follow the recommendations e.g. Awning, not 4" window openings;
16. Top and bottom openings;
17. Pilot be conducted to install cages; and
18. Power windows be considered for new schools/additions etc.

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

In Favour

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

Opposed

Crawford
Di Giorgio

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

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

Time for business expired.

Urgent Item

Item 20a) 2021-22 Budget Consultation Plan was deemed urgent by Staff.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that time be extended to complete Items 19a) Revised Return to School Update and 20a) 2021-22 Budget Consultation Plan.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Di Giorgio

The Motion was declared

CARRIED

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

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Martino in the Chair, with no change to the Attendance list.

MOVED by Trustee Rizzo, seconded by Trustee Di Giorgio, that the Agenda be reopened to complete the debate on Item 19a) Revised Return to School Update.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee de Domenico did not vote/respond.

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

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

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski, that Item 19a) be adopted as follows:

19a) Revised Return to School Update received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

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

MOVED by Trustee Rizzo, seconded by Trustee Di Giorgio, that Item 20a) be adopted as follows:

20a) 2021-22 Budget Consultation Plan:

1. That Consultation Plan for 2021-22 Budget described be approved;
and
2. That staff present the finalized Budget estimates for 2021-22, reflective of the community consultation and overall feedback, to the Board of Trustees at the Corporate Services, Strategic Planning and Property Committee meeting scheduled for June 8, 2021.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee de Domenico did not vote/respond.

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

26. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee de Domenico did not vote/respond.

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

ITEMS NOT DISCUSSED

- 20c) From the Governance and Policy Committee: Rescindment of Signing Officers Policy (F.M.02) - Held by Trustee Di Giorgio;
- 20d) From the Governance and Policy Committee: Revision of the Trustee Code of Conduct Policy (T.04) - Held by Trustee Di Giorgio;
- 20e) Staffing at St. Anne Catholic Academy, School of Virtual Learning (Previously listed as Guidance Counsellor Report - Item 19b on the Agenda) - Held by Trustee Di Giorgio; and
- 21a) Ontario Catholic School Trustees' Association (OCTSTA) Update - Held by Trustee Crawford)

SECRETARY

CHAIR



Markus
de Domenico

TRUSTEE WARD 2

Norm
Di Pasquale

TRUSTEE WARD 9

Ida Li Preti

TRUSTEE WARD 3

Maria Rizzo

TRUSTEE WARD 5

Joint Letter re: Motion MM 28.9

Mayor Tory and City Councillors,

We are writing this joint letter in support of Councillor Wong-Tam's motion to Cancel City of Toronto Advertisement in the Corriere Canadese newspaper.

After much misinformation in the Corriere Canadese we call on the representatives of the City of Toronto to take a stand against homophobia and transphobia. This abhorrent discourse should never be normalized or sanctioned by our city.

The key reason why we support and encourage this action is the focus over the past year the Corriere Canadese has had of writing homophobic and transphobic articles that attack our students, staff and trustees. These articles are well documented in a recent PressProgress article: <https://pressprogress.ca/former-liberal-cabinet-minister-joe-volpe-condemns-lgbtq2-lobby-in-italian-canadian-local-newspaper/>, including calling the LGBTQ lobby "probably the most intolerant organization around.", as well as demeaning a local LGBTQ peer counselling service (<https://www.corriere.ca/english-articles/tcdsb-website-hosts-pornographic-site-defended-by-trustees/>).

These articles spread homophobia & transphobia and due to Corriere's unending focus on the Toronto Catholic District School Board, they have the effect of intimidating and further marginalizing our LGBTQ students, as well as intimidating our staff who do not want to be the focus of a homophobic article. Our staff have received threats as a direct result of Joe Volpe's homophobic reporting.

Toronto has shown it is serious in upholding the Ontario Human Rights Code. Passing this motion will ensure taxpayer funds are not used to support a newspaper that is in the business of writing homophobic and transphobic articles. We implore you to stand up for our LGBTQ students and the LGBTQ community at large by supporting this motion.

We urge you to take a stand against the outdated arguments and vile homophobia and transphobia expressed in the Corriere Canadese, pull their ads and support LGBTQ+ students and families in our city.



Director's Monthly Report February – March 2021

February 22 – March 26

I write this report at the end of what would have been the March Break for staff, students, and families and recognize that the opportunity for much needed rest is still weeks away. I acknowledge the tremendous commitment to serving students and families that our staff make every day throughout the system, and the ways in which they continue to lean into their call to service. As I visit schools and connect with school leaders, staff, and students, I am humbled by the on-going optimism, perseverance, and commitment to community that our school leaders and front-line staff reveal through their actions each and every day. We are blessed by our Catholic community in the true spirit of “being there” for each other during this pandemic.

Our commitment to student and staff well-being through enhanced safety measures and processes, personal protective equipment, increased access to local testing options for families, and partnership with our local and provincial health partners has contributed to reducing the spread of COVID in our schools. However, we recognize that as community infections rise, so do cases in our schools. We are not immune to the spread of this virus and acknowledge the cohorts of students and staff who have been required to isolate, and even the temporary dismissal of an entire school through Toronto Public Health. These are difficult times, and it is during such times that our community of faith is united in our shared commitment to one another.

As we continue to ask more of each other, we do so in recognition of how much has already been given. We are thankful for and blessed by our staff, leaders, parents, and parishes as we persevere, ever hopeful for brighter days ahead in which we are able to gather as a community of faith.

Highlights from the past month include:

- Recognizing important observances in February and March such as: World Day of Social Justice, International Language Instructors Day, and Pink Shirt Day
- Celebrating **Forgiveness** as the Virtue of the Month, Celtic Canadian Heritage Month, Nutrition Month, Black Mental Health Week, National Social Work Week, Education Support Staff Appreciation Day, International Women's Day, and National Day of Observance for COVID-19
- Engaging with over 1600 secondary student leaders from across the system with remarks/greetings at the **Voices that Challenge Catholic Student Leadership Conference**. The student voice captured at this conference will help to shape the pillars of the CSLIT annual Student Trustee Report and Action Plan (March 5)
- Delivering remarks in celebration of **International Women's Day** - The theme being - 'choose to challenge' which highlights the importance of challenging biases and misconceptions in the interest of creating a more inclusive and gender-equal world (March 8)

- Connecting with OCSOA Executives from across the province at the virtual **OCSOA Annual AGM and Conference** (March 3 - 5)
- Meeting with parent leaders in support of strengthening opportunities for engagement throughout the system
- Celebrating the **Quincentennial Jubilee of Christianity in the Philippines** event, acknowledging 500 Years of Christianity in the Philippines
- Engaging with Black community leaders through the African Advisory Committee Meeting (March 11)
- On-going dialogue with **His Eminence Cardinal Collins** in support of partnership between home, school, and parishes throughout Toronto, and shared faith leadership.
- Supporting the “**Connections and Conversations Series**” evening focused on conversations about issues facing Indigenous community. The Equity, Diversity, Indigenous Education, and Community Relations Department hosts a safe space to share, listen, and learning about equity, diversity, and culture (March 23)
- Connecting with the **Ladies on the Rise and Men of Distinction of Trust 15** (March 23). **Trust 15 is a charitable organization** that provides youth in the Rexdale/North Etobicoke area with programs that promote and facilitate positive behaviour, creative expression, and cooperative working skills.
- Engaging with TCDSB students at the **Stop the Stigma Mental Health and Well-Being Symposium** (March 24 and 25). This year’s theme is **We Become Compassionate**. This year’s theme aligns with our pastoral plan of We Become.
- Connecting with our TCDSB community through our monthly “**Lunch with the Director**” series live streamed on Facebook and YouTube. Answering questions that are timely, relevant, and important to students and families in real-time. The next “**Lunch with the Director**” is coming up on **Friday, March 26th, 2021**
- Continuing **weekly meetings with the Deputy Minister of Education, Toronto Public Health, and the Ministry of Health** in support of provincial and local initiatives to keep students, staff, and families safe and healthy during this current COVID pandemic.
- Participating on and contributing to **provincial leadership committees** with **Directors of Education and Health officials** from across the province in support of TCDSB staff, students, and families, and to influence public policy decisions in support of education and health care.
- **Meeting weekly with Catholic Directors** from across the province in support of best practices, shared issues, solutions, and advocacy throughout Catholic education in Ontario.

- Continuing to meet with **Trustees, Senior Staff, Union Leadership partners, Principal and Vice Principal Associations, and Parent Groups** individually and at planned meetings to discuss our partnership and collective commitments for the immediate and the year ahead.
- Partnering with **Toronto Public Health** weekly to discuss school health and pandemic related support and initiatives to promote public health and respond to COVID-related issues in on-going ways.

March Student Trustee Board Report

Update from the Student Trustees:



- From February 18-21, Student Trustees attended the annual OSTA-AECO Board Council Conference where they heard from various guest speakers, hosted their working group breakouts, and had insightful conversations with other Ontario Student Trustees
- On February 22nd, the Student Trustees along with the Executive Council and other student leaders met with Adrian Della Mora to further discuss diversity within the TCDSB Staff Hiring process
- On February 27th, Student Trustees met with the Toronto Youth Cabinet to discuss period poverty
- On March 1st, Student Trustees met with the OSTA-AECO Catholic Board Council to discuss upcoming initiatives for the council
- On March 2nd, Student Trustees met with Michael Penafiel from ShareLife and other GTA Student Trustees to discuss a Toolkit to help school in their efforts to support ShareLife
- On March 3rd, Student Trustee Nguyen met with the Directors of Social Affairs and Faith to begin planning for Faith Camp
- On March 5th, Student Trustees, along with the CSLIT Executive council carried out the 2021 Voices That Challenge conference, where they were able to collect student voice to begin the process on the 2021-2022 CSLIT Pillars of Focus
- On March 9th, the Student Trustees and the Directors who are helping with the 2SLGBTQ+ Student Committee to begin planning the first meeting for the committee, as well as reading through all of the applications
- On March 10th, the 2SLGBTQ+ Student Committee met for the first time to discuss the purpose of the team, as well as brainstorm ideas for the committee to carry out
- On March 12th, the CSLIT Executive council met for their monthly meeting
- On March 30th, the CSLIT General Assembly will meet our 2021-23 Student Trustee Candidates

CSLIT:

Elementary Affairs

The Director of Elementary Affairs hosted the ECSLIT monthly online meeting on Thursday, March 4th and were offered words of leadership from Trustee Ida LiPreti as the board welcome. Over 70 elementary students were present to engage virtually, learn a leadership lesson from the keynote speaker, Andrew Baptiste, and play games. The Directors of Elementary Affairs were responsible for coordinating high school volunteers in workshops for the Voices That Challenge virtual leadership conference on Friday, March 5th. Meetings with over 60 high school volunteers were held in preparation for the day of the event. The annual elementary SMILE Camp was hosted online this year from Wednesday, March 17th to Friday, March 19th. Ten high school volunteers and over 60 elementary students attended the camp to listen to keynote speakers and build their confidence as leaders.

Administrative Affairs

The Director of Administrative Affairs continued to work closely with the Student Trustees and the CSLIT Executive to ensure that the monthly CSLIT General Assemblies can take place, through virtual platforms. In addition, the Director of Administrative Affairs has been processing payments for Catholic Student Leadership merchandise and will carry on with this until the end of the school year. Furthermore, the Director of Administrative Affairs has been working on creating events as a part of the Mental Health and Well-Being pillar. Lastly, the Director of Administrative Affairs has participated in a focus group to create more diversity within staff in the TCDSB. The Director of Administrative Affairs will continue to assist the Student Trustees on all CSLIT matters during this time of COVID-19 physical distancing.

Social Affairs

Social Affairs is in the process of planning three initiatives for the month of March. The first initiative is in collaboration with two other CSLIT exec members to deliver handwritten cards to elderly living in retirement homes during Covid-19. The second initiative is in collaboration with the Faith Director to help deliver a virtual Faith Camp. The last initiative for this month is to increase engagement within the CSLIT community by creating entertaining content through the CSLIT TikTok account.

Social Justice

The Director of Social Justice, along with the subcommittee's current project is creating a documentary series on the effects of COVID-19 through the perspectives of teenagers. The Director of Social Justice has created a three-part series, with the first one set to launch through the use of Instagram on March 26, 2021. The first section includes introductions from speakers, one-line questions, a roundtable discussion on the realities of COVID-19, and an exclusive interview with the Director of Social Justice.

Public Relations

For the month of February, the Public Relations Team has continued their work in advertising for CSLIT-sanctioned events, such as the CSLIT GA, Let's Talk Faith, the ECSLIT GA, and Voices that Challenge. The successful advertisement was achieved through close collaboration with the Student Trustees, CSLIT executive council members, and the Directors of Elementary Affairs to create eye-popping advertisement pieces, and broadcast events on social media platforms, such as Twitter, in order to spread the word of the wonderful nuances of each respective event. Furthermore, while numbers have dwindled slightly due to the shift of events from in-person to virtual, the Public Relations Team has continued working hard on maintaining Catholic Student Leadership throughout the board, as well as helping perpetuate and nurture its nuances through advertisement.

Equity

Between the months of February to March, the Equity subcommittee has had their "Helping hand for Newcomers" webinar for students who were new to the country or for those in need of resources. This webinar consisted of different discussions surrounding advice, opportunities as a student within the workforce or extracurricular, and resources to different youth groups and supports. The subcommittee also held their 7th and 8th Zen-doodle where students got the opportunity to listen to a presentation about different mechanisms that help increase the quality of life throughout this pandemic and learned 2 different art forms. The Catholic Youth Black Alliance officially completed the preparations and promotions for their new clothing line that was released on February 19th, 2021. All proceeds from the clothing line will be going back to Nigeria to donate to EndSars. The Black Alliance has also had their first awareness webinar "Hear

me out” on February 23rd, 202. They discussed the different injustices that BIPOC students still face today through a red table talk and the different initiatives we can participate in to help create change in our society. The Asian Core Team held its first Asian awareness webinar. The webinar consisted of different discussions surrounding racism throughout the pandemic, culture appropriation vs. appreciation, and Asian representation with the LGBTQ+. The team has also created their Instagram page as a platform to share awareness posts and updates.

Faith

The Faith Ambassador has constructed monthly prayers for CSLIT GAs, E-CSLIT GAs, and monthly Let’s Talk Faith spiritual nourishment webinars. The Faith Ambassador hosted their fourth Let’s Talk Faith based on God’s Love for Us, which included games, guest speakers, and prizes. The Faith Ambassador is planning to work with their subcommittee to host another Let’s Talk Faith spiritual nourishment webinar in March, based on Leadership Through Service. The Faith Subcommittee is also planning to host a virtual alternative to a Faith Camp Retreat later on this month.

Angel Foundation for Learning

During the month of February and March, the Angel Foundation Director and his sub-committee have been planning their new fundraiser for the Easter season. They will be selling Easter baskets/cards as a way to raise money for the AFL equity fund. This fund organized by students will help to support a more equitable and belonging life in the TCDSB so that students all know that they are meant to be here no matter their background, culture, etc. The Easter initiative will continue till the end of march and items are being promoted to all ages, including TCDSB staff. The AFL Director has also attended the monthly Board meeting, contributing with his recently formulated board report addressing the student matters in the TCDSB to help aid the Angel Foundation’s mission to aid students. For the rest of the month, we will continue the fundraiser and support the vision that the Angel Foundation stands for.



Norm Di Pasquale
Trustee Ward 9

E-mail: Norman.DiPasquale@tcdsb.org

Voicemail: 416-512-3409

To: Regular Board Meeting March 25, 2021

From: Norm Di Pasquale, Trustee Ward 9

Subject: Consideration of Motion: Refund of School Rental Costs for Out of Bounds

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

WHEREAS: Out of Bounds is an organization that focuses on empowering youth around the Jane-Finch community who are gun violence survivors;

WHEREAS: Out of Bounds rented space at Toronto Catholic District School Board (TCDSB) schools after the Priority Schools Initiative was suspended; and

WHEREAS: Out of Bounds is a grassroots organization that struggles to fund its own operations, and is in an extremely difficult financial position.

THEREFORE BE IT RESOLVED THAT: TCDSB refund rental costs to Out of Bounds from the 2018-2019 & 2019-2020 school year during the period when the Priority School Initiative was suspended; and

BE IT FURTHER RESOLVED THAT: The funds be drawn from the Priority Schools Initiative funding.

Norm Di Pasquale
Trustee, Ward 9



*Daniel Di Giorgio
Trustee Ward 10*

E-mail: Daniel.DiGiorgio@tcdsb.org

Voicemail: 416-512-3410

To: Regular Board, March 25, 2021

From: Daniel Di Giorgio, Trustee Ward 10

**Subject: Consideration of Motion – 2020/2021 Block Budget Increases
(Equity Distribution)**

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

WHEREAS: I raised concerns with various staff members in the past regarding potential irregularities and/or errors including but not limited to incorrect classification of schools as EPAN schools and questionable dollar allocations in the previous 2019/2020 block budget increase equity distribution;

WHEREAS: These concerns remained largely unaddressed until recently when discussions with staff in relation to a motion passed by the Board in December 2020 reinstating this initiative for the 2020/2021 school year have resulted in renewed discussions surrounding this topic and efforts have been made to revise the list, addressing many errors which previously existed;

WHEREAS: Staff still has not fully implemented the board motion as outlined and work remains to conform fully with the provisions outlined in the Board motion; and

WHEREAS: I am often told that the publication of this type of data, although it is derived from publicly available data, stigmatizes certain school communities but I personally believe that the potential damage which can unfold for certain school communities when data of this nature is not made available for public scrutiny is a more significant concern.

BE IT RESOLVED THAT: In the interest of transparency and recognizing these are public funds, the 2019/2020 block budget equity distributions and the 2020/2021 block budget equity distributions be included in a report to Board

highlighting changes made and that staff report back to board on ways to rectify any prior errors ensuring those communities which were potentially mistreated receive the funds they deserve; and

BE IT RESOLVED THAT: Any distribution of these types of funds across the system be made available in public reports moving forward.

**Daniel Di Giorgio,
Trustee, Ward 10**



Daniel Di Giorgio
Trustee Ward 10

E-mail: *Daniel.DiGiorgio@tcdsb.org*

Voicemail: *416-512-3410*

To: Regular Board, March 25, 2021

From: Daniel Di Giorgio, Trustee Ward 10

Subject: Consideration of Motion – Toronto Catholic District School Board (TCDSB) Hiring Practices and Conformance with Policy HM.40

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

WHEREAS: Staff provided a report to the Board of Trustees in **PRIVATE** Session February 4th, 2021 in response to a **PUBLIC** Trustee inquiry on June 18, 2020, claiming its content or portions thereof may be the subject of collective bargaining discussions;

WHEREAS: My understanding is that Principals and Vice Principals in the continuing education department are currently selected by the human resources department and teachers are not;

WHEREAS: My understanding is that teachers are required to apply annually to continuing education department positions and Principals and Vice Principals are not; and

WHEREAS: My understanding is that Principals and Vice Principals in the continuing education department may potentially be subject to different requirements than the equivalent positions during the regular school year with regard to hiring practices and promotions/appointments.

BE IT RESOLVED THAT: In the interest of equitable and fair hiring processes, the Board direct the human resources department to explore the removal of any provisions potentially incorporated in continuing education Principal and Vice Principal positions which may not conform with Board Policy HM.40 – Fair Practice in Hiring and Promotion;

BE IT RESOLVED THAT: Candidates for Principal/Vice Principal and teaching

positions in the continuing education department be required to apply annually and that the human resources department lead the entire recruitment process including but not limited to the creation of official job postings to ensure conformance with Board Policy HM.40 – Fair Practice in Hiring and Promotion; and

BE IT RESOLVED THAT: Staff confirm in a supplementary report to the Board of Trustees that the appointment/promotion of Principals and Vice Principals in the continuing education department conforms with Board Policy HM.40 – Fair Practice in Hiring and Promotion and are subject to the same requirements as typical Principal and Vice Principal appointments/promotions.

**Daniel Di Giorgio,
Trustee, Ward 10**



Daniel Di Giorgio
Trustee Ward 10

E-mail: Daniel.DiGiorgio@tcdsb.org

Voicemail: 416-512-3410

To: Regular Board, March 25, 2021

From: Daniel Di Giorgio, Trustee Ward 10

Subject: Consideration of Motion – Governance at the Toronto Catholic District School Board (TCDSB), Request for Ministry Assistance

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

WHEREAS: The TCDSB could benefit from assistance made available by The Ministry of Education to School Boards under the Education Act.

BE IT RESOLVED THAT: The Board direct the Chair to submit a formal request to the Ministry of Education calling for the appointment of an Investigator under Section 230 of the Education Act to review the TCDSB's handling of Code of Conduct, harassment and conflict of interest complaints from December 2018 to February 2021;

BE IT RESOLVED THAT: The Board direct the Chair to submit a formal request to the Ministry of Education calling for the appointment of an additional Investigator under Section 230 of the Education Act to determine whether the TCDSB complies with Regulations 219 (1) of the Education Act – *Qualification of Members*; and

BE IT RESOLVED THAT: The Board direct the Chair to appeal to the Ministry requesting a performance review under Ontario Regulation 43/10 - *Provincial Interest in Education* focusing on the performance of the Board and the Board's Director of Education in carrying out their respective duties.

Daniel Di Giorgio,
Trustee, Ward 10



Daniel Di Giorgio
Trustee Ward 10

E-mail: Daniel.DiGiorgio@tcdsb.org

Voicemail: 416-512-3410

To: Regular Board, March 25, 2021

From: Daniel Di Giorgio, Trustee Ward 10

Subject: Consideration of Motion – Toronto Catholic District School Board (TCDSB) Integrity Commissioner Responsibilities

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

WHEREAS: Upon examination of Ontario Regulation 384/07 – *Integrity Commissioner: Powers, Duties and Functions under the Act*, it does not appear that the Integrity Commissioner has the authority to investigate workplace harassment complaints (Policy H.M.14); and

WHEREAS: It is incumbent upon The Board to act in a timely fashion when dealing with these types of matters.

BE IT RESOLVED THAT: The Board request a written response from both the Integrity commissioner (IC) and the TCDSB's General Counsel confirming whether or not the office of the IC has the authority to handle issues of this nature; and

BE IT RESOLVED THAT: The Board authorize the Director of Education to take any necessary steps to ensure any pending complaints of this nature are addressed in a timely manner ensuring the Board fulfills its responsibility.

Daniel Di Giorgio,
Trustee, Ward 10



REPORT TO

REGULAR BOARD

RETURN TO SCHOOL UPDATE

*"I can do all things through him who strengthens me."
Philippians 4:13*

Created, Draft	First Tabling	Review
March 18, 2021	March 25, 2021	Click here to enter a date.
Barbara Loporati, Senior Coordinator, Planning Services Corrado Maltese, Coordinator, Occupational Health and Safety John Wujek, Superintendent, Area 5 and Parent Engagement Shawna Campbell, Superintendent, Area 3 and Early Years Shazia Vlahos, Chief of Communications and Government Relations Michael Loberto, Superintendent, Planning and Development Services Deborah Friesen, Superintendent, Capital Development, Asset Management and Renewal Adrian Della Mora, Executive Superintendent of Human Resources Omar Malik, Acting Chief Information Officer		
INFORMATION REPORT		

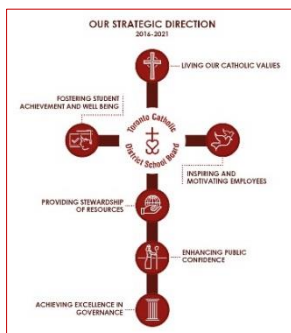
Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

The last update to the Reopening Action Plan was submitted to the March 11, 2021 Corporate Services Committee meeting for information and consideration. This report provides additional information concerning items occurring since that time. The Reopening Action Plan is updated as necessary and is available on the TCDSB website. Key updates and strategies are provided for consideration.

This week's report includes updates regarding youth programs, bike racks, outdoor classrooms and technology distribution.

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

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

B. PURPOSE

To provide the Board with updates as they pertain to the TCDSB Reopening Action Plan.

C. BACKGROUND

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

D. EVIDENCE/RESEARCH/ANALYSIS

Planning for Summer and September 2021

- 1. Planning and implementation is under way for another summer of opportunities through the government funded Focus on Youth program, providing secondary students with employment and skills acquisition*

experiences while earning secondary school credits. Providing mental wellness and self-care training will be a major component of this year's Focus on Youth program. Further details will be shared as they are made available.

Plexiglass

2. *Distribution of plexiglass is ongoing.* The barriers that were in the current reserve have been shipped to schools. Deliveries of additional barriers are anticipated towards the end of March with installation in classrooms of greater than 15 students to be completed prior to students returning from April Break.
3. *The plexiglass survey closes Friday, March 19. Staff will collect and collate the survey responses and share the results at the April 8th SAWB RTS report.*

Cycling to School

4. *Installation of bike racks is scheduled to begin March 23 at seven schools as follows:*
 - Holy Child
 - St. Angela
 - St. basil the Great
 - St. Demetrius
 - St. Francis de Sales
 - St. Martha
 - St. Wilfrid

Installation of bike racks at all schools is anticipated to be completed by end of May, 2021.

Outdoor Classrooms

5. *Delivery of outdoor seating from logs provided by the City of Toronto is scheduled to begin March 22.* This will be a trial to determine how many schools can be completed per day. The trial will include the following schools:
 - Holy Child
 - St. Andrew
 - St. Angela
 - St. Benedict
 - St. Dorothy
 - St. Jude
 - St. Stephen
 - St. Jane Frances

The schedule for the remaining schools will be determined following the trial. It is anticipated that the bulk of the delivery will take place during the spring (April) break.

Technology

6. *Orders continue to flow, and supplies are being replenished.* An additional 2,000 Chromebooks have arrived, and a subsequent order will be placed.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. *Communications continue to be shared with all staff and families centrally related to cases in school settings and reminders from TPH about remaining vigilant in practicing health and safety measures.*

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

GRADUATION STATISTICS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS 2019-2020

"I came today to the spring, and said, 'O Lord, the God of my master Abraham, if now you will only make successful the way I am going!'" (Gn 24:42)

Created, Draft	First Tabling	Review
March 15, 2021	March 25, 2021	Click here to enter a date.

Maria Meehan, Superintendent, Special Services
Marina Vanayan, Senior Co-ordinator, Educational Research

INFORMATION REPORT

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of Academic Affairs

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

A. EXECUTIVE SUMMARY

As recommended by the Special Education Advisory Committee (SEAC), this report was prepared to highlight Graduation statistics for students with Special Education needs enrolled in Grade 12 for the 2019-20 school year. Results showed that most students with Special Education needs graduate with one of the Ontario Secondary School Diploma (OSSD), Ontario Secondary School Certificate (OSSC), or Certificate of Achievement (COA), by their 3rd or 4th year in Grade 12. This is the second year this report was prepared. The report will be prepared annually to track change over time.

The cumulative staff time required to prepare this report was 28 hours

B. PURPOSE

On December 12, 2019, the Special Education Advisory Committee recommended to the Board that an annual “Special Education Needs Students (SENS) Graduation report” be prepared for the Board and SEAC regarding students with Special Education needs, starting with those in the 2018-19 school year. This is the second year where these data sets are available; change over time will be reported when there are at least three years of data available.

C. BACKGROUND

1. Reports are presented to SEAC on an ongoing basis regarding programs and services to address the learning and well-being of students with Special Education needs.
2. Graduation from high school is an indicator of student success. There are three designations of successful completion of high school: Ontario Secondary School Diploma (OSSD); Ontario Secondary School Certificate (OSSC) and Certificate of Achievement (COA). The provincial goal is for all students to graduate in four years; however, students may require additional time. Students with Special Education needs may be enrolled in school until age 21.
3. As recommended by SEAC, this report was prepared to highlight graduation statistics for students enrolled in Grade 12 for the 2019-20 school year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. For the 2019-2020 school year, data were extracted, summarized and analyzed for Grade 12 students (1st, 2nd, 3rd and 4th years) in the following areas (see Appendix A):

- Total number of students who enrolled and attended
 - i. All students enrolled in Grade 12 as of October 31st
 - ii. Students in Grade 12 with an IEP (*including* those with exceptionality of Giftedness and those designated as Non Applicable - NA)
 - iii. Students in Grade 12 with Exceptionality 1* (*excluding* Giftedness)
- Graduation - number of students who graduated with:
 - i. an Ontario Secondary School Diploma (OSSD)
 - ii. an Ontario Secondary School Certificate (OSSC)
 - iii. a Certificate of Achievement (COA)
- Non-graduating students included:
 - i. Aging Restriction
 - ii. Early Leavers
 - iii. Returning Students

2. Based on the data in Appendix A, the following results are highlighted for the **2019-2020 school year**.

2019-2020	All	With IEP	Exceptionality I* (excluding Giftedness)
Graduated	6,899/8,436 = 82%	1,397/1,840 = 76%	634/904 = 70%
Returning for 2020-2021	850/8,436 = 10%	292/1,840 = 16%	209/904 = 23%
Did not graduate and did not return	680/8,436 = 8%	151/1,840 = 8%	61/904 = 7%

**Exceptionality 1* refers to the primary exceptionality for which a Special Education Program and/or Service(s) are provided.

3. The table below highlights the results from the **previous (2018-2019) school year**.

2018-2019	All	With IEP	Exceptionality 1* (Excluding Giftedness)
Graduated	7,132/8,929 = 79.9%	1,385/1,840 = 75.3%	655/942 = 69.5%
Returning for 2019-2020	1,003/8,929 = 11.2%	306/1,840 = 16.6%	215/942 = 22.8%
Did not Graduate and did not return	786/8,929 = 8.8%	148/1,840 = 8.0%	71/942 = 7.5%

**Exceptionality 1* refers to the primary exceptionality for which a Special Education Program and/or Service(s) are provided.

4. Most students with Special Education needs graduate (either with OSSD, OSSC, or COA) by their 3rd or 4th year of Grade 12.

5. Students with Special Education needs require more time to fulfil graduation requirements. The goal remains to improve graduation outcomes for all students and for students with Special Education needs.

E. METRICS AND ACCOUNTABILITY

1. As recommended by SEAC, this report will be prepared annually starting in 2018-19.
2. This is the second annual report. Subsequent reports will include additional years of data (up to five years, once available), to allow tracking of change over time.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

APPENDIX A –Graduation 2019-20

Grade 12 Students - Special Education Graduation (2019-20 School Year)	Grade 12 Students		
	Total	With IEP	With Exceptionality 1 Excluding Giftedness
A. Enrollment - as of October 31st (OnSIS)			
Total number who enrolled and attended (active as of October 31)	8,436	1,840	904
a) number in Grade 12 - first year (year 4)	7,253	1,421	597
b) number in Grade 12 - second year (year 5)	887	269	177
c) number in Grade 12 - third year (year 6)	201	88	75
d) number in Grade 12 - fourth year (year 7)	95	62	55
B. Graduation as of August 31st			
Total Graduates (OSSD/OSSC/COA)	6,899	1,397	634
Proportion Graduating	81.8 %	75.9%	70.1%
Total number who graduated with an Ontario Secondary School Diploma (OSSD)	6,789	1,296	537
a) number in Grade 12 - first year - graduated in year 4	6,048	1,108	424
b) number in Grade 12 - second year - graduated in year 5	609	148	88
c) number in Grade 12 - third year - graduated in year 6	101	28	16
d) number in Grade 12 - fourth year - graduated in year 7	31	12	9
Total number who graduated with an Ontario Secondary School Certificate (OSSC)	71	62	58
a) number in Grade 12 - first year - graduated in year 4	26	22	20
b) number in Grade 12 - second year - graduated in year 5	25	23	21
c) number in Grade 12 - third year - graduated in year 6	14	12	12
d) number in Grade 12 - fourth year - graduated in year 7	6	5	5
Total number who graduated with a Certificate of Achievement (COA)	39	39	39
a) number in Grade 12 - first year - graduated in year 4	1	1	1
b) number in Grade 12 - second year - graduated in year 5	3	3	3
c) number in Grade 12 - third year - graduated in year 6	2	2	2
d) number in Grade 12 - fourth year - graduated in year 7	33	33	33
C. Aging Restriction			
Total number who did not return due to aging restrictions (did not graduate)	7	0	0
D. Early Leavers*			
Total number who did not graduate and did not return (completed the school year)	680	151	61
E. Returning Students			
Total number who did not graduate and returned in the 2019-2020 School Year	850	292	209

* Early Leavers includes: home, home schooled, other board/province/country, private school, no diploma/certificate, extended vacation, other education Ontario, other, from night school/summer school, unknown.



REPORT TO

REGULAR BOARD

FROM THE GOVERNANCE AND POLICY COMMITTEE REVISION OF THE TRUSTEE CODE OF CONDUCT POLICY T.04

*For we are His workmanship, created in Christ Jesus for good work, which God prepared beforehand that we should walk in them. **Ephesians 2:10***

Created, Draft

February 9, 2021

First Tabling

February 18, 2021

Review

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

Paul Matthews, General Legal Counsel

RECOMMENDATION REPORT

Vision:

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Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updating the current Policy on Trustee Code of Conduct Policy T.04 to conform to current practice and policies.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board Meeting as it recommends policy revision based on input from the Governance and Policy Committee.

C. BACKGROUND

1. This draft of the proposed Trustee Code of Conduct Policy includes revisions adopted by the Committee on January 12, 2021, and February 2, 2021. Attached at Appendix A is the revised draft policy.
2. The proposed draft protocol is attached at Appendix B.
3. Changes to this policy reflect current practice and alignment with related policies.

D. EVIDENCE

This proposed policy is a complete revision of the existing policy and is submitted by the Integrity Commissioner in consultation with the Director of Education, General Legal Counsel and the Governance and Policy Committee.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Director, with the support of Legal Services.
2. Further reports will be brought to the Board in accordance with the policy review schedule.

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised Trustee Code of Conduct Policy T.04 provided in Report Appendix A, and the accompanying TCDSB Code of Conduct Complaint Protocol provided in Report Appendix B, be adopted.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

Date Approved:	Date of Next Review:	Dates of Amendments:
<p>Cross References: Education Act, R.S.O. 1990, c. E.2 Municipal Act, 2001, S.O. 2001, c. 25 Municipal Conflict of Interest Act, R.S.O. 1990, c. M50 (MCIA) Municipal Elections Act, 1996, SO 1996, c. 32 Municipal Freedom of Information and Protection of Privacy Act, R.S.O 1990, C. M.56 (MFIPPA) Criminal Code of Canada R.S.S., 1985, c. C-46 Human Rights Code, R.S.O. 1990, c. H. 19 <i>Harassment and Discrimination Policy H.M.14</i> <i>Fair Practice in Hiring and Promotion Policy H.M.40</i> <i>Trustee Services and Expenditures Policy T.17</i> <i>Trustee Honorarium T.05</i> <i>Code of Conduct S.S.09</i></p>		
Appendix A – Trustee Code of Conduct Protocol		

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SUB-SECTION:
POLICY NAME: TRUSTEE CODE OF CONDUCT
POLICY NO: T.04

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POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: TRUSTEE CODE OF CONDUCT
POLICY NO: T.04

Purpose:

This *Code of Conduct* applies to all Trustees. It is to be given broad, liberal interpretation in accordance with applicable legislation and the definitions set out herein. As a living document the Code of Conduct will be brought forward for review at the end of each term of the Board, when relevant legislation is amended, and at other times when appropriate to ensure that it remains current and continues to be a useful guide to Trustees.

Commentary and examples used in this *Code of Conduct* are illustrative and not exhaustive. From time to time additional commentary and examples may be added to this document by the Integrity Commissioner and supplementary materials may also be produced as deemed appropriate.

Where a Trustee discloses all known facts to the Integrity Commissioner and as long as those facts remain unchanged, the Trustee may rely on written advice provided by the Integrity Commissioner. The Integrity Commissioner will be bound by the advice given, as long as the facts remain unchanged, in the event that they are asked to investigate a complaint.

Trustees seeking clarification of any part of this *Code* should consult with the Integrity Commissioner.

The *Education Act* is the primary piece of legislation governing school boards however there are other statutes that govern the conduct of elected officials. It is intended that the *Code of Conduct* operate together with and as a supplement to applicable legislation, including the:

- *Education Act*
- *Municipal Act, 2001*;
- *Municipal Conflict of Interest Act (MCIA)*;
- *Municipal Elections Act, 1996*;



POLICY SECTION: TRUSTEES

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POLICY NO: T.04

- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA);*
- *Criminal Code of Canada*
- *Ontario Human Rights Code*

Trustees are expected to discharge their duties and responsibilities in a professional and ethical manner consistent with Gospel Values and the teachings of the Catholic Church.

General Introduction:

Trustees of the Toronto Catholic District School Board (Trustees) recognize their obligation to serve the Board's students and staff, their constituents and the general public in a conscientious and diligent manner understanding that as leaders of the community, they are held to a higher standard of behaviour and conduct. That standard includes upholding the Catholic Faith and adhering to the Oath of Office taken each year at the Caucus meeting.

Trustees represent all the citizens in the Catholic community in the City of Toronto and are responsible to the electorate through the democratic process. Fellow citizens have entrusted trustees through the electoral process with the education of all students in the community they serve as their advocates. The public is entitled to expect the highest standard from the school trustees that it elects.

Trustees recognize that ethics and integrity are at the core of public confidence in government and in the political process; that elected officials are expected to perform their duties in office and arrange their private affairs in a manner that promotes public confidence, avoids the improper use of influence of their office and conflicts of interests, both apparent and real. They recognize the need to uphold both the letter and the spirit of the law including policies adopted by the Board.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

Catholic Trustees, as representatives of the Catholic community must ensure that the mission of Catholic education, as part of the broader mission of the Church is fulfilled. Because of this unique and distinctive mission, Catholic school trustees honour a set of additional expectations that have been set for them by the Church and by the Catholic community. The vocational call to trusteeship is to serve.

This Code of Conduct ensures that Trustees share a common basis and understanding for acceptable conduct of Trustees, in concert with and beyond the minimum standards of behaviour set out in the existing legislative framework. The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.

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

We Believe...

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good
- that high standards and expectations foster greater achievement
- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person
- that teaching is responsive to individual needs
- that teaching and learning should be rooted in research and evidence



POLICY SECTION: TRUSTEES

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POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

This Code of Conduct is consistent with the principles of transparent and accountable government, and is reflective of the Board's values relating to Faith, Community and Culture which require each Trustee, within the duties prescribed in the Education Act, its Regulations and other applicable legislation, and reflecting a ministry within the Church, to:

- a) appreciate that Catholic schools are an expression of the teaching mission of the Church;
- b) provide an example to the Catholic Community that reflects the teaching of the Church;
- c) facilitate the best possible Catholic education according to the programs approved by the provincial Minister of Education and supported by the Archdiocese of Toronto and the Assembly of Catholic Bishops of Ontario (ACBO);
- d) recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- g) work to improve personal knowledge of current Catholic educational research and practices;
- h) affirm a strong sense of Christian Catholic Community; and
- i) provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada;



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

1. Trustees shall serve the public and their constituents in a conscientious and diligent manner.
2. Trustees should be committed to performing their functions with integrity impartiality and transparency.
3. Trustees shall perform their duties in office and arrange their private affairs in a manner that promotes public confidence and will bear close public scrutiny.
4. There is a benefit to School Boards when members have a broad range of knowledge and continue to be active in their own communities, whether in business, in the practice of a profession, in community associations, and otherwise.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

Regulations:

1. Avoidance of Conflicts of Interest

In this Regulation:

- a. “disqualifying interest” means an interest in a matter that, by virtue of the relationship between the Trustee and other persons or bodies associated with the matter, is of such a nature that reasonable persons fully informed of the facts would believe that the Trustee could not participate impartially in the decision-making processes related to the matter.
- b. “non-disqualifying interest” means an interest in a matter that, by virtue of the relationship between the Trustee and other persons or bodies associated with the matter, is of such a nature that reasonable persons fully informed of the facts would believe that the Trustee could participate impartially in the decision-making processes related to the matter so long as:

The Trustee fully discloses the interest so as to provide transparency about the relationship; and

The Trustee states why the interest does not prevent the Trustee from making an impartial decision on the matter.

1. Trustees shall not participate in the decision-making processes associated with their office when prohibited to do so by the *Municipal Conflict of Interest Act*.
2. Trustees shall not participate in the decision-making processes associated with their office when they have a disqualifying interest in a matter.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

3. For greater certainty:

- a) Trustees shall not participate in the decision-making processes associated with their office when they have a direct, indirect or deemed pecuniary interest in a matter, except in compliance with the *Municipal Conflict of Interest Act*.
- b) Trustees shall not participate in the decision-making processes associated with their office when they have an interest that though in compliance with the *Municipal Conflict of Interest Act*, is nevertheless a disqualifying interest by virtue of the nature of the relationship between the Trustee and other persons or bodies to be affected by the decision.

4. Treatment of Non-Disqualifying Interests:

- a) Trustees may participate in the decision-making processes associated with their office when they have a non-disqualifying interest provided they file at their earliest opportunity a Transparency Disclosure in a form and manner established by the Director of Education acting in consultation with the Integrity Commissioner.
- b) Transparency Disclosures are public documents and shall be available for public viewing on the Board web site.
- c) The determination of whether an actual disqualifying interest or an actual non-disqualifying interest exists, when challenged, is subject to the determination by the Integrity Commissioner of whether a reasonable person fully informed of the facts would believe that the Trustee could not participate impartially in the decision-making processes related to the matter.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: TRUSTEE CODE OF CONDUCT
POLICY NO: T.04

Commentary

Trustees should be committed to performing their functions with integrity and to avoiding the improper use of the influence of their office, and private conflicts of interest, both apparent and real. Trustees shall also not extend in the discharge of their official duties, preferential treatment to Family members, organizations or groups in which they or their Family members have a direct or indirect pecuniary interest.

Trustees have a common understanding that in carrying out their duties as a Trustee, they will not participate in activities that grant, or appear to grant, any special consideration, treatment or advantage to a Family member or an individual which is not available to every other individual.

Trustees may seek conflict of interest or other advice, in writing, from the Integrity Commissioner. Where members choose to seek external legal advice on conflict of interest or other Code of Conduct issues, these fees will not be reimbursed by the TCDSB and cannot be charged to any office account.

When a member, despite the existence of an interest, believes that he or she may still participate in a matter with an open mind, the public interest is best served when the Trustee is able to articulate the interest, and why the interest does not amount to a disqualifying conflict of interest.

Trustees must remain at arm's length when Board staff or the Board is asked to consider a matter involving a Family member or a person or organization with whom the Trustee has a real or apparent conflict of interest.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: TRUSTEE CODE OF CONDUCT

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5. Trustees who seek advice from the Integrity Commissioner with respect to the application of this Regulation may rely on the provisions of Part B. "Framework and Interpretation" (paragraph 3) and the Regulation 17, "Acting on Advice of Integrity Commissioner."
6. Trustees shall avoid any interest in any contract made by him/her in an official capacity and shall not contract with the Board or any agency thereof for the sale and purchase of supplies, material or equipment or for the rental thereof.
7. Trustees, while holding public office, shall not engage in an occupation or the management of a business that conflicts with their ability to diligently carry out their role as a Trustee, and shall not in any case profit directly or indirectly from such business that does or has contracted with the TCDSB.
8. Despite paragraph g., a Trustee may hold office or a directorship in an agency, board, commission or corporation where the Trustee has been appointed by the Board or by the Federal or Provincial Government.
9. Despite paragraph g. a Trustee may hold office or directorship in a charitable, service or other not-for-profit corporation subject to the Trustee disclosing all material facts to the Integrity Commissioner and obtaining a written opinion from the Integrity Commissioner approving the activity, as carried out in the specified manner, which concludes that the Trustee does not have a conflict between his/her private interest and public duty. In circumstances where the Integrity Commissioner has given the Trustee a qualified opinion, the Trustee may remedy the situation in the manner specified by the Integrity Commissioner.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: TRUSTEE CODE OF CONDUCT
POLICY NO: T.04

Commentary

Trustees should exercise caution if accepting such positions if the organization could be seeking a benefit or preferential treatment from the Board at any time

The legislative obligation is set out in the Municipal Conflict of Interest (MCIA). If the Trustee, or a family member of the Trustee, sits on a body which has a pecuniary interest in a matter before the Board (such as an application for grant, support or other contribution), that Trustee has a deemed pecuniary interest. The Trustee should disclose the interest and should not participate in or vote on such matter, in compliance with the obligations of s.5, MCIA.

The Code of Conduct captures the broader common law responsibility and requires members to avoid the appearance of favoring organizations or groups on which the Trustee's family members serve.

Family members of Trustees are not precluded, or even discouraged, from serving on not-for-profit organizations or other bodies. However, where family members of Trustees serve in such a capacity, the Trustee should declare a conflict of interest whenever there is a matter for the Board consideration in which the not-for-profit organization or body has a pecuniary interest.

2. Gifts, Benefits and Hospitality

In this Regulation:

- a. "Gift" means money, fee, advance, payment, gift, gift certificate, promise to pay, property, travel, accommodation, entertainment, hospitality or any other personal benefit connected directly or indirectly with the performance of a Trustee's duties of office, but excludes:



POLICY SECTION: TRUSTEES

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POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

- i. Compensation authorized by law;
 - ii. Political contributions otherwise reported by law, in the case of Trustees running for office;
 - iii. Services provided by persons volunteering their time;
 - iv. Contributions of value that are specifically addressed in other provisions of this Code
 - v. Gifts provided to the TCDSB and which are logged, archived and/or publicly displayed as such.
- b. A Gift provided with the Trustee's knowledge to a Family member that is connected directly or indirectly to the performance of the Trustee's duties, is deemed to be a Gift to that Trustee.
- c. "Token of Appreciation" means such gifts or benefits that normally accompany the responsibilities of office and are received as an incident of protocol or social obligation, or which are a suitable memento of a function honouring the Trustee.
- d. "Official Hospitality" means food, lodging, transportation and entertainment provided by Provincial, Regional and local governments or political subdivisions of them, by the Federal government or by a foreign government within a foreign country or at a conference, seminar or event where the Trustee is either speaking or attending in an official capacity at an official event (such as at meetings of AMO, FCM, or conducted by providers of continuing education).



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- e. "Business Hospitality" means entertainment, food and beverages consumed at banquets, receptions or similar events, if:
 - i. attendance serves a legitimate business purpose;
 - ii. the person extending the invitation or a representative of the organization is in attendance; and
 - iii. the value is reasonable and the invitations infrequent;
- f. "Publications" means communication to the offices of a Trustee, including subscriptions to newspapers, and periodicals.
 - 1. No Trustee shall accept any Gift unless expressly permitted by this Regulation.
 - 2. No Trustee shall accept any Gift involving the use of property or facilities, such as a vehicle, office, club membership or vacation property at less than reasonable market value or at no cost. Notwithstanding this prohibition, with specific approval provided by the Board, a Trustee may be sponsored to attend educational site visits connected with an identified project.
 - 3. Gifts identified in Column B of *Gift Treatment and Disclosure Table* may be accepted by a Trustee provided the Gift is disclosed in accordance with the conditions set out in Column 'C'.
 - 4. Gift Disclosure, where required, is to be accomplished by filing within 30 days of receipt of the gift or reaching the annual limit, a Trustee Information Statement in a form prescribed by the Integrity Commissioner and providing same to the Board Recording Secretary for posting on the Board's web site.



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5. Gifts identified in Column B shall not be accepted, without the Integrity Commissioner's specific approval, when the conditions set out in Column 'D' are applicable.

6. In providing advice to a Trustee about their obligations respecting Gifts, or in considering any inquiry with respect to a Trustee Information Statement or an assertion that this Regulation has been breached, or in providing consent, where required, that a Gift may be accepted, the Integrity Commissioner shall determine whether the receipt of the Gift might, in the opinion of the Integrity Commissioner, create a conflict between a private interest and the public duty of the Trustee. In the event that the Integrity Commissioner makes that preliminary determination, they shall call upon the Trustee to justify receipt of the gift or benefit.

7. Should the Integrity Commissioner determine the receipt of a Gift was inappropriate, the Integrity Commissioner may direct the Trustee to return the gift, reimburse the donor for the value of any gift or benefit already consumed, or the Integrity Commissioner may order the Trustee to forfeit the gift or remit the value of any gift or benefit already consumed to the TCDSB. Any such direction ordered by the Integrity Commissioner shall be a matter of public record.



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Gift Treatment and Disclosure

A	B	C	D
<u>Type of Gift</u>	<u>Examples</u>	<u>Gift Disclosure</u> <i>Apparent Value at which Gift, or the cumulative value from one source in a calendar year is disclosable</i>	<u>Gift No Longer Allowable</u> <i>Condition or Actual Value beyond which gift is not allowable (Value assessed on basis of single Gift or cumulative Gift value from one source in calendar year) (without Integrity Commissioner approval)</i>
Token of Appreciation	Plaques, Pens, Mugs, Vase, Event Photos, and similar	No need to record - Deemed Zero Value	Actual Value of a single gift is over \$100 (allowable with IC approval)
	Perishable (includes flowers, food)	No need to record - Deemed Zero Value	Excludes Alcohol with actual value over \$100
	Gift to Board	Not a 'Gift'. No need to record. Board staff to record and take possession unless otherwise on public display. Deemed Zero Value	N/A
Course of Business	Publications	No need to record - Deemed Zero Value	N/A
	Art	\$100	\$100
	Business Meals	\$100	\$100
	Business Hospitality	\$100	\$250 More than two Event Tickets (Golf, Gala, Sporting, Entertainment) per event More than one event per year from the same person or organization (allowable with IC approval)



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	Official Hospitality	\$100	No limit
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Commentary

Gifts and benefits are often received by elected officials in the course of their duties and attendance at public functions is expected and is considered part of their role. Business-related entertainment and gift-giving can be a token of respect and admiration for the elected official, but can also be seen as an instrument of influence and manipulation. The object of this regulation is to provide transparency around the receipt of incidental gifts and benefits and to establish a threshold where the total value could be perceived as potentially influencing a decision.

The practical problems that nominal gifts and benefits create require a Code of Conduct that provides clarity and transparency. Personal integrity and sound business practices require that relationships with developers, vendors, contractors or others doing business with the Board be such that no Trustee is perceived as showing favouritism or bias toward the giver. There will never be a perfect solution.

Each Trustee is individually accountable to the public and is encouraged to keep a list of all gifts and benefits received from individuals, firms or associations, with estimated values, for review by the Integrity Commissioner in the event of a complaint.

Use of real estate or significant assets or facilities (i.e. a vehicle, office, vacation property or club membership) at a reduced rate or at no cost is not an acceptable gift or benefit. The purpose of the Code is not to prohibit Trustees from accepting all invitations to socialize at a vacation property with personal friends who are in no way associated with the business of the TCDSB.



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Proper caution and diligence must however be exercised when a social function occurs within close proximity to the individual having an issue before the Board or staff for approval. It is always prudent to consult with the Integrity Commissioner before accepting or attending at any such engagements. Any doubts about the propriety of a gift should be resolved in favour of not accepting it or not keeping it. It may be helpful to consult with the Integrity Commissioner when a Trustee chooses to decline a gift as well as when a recipient may opt to keep a gift.

An invitation to attend a function with a developer or supplier could be seen as allowing the giver an opportunity to influence the elected official. Such invitations should only be accepted if the invitation is within the scope of permissible gifts and benefits, meaning that Trustees should not consistently accept invitations from the same individual or corporation and should avoid any appearance of favouritism.

An invitation to attend a fund-raising gala, provided the Trustee is not consistently attending such events as a guest of the same individual or corporation, is also part of the responsibilities of holding public office. Where a Trustee is uncertain in regard to whether an invitation is or is not appropriate, it may be prudent to consult with the Integrity Commissioner before attending any such event.

Regular invitations to lunch or dinner with persons who are considered friends of Trustees is acceptable in situations where the Trustee pays their portion of the meal expense and treats it as a personal expense, meaning a claim is not made under the Trustee Services and Expenditures Policy T.17. Proper caution and diligence not to discuss matters before the Board for a decision must be exercised at all times. When in doubt it is prudent to consult with the Integrity Commissioner.



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3. Trustee's Role in Funding Charitable/Community Events

There are a range of expenses that support a Trustee's role in community development and engagement activities within their ward. For federal and provincial elected officials, these expenses are often paid for by Riding Association funds. Locally-elected officials do not have this benefit. Trustees should refer to the *Trustee Services and Expenditures Policy T.17* for guidance of expenses eligible for reimbursement.

1. As community leaders, Trustees may lend their support to and encourage community donations to registered charitable, not-for-profit and other community-based groups. Monies raised through fundraising efforts shall go directly to the groups or volunteers or chapters acting as local organizers of the group and Trustees should not handle any funds on behalf of such organizations.

Trustees routinely perform important work in supporting charitable causes and in so doing, there is a need for transparency respecting the Trustee's involvement. The following guidelines shall apply:

- a) Trustees should not directly or indirectly manage or control any monies received relating to community or charitable organizations fundraising;
- b) Trustees or persons acting on behalf of a Trustee shall not solicit or accept support in any form from an individual, group or corporation, with any pending significant matter or procurement proposal before the Board, which the Trustee knew or ought to have known about;



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- c) With reference to member-organized community events, Trustees must report to the Integrity Commissioner, the names of all donors and the value of their donation that supplement the event;
- d) Where a Trustee sponsors and/or lends support to a community or charitable event, this *Code* recognizes that all donations are subject to the *Trustee Services and Expenditures Policy T.17*;
- e) No donation cheques should be made payable to a Trustee. Trustees may only accept donation cheques made payable to a Business Improvement Association, charity or community group and only for the purpose of passing the cheques on to such group;
- f) 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 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.



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2. Nothing included herein affects the entitlement of a Trustee to:

- a) urge constituents, businesses or other groups to support community events and advance the needs of a charitable organization put on by others in the Trustee's ward or elsewhere in the City of Toronto;
- b) play an advisory ex officio or honorary role in any charitable or non- profit organization that holds community events in the Trustees' ward; and
- c) collaborate with the TCDSB and its affiliates to hold community events.

Commentary

By virtue of the office, Trustees will be called upon to assist various charities, service clubs and other non-profits as well as community associations, by accepting an honourary role in the organization, lending their name or support to it or assisting in fundraising. Transparency and accountability are best achieved in today's era by encouraging contributors to make donations to such organizations on-line through a website or where that is not possible through a cheque made payable directly to the organization. Cash should never be accepted.

4. Confidential Information

1. No Trustee shall disclose the content of any such matter, or the substance of deliberations, of an *in-camera* meeting until the Board discusses the information at a meeting that is open to the public or releases the information to the public.



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2. No Trustee shall disclose or release by any means to any member of the public, any confidential information acquired by virtue of their office, in either oral or written form, except where required by law or authorized by the Board to do so.
3. No Trustee shall use confidential information for personal or private gain, or for the gain of Family members or any person or corporation.
4. No Trustee should directly or indirectly benefit, or aid others to benefit, from knowledge respecting bidding on the sale of Board property or assets.
5. Trustees should not access or attempt to gain access to confidential information in the custody of the Board unless it is necessary for the performance of their duties and is not prohibited by Board policy.

Commentary:

Confidential Information includes information in the possession of, or received in confidence by, the TCDSB that the TCDSB is either prohibited from disclosing, or is required to refuse to disclose, under the Municipal Freedom of Information and Protection of Privacy Act ("MFIPPA"), or any other legislation.

MFIPPA restricts or prohibits disclosure of information received in confidence from third parties of a corporate, commercial, scientific or technical nature, information that is personal, and information that is subject to solicitor-client privilege.



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The Education Act allows information that concerns personnel, labour relations, litigation, property acquisitions and security of the property of the Board, and matters authorized in other legislation including MFIPPA, to remain confidential. For the purposes of the Code of Conduct, “confidential information” includes this type of information.

As elected officials, Trustees will receive highly sensitive and confidential information concerning residents who need their assistance. This is consistent with the nature of the Trustees’ duties Constituency records that are at all times under the control of the Trustee and are not subject to MFIPPA.

Where it is clear that a communication was not made in a confidential manner (i.e. copied to others, or made in the presence of others) or the manner of communication undermines the validity of labelling it “Confidential”, such communication will not be given any higher level of confidentiality than any other communication. The words “Privileged”, “Confidential” or “Private” will not be understood to preclude the appropriate sharing of the communication for the limited purpose of reviewing, responding or looking into the subject-matter of the communication.

5. Use of Board Resources

1. No Trustee shall use for personal purposes any staff services, property, equipment, services, supplies, websites, blogs, or other Board-owned materials, other than for purposes connected with the discharge of their Board duties.



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2. No Trustee shall obtain personal financial gain from the use or sale of Board developed intellectual property (for example, inventions, creative writings and drawings), computer programs, technical innovations or any other item capable of being patented. Trustees acknowledge and do not dispute that all such property remains exclusively that of the TCDSB.
3. No Trustee shall use information gained in the execution of his or her duties that is not available to the general public, for any purposes other than his or her official duties.

Commentary

Trustees, by virtue of their position, have access to a wide variety of property, equipment, services and supplies to assist them in the conduct of their Board duties as public officials.

Trustees are held to a higher standard of behaviour and conduct and therefore should not use TCDSB property for any purpose other than for carrying out their official duties. For clarity, this Regulation is intended to prohibit the use of Board resources for purposes such as running a home business. It is not intended to prohibit occasional personal use, but it should be subject to practical limitations.

Careful attention should be given to the provisions of the Board's Trustee Services and Expenditures Policy T.17 which identifies allowable expenses. During election campaigns, the provisions of Regulations 6 and 7 will apply.



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4. No Trustee shall use the services of Board staff, or make requests for documents or information from Board staff, unless such information is required for the purpose of carrying out their duties as public officials.
5. No Trustee shall include in his or her website, newsletters, E-mails or other printed material, advertising of businesses in the Board, including the distribution of gift certificates, free tickets or a compiled list of businesses located in a ward.

6. Election Campaigns

1. Trustees are required to follow the provisions of the *Municipal Elections Act, 1996* and Trustees are accountable under the provisions of that statute.
2. No Trustee shall use the facilities, equipment, supplies, services, staff or other resources of the Board (including the Board's newsletters, individual websites linked through the Board's website and social media accounts used for ward communication) for any election campaign or campaign-related activities and all such sites shall not use the TCDSB logo.
 - a) If a member of the Board uses any social media account for campaign purposes, such account must not be created or supported by Board resources or use the TCDSB logo. Social media accounts used for campaign purposes must utilize personal cell phones, tablets and/or computers.



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- b) To avoid confusion with any website or social media accounts used for the Trustee's work, Trustees who choose to create or use social media accounts for campaign communications must include, for the duration of the campaign, a clear statement on each campaign website or social media account's home page indicating that the account is being used for election campaign purposes.
 - c) Despite the foregoing, Trustees are allowed to place campaign phone numbers, websites and E-mail addresses on election pages on the Board's website may be available and authorized for use by all candidates for school board office.
- 3. In a municipal election year, commencing May 1 (alternate: July 2) until the date of the election, Trustees may not publish newsletters or distribute newsletters in TCDSB facilities. All newsletters distributed through the mail must be post- marked by no later than May 1 (alternate July 2) in an election year. Trustees may, during such period, use Board facilities to communicate important notifications to separate school supporters in their ward by E-mail or by letter on the Trustee's usual letterhead.
- 4. In a municipal election year, commencing on May 1(alternate July 2), until the date of the election, no candidate, including Trustees, may directly or indirectly book any TCDSB facility for any purpose that might be perceived as an election campaign purpose.



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Commentary

Staff should not interpret or provide advice to Trustees regarding the requirements placed on candidates for municipal office.

Trustees should not authorize any event that could be perceived as the TCDSB providing them with an advantage over other candidates. It is the personal responsibility of Trustees to ensure that any use of facilities or the services of staff are carried out in accordance with applicable legislation. Staff are not responsible for monitoring and advising Trustees or any other candidates, in this regard.

5. No Trustees shall use the services of persons for campaign related Activities during hours in which those persons receive any compensation from the Board.
6. The Integrity Commissioner may at any time be consulted with regard to complying with any part of Regulation 6.



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7. Improper Use of Influence

1. No Trustee shall use the influence of their office for any purpose other than for the exercise of their official duties.

If the Board has taken a position in an Ontario Municipal Board/Local Planning Appeal Tribunal (“OMB/LPAT”) matter and instructed the Board’s legal counsel to appear at a hearing in support of such position, no member of the Board who disagrees with such position, shall give evidence at such hearing or otherwise work against the will of the Board in such matter. With the consent of the lawyer assigned to represent the Board at an OMB/LPAT hearing, a member of the Board who is in support of the the Board instructions to such lawyer, may give evidence at an OMB/LPAT hearing. Notwithstanding the above, if the OMB/LPAT has decided to mediate a dispute between parties in a matter, any member of the Board may offer his or her services to assist with such mediation regardless of his or her position in the matter and participate, if approved by the OMB/LPAT mediator.

Commentary

Examples of prohibited conduct are the use of one’s status as a Trustee to improperly influence the decision of another person to the private advantage of oneself, or one’s Family member, or friends. This would include attempts to secure preferential treatment beyond activities in which Trustees normally engage on behalf of their constituents as part of their official duties. Also prohibited is the holding out of the prospect or promise of a future advantage through a Trustee’s supposed influence within the Board in return for present actions or inaction.



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Contact with members of tribunals appointed by the Board on any case might be viewed as attempts to intimidate the tribunal member. Generally, Trustees should not take part in the proceedings of any other tribunal where the Board is a party unless such participation is approved by the Integrity Commissioner

2. Pursuant to section 283 of the *Education Act*, the Director of Education is the CEO of the Board and has exclusive authority to direct Board staff. The Board, and not individual Trustees appropriately give direction to the Director of Education.

Note from p. 7 of T.04:

No Trustee shall use his or her position, authority or influence for personal, financial or material gain or personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend and/or business associate. Every Trustee shall uphold and enhance all Board business operations by:

- a) maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board;
- b) fostering the highest standard of professional competence amongst those for whom they are responsible;
- c) complying with and being seen to comply the letter and spirit of:
 - The laws of Canada and the Province of Ontario,
 - Contractual obligations applicable to the Board; and
- d) rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.



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8. Business Relations

1. No Trustee shall allow the prospect of his/her future employment by a person or entity to affect the performance of their duties to the Board, detrimentally or otherwise.
2. No Trustee shall borrow money from any person who regularly does business with the Board unless such person is an institution or company whose shares are publicly traded and who is regularly in the business of lending money, such as a credit union.
3. No Trustee shall act as a paid agent before the Board or a committee of the Board or any agency, board or committee of the Board.
4. No Trustee shall refer a third party to a person, partnership or corporation in exchange for payment or other personal benefit.

9. Trustee Conduct

Conduct at the Board and Committee Meetings:

1. Trustees shall conduct themselves at the Board and committee meetings with decorum in accordance with the provisions of the Board's Operating By-law.



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2. Trustees shall endeavour to conduct and convey the Board's business and all their duties in an open and transparent manner (other than for those decisions which by virtue of legislation are authorized to be dealt with in a confidential manner in closed session), and in so doing, allow the public to view the process and rationale which was used to reach decisions and the reasons for taking certain actions.

Commentary

Trustees recognize the importance of cooperation and strive to create an atmosphere during Board and committee meetings that is conducive to solving the issues before the Board, listening to various points of view and using respectful language and behaviour in relation to all of those in attendance.

Various statutes, the Board's Operating By-law and decisions by courts and quasi-judicial tribunals and the Information and Privacy Commission, establish when the Board can discuss issues in closed session. Transparency requires that the Board apply these regulations narrowly so as to best ensure that decisions are held in public session as often as possible.

Unless prohibited by law, Trustees should clearly identify to the public how a decision was reached and the rationale for so doing.

3. Trustees shall make every effort to participate diligently in the activities of the committees, agencies, boards, commissions and advisory committees to which they are appointed by the Board or by virtue of being an elected official.



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Commentary

Individual Trustees are appointed to committees, agencies, boards and commissions based on their various backgrounds and their ability to contribute to matters before them, bringing their expertise and experience. Trustees should not be absent from the Board or committee meetings, or from those of agencies, boards and commissions to which they are appointed without reasonable justification (for example, illness of the Trustee, family circumstance, or other Board business) for more than three consecutive scheduled meetings or on a regular basis.

4. Trustees shall conduct themselves with appropriate decorum at all times.

Commentary

As leaders in the community, Trustees are held to a higher standard of behaviour and conduct, and accordingly their behaviour should be exemplary.

10. Media Communications

1. Trustees will accurately communicate the decisions of the Toronto Catholic District School Board, even if they disagree with the majority decision of the Board, and by so doing affirm the respect for and integrity in the decision-making processes of the Board.
2. Trustees will keep confidential information confidential, until such time as the matter can properly be made public.



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3. In all media communications, including social media, Trustees will treat each other, staff and members of the public with decorum, dignity and respect, and shall avoid messaging that amounts to abuse, bullying or intimidation.

Commentary

A Trustee may state that he/she did not support a decision, or voted against the decision. A Trustee should refrain from making disparaging comments about other Trustees or about the Board's processes and decisions.

When communicating with the media, a Trustee should at all times refrain from speculating or reflecting upon the motives of other Trustees in respect of their actions as a Trustee.

While openness in government is critical, governments also must respect confidentiality when a matter must remain, at least for a period of time, confidential. Breaches of confidentiality by Trustees erodes public confidence.

While Trustees are encouraged to actively participate in vigorous debate, Trustees should understand that they are part of a democratically elected representative body and should not engage in social media as if they are outsiders. In this regard, caution should be exercised when blogging, posting, tweeting, re-posting and linking to posts using social media, whether the member is using a personal account or a Board account.

Trustees who post blogs should recognize that the Canadian Association of Journalists has identified the ethical conflict faced by journalists holding elected public office. It is recognized that there may be an irreconcilable conflict in carrying out both roles at the same time.



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While social media can be an excellent tool for communicating quickly with constituents and sharing ideas and obtaining input, social media can breed incivility that generally is avoided in face-to-face interactions. In a world where a transitory comment can become part of the permanent record, Trustees should exercise restraint in reacting too quickly, or promoting the social media posts of others whose views may be disparaging of the Board's decisions or another Trustee's perspectives.

11. Respect for Board By-laws and Policies

1. Trustees shall encourage public respect for the Board and its by-laws.
2. Trustees shall adhere to such by-laws, policies and procedures adopted by the Board that are applicable to them.

Commentary

A Trustee must not encourage disobedience of a Board decision or by-law in responding to a member of the public, as this undermines confidence in the Board and in the Rules of Law.

Trustees are required to observe the policies and procedures established by the Board at all times, and are directed to pay special attention to, and comply strictly with, the Board's Operating By-law and Trustee Services and Expenditures Policy T.17. In exceptional circumstances, a Trustee may request the Board grant an exemption from any policy.



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12. Respectful Workplace

1. Trustees are governed by the Board's *Harassment and Discrimination Policy H.M.14*. All Trustees have a duty to treat members of the public, one another and staff appropriately and without abuse, bullying or intimidation and to ensure that their work environment is free from discrimination and harassment.
2. All complaints received involving Trustees under the *Harassment and Discrimination Policy H.M.14*. shall be referred to the Integrity Commissioner for processing in accordance with both the said policy and the *Trustees Code of Conduct Complaints Protocol*.
3. The *Ontario Human Rights Code* applies in addition to the Board's *Harassment and Discrimination Policy H.M.14*

Commentary

It is the policy of Board of Trustees that all persons be treated fairly in the workplace in an environment free of discrimination or personal and sexual harassment.

The Board's Harassment and Discrimination Policy H.M.14 ensures a safe and respectful workplace environment and provides for the appropriate management of any occurrences of harassment and discrimination as those terms are defined in the policy.

The Board's Harassment and Discrimination Policy H.M.14 applies equally to members of staff and Trustees. It will provide guidance to the Integrity Commissioner when a complaint is received involving a Trustee.



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13. Conduct Respecting Staff

1. No Trustee shall compel staff to engage in partisan political activities or be subjected to threats or discrimination for refusing to engage in such activities.
2. No Trustee shall use, or attempt to use, their authority for the purpose of intimidating, threatening, coercing, commanding or influencing any staff member with the intent of interfering in staff's duties, including the duty to disclose improper activity.
3. Trustees shall be respectful of the role of staff to advise based on political neutrality and objectivity and without undue influence from any individual Trustee or faction of the Board.
4. No Trustee shall maliciously or falsely impugn or injure the professional or ethical reputation or the prospects or practice of staff, and all Trustees shall show respect for the professional capacities of the staff of the Board.

Commentary

Under the direction of the Director of Education, staff serve the Board as a whole, and the combined interests of all Trustees as evidenced through the decisions of the Board. Only the Board as a whole has the authority to approve budget, policy, committee processes and other matters.

Accordingly, Trustees shall direct requests outside of the Board-approved budget, process or policy, to the Director of Education or directly to the Board.



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In practical terms, there are distinct and specialized roles carried out by the Board as a whole and by the Trustees when performing their other roles. The key requirements of these roles include dealing with constituents and the general public, participating as committee members and as chairs of committees, and participating as Board representatives on agencies, boards, commissions and other bodies. Similarly, there are distinct and specialized roles expected of Board staff in both the carrying out of their responsibilities and in dealing with the Board. Staff are expected to provide information to Trustees that they are entitled to.

Board staff are accountable to the Director of Education who is accountable to the Board. Sometimes the line between staff duties and activities that are political in nature is not clear. Trustees must respect the difference between the two in making requests of staff.

Trustees should expect a high quality of advice from staff based on political neutrality and objectivity irrespective of party politics, the loyalty of persons in power, or their personal opinions.

the Board's Harassment and Discrimination Policy H.M.14 , Code of Conduct Policy S.S.09 applies to Trustees. Staff and Trustees are entitled to be treated with respect and dignity in the workplace.

It is inappropriate for a Trustee to attempt to influence staff to circumvent normal processes, or overlook deficiencies in an operational matter. It is also inappropriate for Trustees to involve themselves in matters of administration or departmental management which fall within the jurisdiction of the Director of Education. Any such attempts may be reported to the Integrity Commissioner.



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14. Employment of a Trustee's Relatives/Family Members and Acquaintances

1. No Trustee shall attempt to influence the outcome of a recruitment process to favour a friend, Family member or other relative of the Trustee.
2. No Trustees shall make any decision or participate in the process to hire, transfer, promote, demote, discipline or terminate any Family member.
3. No Trustee shall supervise a Family member, or be placed in a position of influence over a Family member.
4. No Trustee shall attempt to use a Family relationship for his or her personal benefit or gain.
5. Every Trustee shall adhere to the Board's *Fair Practice in Hiring and Promotion H.M.11* policy.

Commentary

If a Family member of a Trustee is an applicant for employment with the Board or is a candidate for promotion or transfer, the Family member will proceed through the usual selection process pursuant to the Board's hiring policies, with no special consideration.



POLICY SECTION: TRUSTEES
 SUB-SECTION:
 POLICY NAME: TRUSTEE CODE OF CONDUCT
 POLICY NO: T.04

15. Not Undermine, Work Against the Board's Decisions

1. Trustees shall not actively undermine the implementation of the Board's decisions.

Commentary

The role of elected officials, once a Board decision is made, is to support the implementation of that decision, not to work against its implementation, publicly or behind the scenes. The Board decisions are arrived at following discussion and debate, reflecting the democratic process. Trustees are expected to engage in debate with their fellow Board members through the democratic process of government. However, once the Board has made its decision, Trustees must recognize that decision as the duly considered decision of the Board. As members of that body, Trustees who do not agree with the decision - are not to engage in activities that seek to challenge or undermine that decision.

Trustees can express disagreement with the Board's decisions, but it is contrary to the ethical behaviour of Trustees to actively seek to undermine, challenge or work against the Board's decisions.

2. Trustees shall not engage in litigation or other legal challenges against the TCDSB or the Board's decisions. Despite this provision:
 - a. Members may pursue a complaint or request for investigation under a statutory scheme dealing with requirements for open and transparent processes, access to information, the protection of privacy, or the protection of human rights;
 - b. Members are not restricted from participating in litigation or other legal challenges if they are uniquely impacted by the decision, such as when the Board has imposed a penalty or reprimand following a report of the Integrity Commissioner;



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

- c. Members are not restricted from participating in litigation or other legal challenges if they did not participate, and were not entitled to participate, in the deliberations and respective decision of the Board, or in regard to which the the Board has made a decision in regard to their interests, in circumstances where they are uniquely impacted by the decision.

Commentary

When members are allowed to participate in activities to challenge the Board's properly considered decisions, such as legal challenges or other forms of litigation, this is contrary to the interests of the TCDSB as determined by the decision of the democratically elected governing body, the Board. Formal advocacy can create challenges to staff as to when and how much information can be provided to the Board (legal advice for example) because of the potential for a legal challenge, which may benefit an involved Trustee who would have 'insider knowledge'.

3. Despite this Regulation, Trustees may seek to have a Board decision reconsidered in accordance with the Board's Operating By-law.

16.Reprisals and Obstruction

1. It is a violation of the *Code of Conduct* to obstruct the Integrity Commissioner in the carrying out of their responsibilities.
2. No Trustee shall threaten or undertake any active reprisal against a person initiating an inquiry or complaint under the *Code of Conduct*, or against a person who provides information to the Integrity Commissioner in any Investigation.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: TRUSTEE CODE OF CONDUCT
POLICY NO: T.04

3. It is a violation of the *Code of Conduct* to destroy documents or erase electronic communications or refuse to respond to the Integrity Commissioner where a formal complaint has been lodged under the *Code of Conduct*.

17. Acting on Advice of Integrity Commissioner

1. Any written advice given by the Integrity Commissioner to a Trustee binds the Integrity Commissioner in any subsequent consideration of the conduct of the Trustee in the same matter, as long as all the relevant facts were disclosed to the Integrity Commissioner, and the Trustee adhered to the advice given.

18. Implementation:

1. Trustees are expected to formally and informally review their adherence to the Code on a regular basis or when so requested by the Board.
2. At the beginning of each term, Trustees will be expected to meet with the Integrity Commissioner and/or attend training conducted by the Integrity Commissioner.
3. The Trustee 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 Trustee Code of Conduct any necessary changes shall be inferred given the context and role of a Student Trustee



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

- b) Regulation 6, Election Campaigns, does not apply to Student Trustees; and
- c) Any complaint regarding whether a Student Trustee breached the 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 Trustee Code of Conduct.

Commentary

Trustees are expected to understand the obligations on elected official set out in this Code of Conduct, and are encouraged to contact the Integrity Commissioner for any clarification required. A Code of Conduct component will be included as part of the orientation for each new term of the Board.

Definitions:

Family

Includes “child”, “parent” and “spouse” as those terms are defined in the *Municipal Conflict of Interest Act* (set out below for ease of reference), and also includes

- step-child and grand-child;
- siblings and step-siblings;
- aunt/uncle, niece/nephew, first cousins
- in-laws, including mother/father, sister/brother, daughter/son
- any person who lives with the Trustee on a permanent basis.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: TRUSTEE CODE OF CONDUCT
POLICY NO: T.04

Child

A child born within or outside marriage and includes an adopted child and a person whom a parent has demonstrated a settled intention to treat as a child of his or her family;

Parent

A parent who has demonstrated a settled intention to treat a child as a member of his or her family whether or not that person is the natural parent of the child;

Spouse

A person to whom the person is married or with whom the person is living in a conjugal relationship outside of marriage;

Trustee

A member of the Board of Trustees of the Toronto Catholic District School Board, including the Chair.

TCDSB

The Toronto Catholic District School Board

Social Media

Publicly available, third party hosted, interactive web technologies used to produce, post and interact through text, images, video and audio to inform, share, promote, collaborate or network.

Staff

Includes the Director of Education, Associate Directors, Superintendents, Directors, Managers, Supervisors [better description of Board Administrative Staff?] and all non-union and union staff whether full-time, part- time, contract, seasonal or volunteers.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: TRUSTEE CODE OF CONDUCT

POLICY NO: T.04

Nomination Day

The last day for filing or withdrawing a nomination as provided for by the Municipal Elections Act, 1996.

Evaluation and Metrics:

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

There will be a review by Trustees of this policy every two years starting in January 2018 to ensure understating, awareness and effectiveness.

APPENDIX A

TCDSB CODE OF
CONDUCT
COMPLAINT
PROTOCOL

TCDSB CODE OF CONDUCT COMPLAINT PROTOCOL

Definitions:

“Eligible Complainant” means:

- a) a Trustee, student, staff member, contractor or service provider of the TCDSB;
- b) a Roman Catholic (Separate School) elector;
- c) an Eastern Right Catholic;
- d) a representative of an organization demonstrably interested in TCDSB matters; or
- e) such other persons demonstrably interested in TCDSB matters.

PART A: INFORMAL COMPLAINT PROCEDURE

Any Eligible Complainant who has identified or witnessed behaviour or an activity by a Trustee that they believe is in contravention of the *Trustees Code of Conduct* (the “Code”) may wish to address the prohibited behaviour or activity themselves as follows:

- (1) advise the Trustee that the behaviour or activity contravenes the Code;
- (2) encourage the Trustee to stop the prohibited behaviour or activity;
- (3) keep a written record of the incidents including dates, times, locations, other persons present, and any other relevant information;
- (4) if applicable, confirm to the Trustee their satisfaction with the response of the Trustee; or, if applicable, advise the Trustee of their dissatisfaction with the response; and
- (5) consider the need to pursue the matter in accordance with the formal complaint procedure outlined in Part B, or in accordance with another applicable judicial or quasi-judicial process or complaint procedure.

All Eligible Complainants are encouraged to initially pursue this informal complaint procedure as a means of stopping and remedying a behaviour or activity that is prohibited by the Code. With the consent of the complaining individual or organization and the member, the Integrity Commissioner may be part of any informal process. However, it is not a precondition or a prerequisite

that those complaining must pursue the informal complaint procedure before pursuing the Formal Complaint Procedure in Part B.

**PART B: FORMAL COMPLAINT PROCEDURE TO BRING
ALLEGED BREACHES TO THE ATTENTION OF THE
BOARD:**

Initial Complaint

1. (1) A request from an Eligible Complainant for an investigation of a complaint that a Trustee has contravened the Trustees Code of Conduct (the “complaint”) shall be brought to the attention of the Board by sending it directly to the Integrity Commissioner by E-mail substantially in the form attached to this Protocol as Schedule “A”, or delivered in hard copy to an address the Integrity Commissioner may designate for that purpose.
- (2) All complaints shall be submitted by an identifiable Eligible Complainant (which includes an authorized signing officer of an organization).
- (3) A complaint shall set out reasonable and probable grounds for the allegation that the member has contravened the Trustees Code of Conduct. The complaint should include the name of the applicable Trustee, the provision of the Code allegedly contravened, facts constituting the alleged contravention, the names and contact information of witnesses, and contact information for the complainant during normal business hours.
- (4) Election Blackout Period:

No investigation shall be commenced or continued, nor shall the Integrity Commissioner report to the Board respecting an investigation, within the election period described within s.223.4 and 223.4.1 of the *Municipal Act*, except as described in those sections.

Classification by Integrity Commissioner

2. (1) Upon receipt of a complaint, the Integrity Commissioner shall make an initial classification to determine if the matter is, on its face, a complaint with respect to non-compliance with the Trustees Code of Conduct and not covered by other legislation, a complaint with respect to the *Municipal Conflict of Interest Act* or other relevant the Board policies.
- (2) If the complaint, on its face, is not a complaint with respect to non-compliance with the Trustees Code of Conduct or another Board policy governing ethical behaviour or the *Municipal Conflict of Interest Act*, or if the complaint is covered by other legislation, the Integrity Commissioner shall advise the complainant in writing as follows:
 - (a) if the complaint on its face is an allegation of a criminal nature consistent with the *Criminal Code of Canada*, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
 - (b) if the complaint on its face is with respect to non-compliance with the *Municipal Freedom of Information and Protection of Privacy Act*, the complainant shall be advised that the matter;
 - (c) the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to process, and shall be provided with any additional reasons and referrals as the Integrity Commissioner considers appropriate. The Integrity Commissioner may proceed with that part of the complaint that is within jurisdiction.
- (3) The Integrity Commissioner may reformulate a complaint by

restating, narrowing or clarifying the complaint so that the public interest will be best served were the complaint to be pursued.

- (4) The Integrity Commissioner may report to the Board that a specific complaint is not within the jurisdiction of the Integrity Commissioner.
- (5) The Integrity Commissioner shall report annually to the Board on complaints not within the jurisdiction of the Integrity Commissioner, or which have been resolved informally by the Integrity Commissioner, but, where possible, shall not disclose information that could identify a person concerned.

Investigation

- 3. (1) The Integrity Commissioner is responsible for performing the duties set out in this Protocol independently and shall report directly to the Board in respect of all such matters. In applying this Protocol, the Integrity Commissioner shall retain the discretion to conduct investigations applying the principles of procedural fairness, and any deviation from the provisions of this Protocol for that purpose shall not invalidate the investigation or result in the Integrity Commissioner losing jurisdiction.
- (2) If the Integrity Commissioner is of the opinion that a complaint is frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for an investigation, or that the pursuit of the investigation would not, in the opinion of the Integrity Commissioner, be in the public interest, the Integrity Commissioner shall not conduct an investigation, or, where that becomes apparent in the course of an investigation, terminate the investigation.
- (3) The Integrity Commissioner shall file an annual report to the Board respecting the advice, education and investigations carried out in the previous year, and developments or recommendations of significance related to the role of the Integrity Commissioner. Other than in exceptional circumstances, the Integrity Commissioner will not report

to the Board on any complaint described in subsection (2) except as part of an annual or other periodic report.

- (4) Where the Integrity Commissioner rejects or terminates an investigation pursuant to this section, reasons shall be provided.
4. (1) If a complaint has been classified as being within the Integrity Commissioner's jurisdiction and not rejected under section 3, the Commissioner shall investigate and may attempt to settle the complaint.
 5. (1) The Integrity Commissioner will proceed as follows, except where otherwise required in the context of a particular situation, the principles of procedural fairness:
 - (a) provide the complaint (or where the complaint has been restated in accordance with subsection 2(3), the restatement) and relevant supporting material to the member whose conduct is in question and provide the member with a reasonable opportunity to respond.
 - (2) Except where the Integrity Commissioner determines that it is not in the public interest to do so, the name of the complainant shall be provided as part of the complaint documents.
 - (3) The Integrity Commissioner may speak to anyone relevant to the complaint, and access and examine any information as the Integrity Commissioner believes to be necessary to support an investigation into a matter, including all books, accounts, financial records, electronic data processing records, reports, files and all other papers, things or property belonging to or used by the TCDSB, and the Integrity Commissioner may enter any Board work location relevant to the complaint for the purposes of investigation and settlement.
 - (4) The Integrity Commissioner shall not issue a report finding a violation of the Code of Conduct on the part of any Trustee unless the member has had reasonable notice of the basis for and an opportunity to comment on the proposed findings.

- (5) The Integrity Commissioner may make interim reports to the Board where necessary and as required to address any instances of interference, obstruction or retaliation encountered during the investigation.
6.
 - (1) The Integrity Commissioner shall report to the complainant and the respective Trustee generally no later than 90 days after the making of the complaint.
 - (2) Where the complaint is sustained in whole or in part, the Integrity Commissioner shall also submit a public report to the Board outlining the findings, and any recommended corrective action.
 - (3) Where the complaint is dismissed, other than in exceptional circumstances, the Integrity Commissioner shall not report to the Board except as part of an annual or other periodic report.
 - (4) Any recommended corrective action must be permitted in law and shall be designed to ensure that the inappropriate behaviour or activity does not continue.
7. If the Integrity Commissioner determines that there has been no contravention of the Trustees Code of Conduct or that a contravention occurred although the member took all reasonable measures to prevent it, or that a contravention occurred that was trivial or committed through inadvertence or an error of judgement made in good faith, the Integrity Commissioner shall so state in the report and shall recommend that no penalty be imposed.
8. the Recording Secretary shall process the report for the next meeting of the Board.

Board Review

9.
 - (1) The Integrity Commissioner's report shall be considered to be a report brought to the attention of the Board pursuant to subsection 218.3(1) of the *Education Act*.

(2) Consideration of the Integrity Commissioner's report by the Board satisfies the requirement of the Board to make inquiries into the matter pursuant to subsection 218.3 (2) of the Education Act.

(3) The Board shall consider the Integrity Commissioner's report at a meeting open to the public provided that where the breach or alleged breach involves:

- (a) the security of the property of the Board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board,

the meeting may be closed to the public to the extent required to permit the Board to consider such confidential content so long as the vote on whether the Trustee has breached the Trustees Code of Conduct, and any vote on any imposition of a sanction, is open to the public.

(4) If after consideration of the Integrity Commissioner's report the Board determines that a Trustee has breached the Trustees Code of Conduct, the Board may:

- a) Censure the Trustee
- b) Bar the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
- c) Bar the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board
- d) Revoke the appointment of the Trustee as Chair of the

Board or as Chair of a Committee of the Board, or as a member of a body to which the Board appoints one or more Trustees

- e) Such other remedies within the Board's power to impose that are directly relevant to the nature of the breach and/or which are designed to prevent future occurrences of a similar breach. Without restricting the generality of the foregoing such remedies may include:
 - a. a request that a genuine apology be made
 - b. training as may be recommended by the Integrity Commissioner
 - c. the Board adopting a public resolution disassociating itself from any action or statement the Trustee has been found to have taken or made.

Consequences of the Imposition of a Sanction

- (5) A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public.
- (6) Where a Trustee is barred from attending all or part of a meeting of the Board the Trustee's absence is deemed to be authorization for the Trustee to be absent from the meeting for the purpose of clause 228 (1) (b) of the Education Act.
- (7) If the Board determines that a Trustee has breached the Trustees Code of Conduct under subsection (4),
 - (a) the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board;
 - (b) the notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination

or sanction by a date specified in the notice that is at least 14 days after the notice is received by the member; and
 (c) the Board shall consider any submissions made by the Trustee in accordance with clause (b) and shall confirm or revoke the determination within 14 days after the submissions are received.

- (8) If the Board revokes a determination under clause (7) (c), any sanction imposed by the Board is revoked.
- (9) If the Board confirms a determination under clause (7) (c), the board shall, within the time referred to in that clause, confirm, vary or revoke the sanction.
- (10) If a sanction is varied or revoked under subsection (8) or (9), the variation or revocation shall be deemed to be effective as of the date the original determination was made under subsection (4).
- (11) The Board's deliberations and voting to confirm or revoke a determination that the Trustee has breached the Trustees Code of Conduct, or to confirm, vary or revoke a sanction imposed as a consequence, shall be open to the public and only such portions of the meeting as provided for in subsection (3) may be closed to the public.

Confidentiality

- 10. (1) The Integrity Commissioner and every person acting under her or his instructions shall preserve secrecy with respect to all matters that come to his or her knowledge in the course of any investigation except as required by law in a criminal proceeding.
- (2) All reports from the Integrity Commissioner to the Board will be made available to the public.
- (3) Any references by the Integrity Commissioner in an annual or other periodic report to a complaint or an investigation shall not disclose confidential information that could identify a person concerned.
- (4) The Integrity Commissioner in a report to the Board on whether a

Trustee has violated the Code of Conduct shall only disclose such matters as in the Integrity Commissioner's opinion are necessary for the purposes of the report.

**Schedule
“A”
Complaint
Form**

I (name of Eligible Complainant).

being an Eligible Complainant on the basis that I am (select all that are relevant)

- ☐ a Trustee, student, staff member, contractor or service provider of the TCDSB;
- ☐ a Roman Catholic (Separate School) elector;
- ☐ an Eastern Right Catholic;
- ☐ a representative of an organization demonstrably interested in TCDSB matters; or
- ☐ an other person demonstrably interested in TCDSB matters,

hereby request the Integrity Commissioner appointed by the Toronto Catholic District School Board to conduct an inquiry about whether or not the following Trustee(s) has contravened the Trustees Code of Conduct or the *Municipal Conflict of Interest Act*:

(name of Trustee(s))

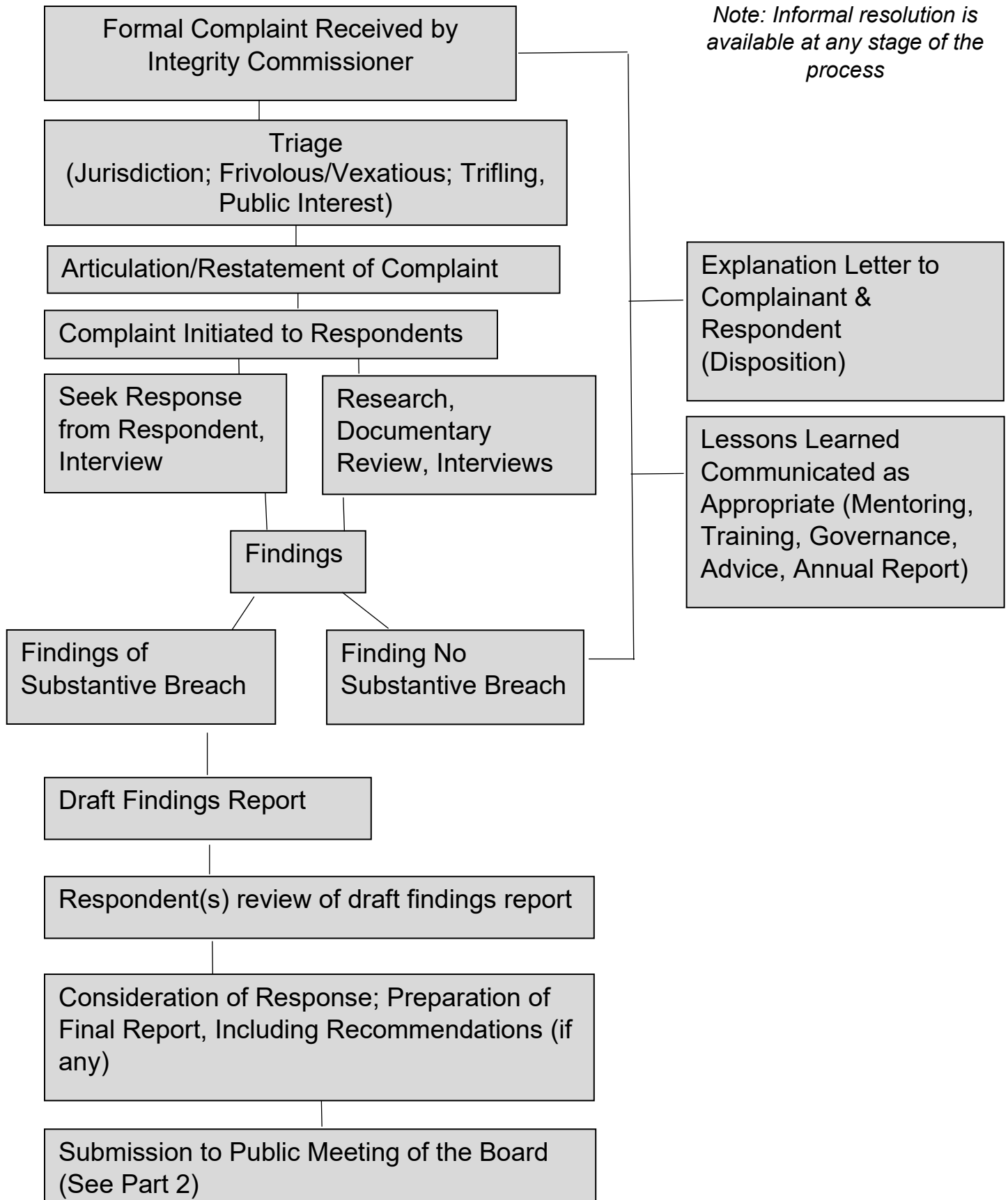
I have reasonable and probable grounds to believe that the above Trustee(s) has contravened the Trustees Code of Conduct and/or the *Municipal Conflict of Interest Act* by reason of the following (please include date, time and location of conduct, the Rules contravened, and particulars, including names of all persons involved, and of all witnesses, and information as to how they can be reached, (attach additional pages as needed):

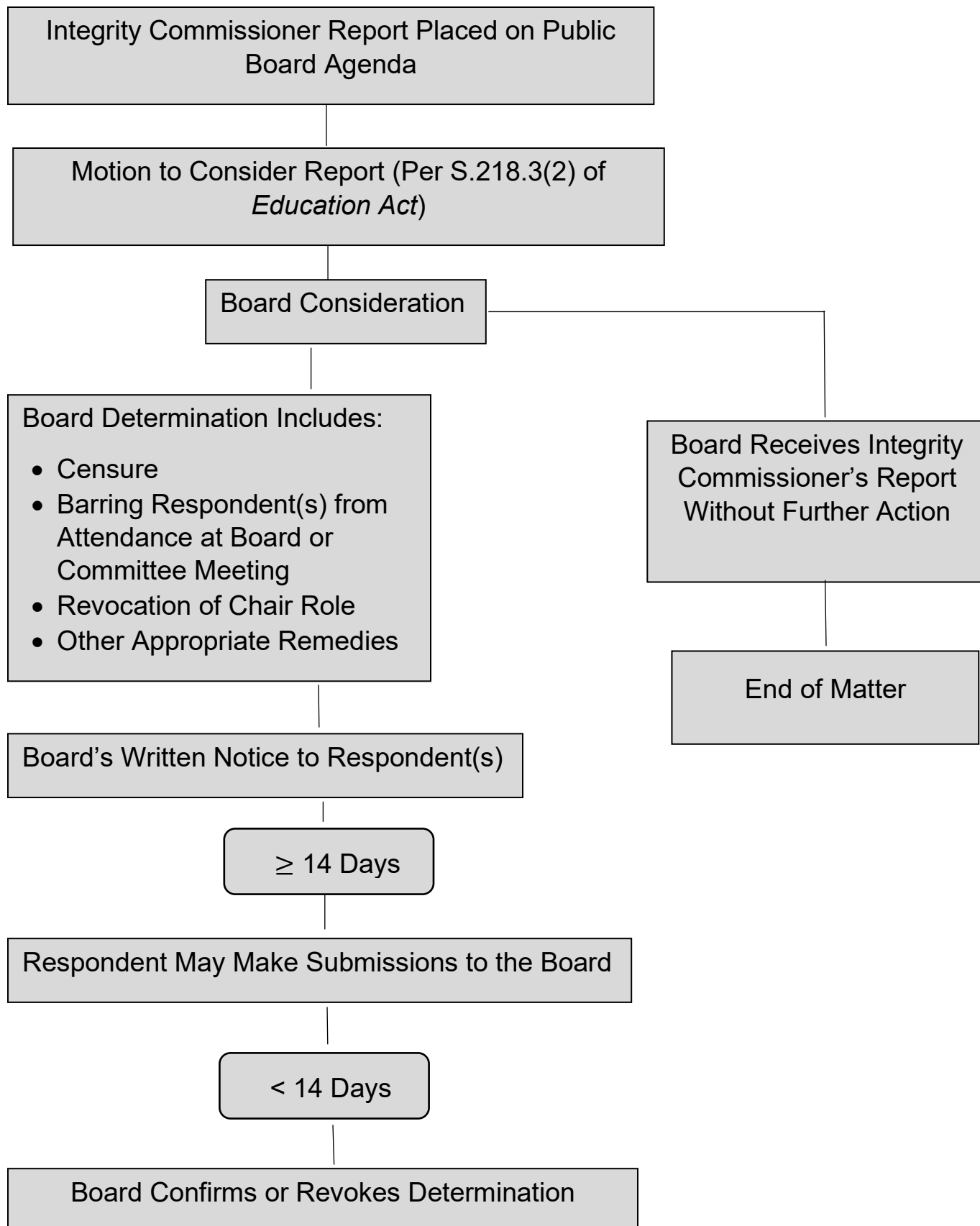
I hereby request the Integrity Commissioner to conduct an inquiry with respect to the above conduct. Attached are copies of documents and records relevant to the requested inquiry.

Signature: _____
Date: _____
Name: _____
Address: _____
Email: _____
Phone: _____

All Fields Mandatory

Email completed Complaint to
Principles *Integrity* at:
postoffice@principlesintegrity.org



Part 2 – Board Review



REPORT TO

REGULAR BOARD

ST. MATTHEW CATHOLIC SCHOOL INTERNATIONAL LANGUAGES PROGRAM REVIEW REQUEST

Then Peter came and said to Him, "Lord, if another member of the church sins against me, how often should I forgive?" The Lord said, "As many as seven times?" Matthew 18:21

Please use the "New Revised Standard Version Catholic Edition" from <https://www.biblegateway.com/> for Bible quotes.

Created, Draft

First Tabling

Review

March 15, 2021

March 25, 2021

Click here to enter a date.

Adalgisio Joe Bria, Superintendent, Area 2 Schools

Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT

Maria Meehan, Superintendent, Special 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

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

A. EXECUTIVE SUMMARY

The purpose of this report is to bring forth a request on behalf of the St. Matthew Catholic School Parent Council (CSPC) that a viability survey be conducted for their local school community regarding the International Languages Program this current academic year. Staff recommends that the viability survey be conducted as per S.P. 05 International Languages Policy (Appendix A).

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

B. PURPOSE

As per Policy S.P. 05 International Language Program Elementary (Appendix A), when a school wishes to survey parents about the continuation of an International Language program, a report to the Board of Trustees must be filed.

C. BACKGROUND

1. St. Matthew CSPC have raised concerns about the International Language Program and how the delivery of the program during the instructional day interferes with the delivery of core instruction during the 300 minute day.
2. The St. Matthew CSPC conducted a meeting on January 20th where they fully discussed the “pros and cons” of the International Language Program and how it impacts the delivery of core instruction during the day. In attendance at the meeting were the Trustee, the Area Superintendent and Principal.
3. The St. Matthew CSPC voted in favour of requesting a review of the International Language (Elementary) Program citing TCDSB Policy S.P. 05 which states in Section 4: Viability of Programs:

(a) Schools which currently offer the Extended Day Program may request through their CSAC [CSPC] that the Board consider conducting a survey of that local school community to determine the feasibility of their International Language Program. *If as a result of the needs assessment, certain International Languages Programs or the International Language Program in the school is recommended to*

be reduced, a report will be submitted to Board on the impact the reduction would have on the jobs of the International Languages Instructors.

b) Prior to surveying the local school community to determine parent support for an International Languages Program, the matter shall be fully discussed with the Catholic School Advisory Council. At such meeting the implications (pro and con) for the students in implementing an extended day or outside of school hours program are to be reviewed.

4. As a result of the meeting, the St. Matthew CSPC are requesting that a survey of the St. Matthew Catholic School Community be conducted about the continuation of the International Language Program starting September 2021.
5. The procedure to be followed for such an occurrence is outlined in the “Protocol/Procedures component of International Languages Program S.P. 05 in Section A: Existing Programs. Below you will find a table with protocol steps and the date of their completion.

Step	Preliminary Protocol	Date
1	The local trustee will be informed by the CSAC of the intent of the community to request a survey. (As noted above the Trustee was in attendance at the meeting and is fully aware of the situation. See Appendix B.)	Meeting occurred January 20, 2021
2	Requests for a survey will come to the Director of Education from the school’s Catholic School Advisory Council (CSAC) through a letter to the local Superintendent of Education. The Superintendent of Education, Special Services and the Superintendent of Education for the school will prepare a report for the Board. (See Appendix C)	Received February 19, 2021
3	Minutes of the CSAC meeting where the request was discussed, including the motion for a survey, which was moved and seconded, will be attached to the letter of request. (See Appendix B)	Received February 19, 2021

4	The school community will be made aware that they can make a delegation before the Board of Trustees with respect to this request outlining the rationale for the request.	Community to be made aware by school principal via School Messenger March 11, 2021. Delegation to occur at the March 25 th Board meeting.
5	While the CSAC may initiate the process at any time, the report to the Trustees will be submitted annually, no later than March of any given year.	Report to be presented at the March 25, 2021 Board Meeting
6	The Board of Trustees will determine if there is a sufficient need to grant the request and approve accordingly.	To be determined at the March 25, 2021 Board Meeting

D. EVIDENCE/RESEARCH/ANALYSIS

1. As per Policy S.S. 05, “the tallying of the results will be scrutinized by local superintendent where required.”
2. The results of the survey will be compiled by the Research Department and any changes to the languages offered or continued viability of the program would take into effect September 2021.

E. METRICS AND ACCOUNTABILITY

1. An International Languages Program Survey will be created in collaboration with International Languages Coordinator, Research Department, Superintendent of Special Services (the reference to the Superintendent of Special Education is in the current policy and as such was referenced), the Superintendent of Area 2 and the Superintendent of Curriculum Leadership & Innovation.
2. Each survey will have a “unique” numerical identifier which will be assigned to a specific family at St. Matthew Catholic School.

3. Surveys will be mailed out to the entire St. Matthew Catholic School Community (including those families who have children currently enrolled at St. Anne Catholic School).
4. All families of students in JK to Grade 7 will receive 1 survey and a total community response return rate of 90% is required.
5. Families will be provided with 2 weeks to complete the survey and return the surveys to school in a sealed envelope.
6. Surveys will be collected by the school administration and placed in a secure location.
7. The tallying of the results will be scrutinized by the area superintendent as per policy.
8. Results will be shared with the Board of Trustees and the St. Matthew Catholic School Community.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Timeline for survey implementation if the St. Matthew request is approved by the Board of Trustees.

STEP	PROCESS	DATE
1	If approved by the Board of Trustees, the Superintendent of Curriculum Leadership & Innovation, the Superintendent of Area 2, the International Languages Coordinator and the Research Department will collaborate on the creation of an International Language Survey with a unique numerical identifier for each family.	April 1 st , 2021.
2	Principal will communicate via school messenger to the St. Matthew School Community that a survey will be forthcoming via mail concerning the International Language Program.	April 16 th , 2021.
2	Distribute the survey via mail to all parents at St. Matthew Catholic School (face to face & virtual).	April 19 th , 2021.

3	Parents will have approximately two weeks to submit their survey to administration at St. Matthew Catholic School.	May 7 th , 2021.
4	Area Superintendent, Principal and the Research Department will tally and scrutinize the results.	May 10 th , 2021.
5	Results will be shared with the Board of Trustees and the School Community as soon as possible.	First possible Board Meeting.

G. STAFF RECOMMENDATION

Staff recommends to the Board of Trustees that St. Matthew Catholic School proceed with administering the survey to determine viability of the International Language Program.

APPENDIX A

TCDSB POLICY REGISTER

International Languages Program (Elementary) S.P.05

Date Approved:

November 13, 2003 – Board Meeting

Dates of Amendment:

July 9, 2001 – Board Meeting; Nov. 1996; Jan 1995;
Oct. 1986; May 1978; Sept. 1977.

Cross Reference:

Policy

The TCDSB shall establish International Languages Programs where warranted:

1. On an extended school day basis; OR
2. On an after school and/or weekend basis;

subject to the following regulations:

Regulations:

1. Classes may be established upon the written request of a Catholic School Advisory Council, or the local school community, or upon the recommendation of the principal to the area superintendent of education.

2. An after school hours and/or weekend International Languages class may be established where there are a minimum of 25 pre-registered students from any division in a given language.

3. Types of Classes:

(a) International Languages classes shall be offered outside of the regular school hours of instruction.

(b) Notwithstanding a) above, classes shall be offered on an extended day basis where the parents of 67% of the students attending the school request the classes on an extended school day basis.

4. Viability of Existing Programs:

(a) Schools which currently offer the Extended Day Program may request through their CSAC that the Board consider conducting a survey of that local school community to determine the feasibility of their International Language Program. If as a result of the needs assessment, certain International Languages Programs or the International Language Program in the school is recommended to be reduced, a report will be submitted to Board on the impact the reduction would have on the jobs of the International Languages Instructors.

(b) Prior to surveying the local school community to determine parent support for an International Languages Program, the matter shall be fully discussed with the Catholic School Advisory Council. At

such meeting the implications (pro and con) for the students in implementing an extended day or outside of school hours program are to be reviewed.

(c) Where the extended day program is considered viable for the following year, the International Languages Program may continue.

(d) Where the extended day program is not viable for the following school year, the area superintendent of education and principal shall inform the local school community at a meeting, and an effort will be made to continue classes in an after school hours/weekend program.

5. New Programs:

(a) School communities will also be surveyed, upon request of their Catholic School Advisory Committees to determine if a new Extended Day Program will be provided.

(b) All requests shall be forwarded through the principal and the area superintendent of education and processed through the Special Services Division.

6. (a) In every school where an International Languages Program is to be offered on an extended day basis, the principal and the area superintendent of education will ensure that there will be a minimum of five hours instruction in addition to the International Languages Program,

(b) Provision will be made for the learning activities for those exempted.

7. The participation of a student in an International Languages Program will be mandatory, (Students with an IEP or English As A Second Language students may be exempted upon parental request). Parents must complete and sign the Initial Student Registration form.

8. A fee of \$15.00 per year per student enrolled in the Extended Day program will be included in the budget of the program.

9. Transportation to and from International Languages Programs is a parental responsibility.

10. Regular full time classroom teachers may not be employed to teach an International Languages Program except after 6 p.m. on a school day and on days when the school is not in session.

11. International languages instructors shall be hired according to the requirements for employment of the instructional staff of TCDSB.

Protocol / Procedures for Policy

A: Existing Programs

1. The approved preliminary protocol being used is as follows:

- It is understood that a request for a survey shall be for extenuating circumstances only.

- Requests for a survey will come to the Director of Education from the school's Catholic School Advisory Council (CSAC) through a letter to the local Superintendent of Education. The

Superintendent of Education, Special Services and the Superintendent of Education for the school will prepare a report for the Board.

- Minutes of the CSAC meeting where the request was discussed, including the motion for a survey, which was moved and seconded, will be attached to the letter of request.
- The school community will be made aware that they can make a delegation before the Board of Trustees with respect to this request outlining the rationale for the request.
- The local trustee will be informed by the CSAC of the intent of the community to request a survey.
- While the CSAC may initiate the process at any time, the report to the Trustees will be submitted annually, no later than March of any given year.
- The Board of Trustees will determine if there is a sufficient need to grant the request and approve accordingly.
- A needs assessment committee representing parents on both sides of the issue (maximum of four) and school principal will oversee the distribution of the surveys and the tallying of the results. The tallying of results will be scrutinized by the local school superintendent where required.
- The needs assessment is to be sent to parents of students in grades JK - 7 in the school community and a response of at least 90% of the parents is required.

2. The results of the survey will be compiled and any changes to the languages offered or continued viability of the program would take effect in the subsequent September of that year.

B: New Programs

1. New programs will be governed by the new policy S.P. 05 – 5(a), (b).

(a) School communities will also be surveyed, upon request of their Catholic School Advisory Councils to determine if a new Extended Day Program will be provided.

(b) All requests shall be forwarded through the principal and the area Superintendent of Education and processed through the Special Services Department.

APPENDIX B



ST. MATTHEW CATHOLIC SCHOOL ADVISORY COUNCIL (CSAC) MEETING

Special IL meeting Jan 20th 2020 6:30 pm ZOOM Meeting

Name	Member	Virtual Attendance
Jacqueline Puri	School Principal	Yes
Sampson Yeahers	Vice – Principal	Yes
Jessica Ferraz	Chair	Yes
Nivalda Sa	Vice – Chair	Yes
Jenny Sousa Coutinho/ Alexandra Batista Arciles	Co-Treasurer	Yes
Diego Olmedo / Brian Arruda	Co-Secretary	Yes
Michelangela Sauro	Teacher Rep	Yes
Suzanne	Parent	Yes
Daniel DiGorigio	School Trustee	Yes
Joe Bria	School Superintendent	Yes

Minutes /Motion

1.Opening Prayer & Land Acknowledgement Led by Ms.purri

Agenda : Ms.Purri

Attendance : Diego Olmedo

Purpose : To review the IL program in our school and see next steps if the parent community would like to make changes to the program.

Ms. Purri reviewed the board police and video.

67% percent of the vote need to be established to remove or maintain the program
Nivalda will review the survey with the group. We need to give feedback to each section of the questions

Also St. Matthew can't have or apply for a Saturday program. We only can have one per area. Currently at All Saints Catholic School.

We can start the process to remove the program with a letter to the principal stating that we have voted at this meeting in favour of this. The purpose is to make a request and the changes.

We discussed the pros and cons of the current program. General comments, there is no clarity, it contradicts the Ministry of Education guidelines. Missing items when the last survey was done. It was very one sided from the boards side on have beneficial the program.

How long is the time frame to review the program and impact of the final decision.
Survey will only go out to student up to grade 7. We need 67 % of the entire school body.
Family vote one per household.
51% of those who vote will be counted

No weekend program can be offered at the school.
We can look at private provider to run an afterschool program.

A survey needs to be created, needs to be transparent, needs to be clear, how the survey will be governed.

Parent council can host a meeting to share both side of the program.
Survey that will be sent out can be reviewed by Parent council
How this information will be shared. We need to reach out to Superintendent of IL and program manger.

Why there is no annual review or report of this program at the board level. NO curriculum data of students of achievement and well being.

Remove 51% of 67%

284 survey 70%

42 afterschool programs

9 Weekend programs

We need more clarity on how the programs are allocated in the school board

How is IL programs funded and need to see reports?

The affects for student's on IEP or ESL, where are the minutes taken away from regular day.

We can do a delegation to the school board and trustees

Motion was passed: To start the process of the survey by sending a letter to school administration.

To have Parent Council to put in writing to the principal regarding the survey.

Nivalda & Brian Motion Carries

Meeting adjournment 8:13 pm

“When parents are engaged and involved, everyone benefits, and our schools become increasingly rich and positive places to teach, learn and grow.” (Ontario Leadership Strategy, 2012)

APPENDIX C

Ms. Jacqueline Puri & Mr. Sampson Yaher
St Matthew's Catholic School
18 Lavender Rd.
Toronto, ON M6N 2B5

Dear Ms. Puri & Mr. Yaher

On behalf of the St. Matthew's Catholic School CSPC, the chairs of the CSPC would like to formally request that St. Matthew's Catholic School conduct a survey of the parent community in regards to the International Languages program currently running at our school.

At a recent CSPC meeting to review the TCDSB IL Consultation, majority of parents expressed many concerns in relation to the IL program and how it is negatively impacting our children's coverage of the Ontario Education Curriculum.

Below are some of the issues brought up by parents:

- Very little clarity from the board on the approval of the International Languages program by the MOE. Is this program approved as an integrated model?
- Little to no data provided to parents by the board on the expected curriculum followed by IL teachers and how progress in the programs are measured.
- Students are losing 30 minutes of instructional time that could be allocated towards subjects that many struggle with such as math which St Matthew's already struggles with.
- Many students are being forced to learn a language they will never use and don't speak at home.

We ask that you take our request to the TCDSB on our behalf, and if the request for a survey is approved we ask that with the survey the Board include a time line comparison of a curriculum day with and without IL so parents can get a clear understanding of where the IL instructional time is coming from. Lastly we also request that our CSPC be able to review the survey to ensure parents in the community will be receiving a non-biased survey so they can make an informed decision on what is best for their Childs education.

Thank you for your assistance in this matter.

Nivalda Sa & Jessica Ferraz
CSPC Co-Chairs



REPORT TO

REGULAR BOARD

DEVELOPMENT OF THE NEW TCDSB MULTI-YEAR STRATEGIC PLAN

Where there is no vision, the people perish. - Proverbs 29:18

Created, Draft	First Tabling	Review
February 4, 2021	March 25, 2021	Click here to enter a date.
Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education Marina Vanayan, Senior Coordinator of Educational Research Brandy Doan, Research Associate, Educational Research		
RECOMMENDATION REPORT		

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Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report provides Trustees with recommendations for the review of the current Multi-Year Strategic Plan (MYSP) in preparation for the communication and consultation process which will inform the development of the new TCDSB MYSP.

The cumulative staff time required to prepare this report was 35 hours.

B. PURPOSE

The *Multi-Year Strategic Plan, 2016-2021* will end this year. In this report, TCDSB staff members have outlined a plan for conducting a review of the current plan and developing a new MYSP that reflects the current state of education in Ontario and the priorities of the Toronto Catholic District School Board. Comprehensive stakeholder consultation will be key to this process.

C. BACKGROUND

1. **2010-2011:** The first iteration of the current MYSP was developed with guidance from the Superintendent of Strategic Planning and an external third party hired as a facilitator.
2. **2011-2012:** Under the direction of the Superintendent of Education with the MYSP portfolio, the MYSP was revised and refined.
3. **April 4, 2012:** The Board approved its first *Multi-Year Strategic Plan, 2012-2015*. It was determined that feedback would be provided on an annual basis.
4. **March 2016:** The Board decided to extend the length of time of the new MYSP from a three-year plan to a five-year plan and the new MYSP was set to cover the period 2016-2021.
5. **March 3, 2016:** At the Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting, Trustees approved the *Multi-Year Strategic Plan, 2016-2021*. In addition, a motion was passed requiring that staff report annually on the progress made on the report.

Since that time, progress reports on the **achievement of the goals** of the MYSP have been provided annually. Over the years, the format of the Report Back and key performance indicators have evolved.

6. **April 2018:** Informed by the Ontario Ministry of Education document, *Multi-Year Strategic Planning 2017*, staff developed and presented a new format for reporting back on the MYSP. The ***Multi-Year Strategic Plan, 2016-2021: 2016-2017 Report Back***, was presented to the Board using the new format. The same format has been in use for the last 4 years.
7. **November 2020:** The last Report Back occurred at the November 19, 2020 Board Meeting.
8. **November 2021:** The **final** Report Back for the *Multi-Year Strategic Plan, 2016-2021* will take place.

D. EVIDENCE/RESEARCH/ANALYSIS

1. During 2010-2012, the board conducted extensive consultation to inform the creation of the *Multi-Year Strategic Plan, 2012-2015*.
2. The following elements were part of the consultation process:
 - MYSP Launch with areas of focus identified;
 - Environmental scan;
 - Consultations with stakeholders, including: Trustees, Director's Council, Education Council, Union and Association Representatives, the Catholic Parent Involvement Committee, Catholic School Advisory Council Chairs, and Catholic Student Leadership Impact Team;
 - Facilitated collaborative sessions with Trustees and staff to refine mission, vision, strategic directions, and goals;
 - The Draft MYSP received by the Board of Trustees;
 - The Draft MYSP shared with stakeholders and input collected using focus groups;
 - Revised draft posted on the Board website for further stakeholder input;
 - Revised Draft MYSP reflecting input posted on the Board website and emailed to various stakeholders through the system for further feedback;
 - Final version of the Draft MYSP presented to the Board of Trustees for approval;

- Comprehensive communications to ensure operational plans aligned with the MYSP;
 - Baseline survey for all stakeholders to gauge stakeholder support for the MYSP.
3. The current TCDSB MYSP consists of Six Strategic Actions:
- Living our Catholic Values
 - Student Achievement and Well Being
 - Strengthening Public Confidence
 - Stewardship of Resources
 - Excellence in Governance
 - Inspiring and Motivated Employees
4. Within each Strategic Action, there are Priority Areas and Goals. In total, the MYSP identifies 6 Strategic Actions, 9 Priority Actions, and 38 Strategic goals.

Looking Ahead: Review, reflect, and renew

5. The TCDSB *Multi-Year Strategic Plan, 2016-2021*, expires December 2021.
6. The document, *Multi-Year Strategic Plan Development Roadmap* (see **APPENDIX**), developed by the MYSP Steering Committee, outlines the proposed actions and timelines within each of the four phases of the MYSP development process.

The following four phases are identified in the plan:

Phase I	Review & Reflect	March – June 2021
Phase II	Synthesis & Visioning	July – September 2021
Phase III	Consultation & Development	October – December 2021
Phase IV	Communication, Implementation & Monitoring	January 2022 (ongoing)

7. With support from an external facilitator, Trustees and Senior Staff will begin the MYSP development process in Phase I with reflection and review, followed by analysis of data in Phase II, consultation and communication in Phase III, and culminating in a new MYSP in Phase IV.

Trustees and Senior Staff will take part in facilitated feedback sessions throughout the process and will be fully involved in the various stages of the plan development.

E. METRICS AND ACCOUNTABILITY

Date	Outcome
September 2021	Report to the Board of Trustees: <ul style="list-style-type: none"> • MYSP Overview: review the current plan and identify future areas of focus for the new MYSP • Draft Consultation Plan
November 2021	Report to the Board of Trustees: <ul style="list-style-type: none"> • Final Report Back - <i>MYSP 2016-2021</i>
January 2022	Report to the Board of Trustees: <ul style="list-style-type: none"> • Presentation of the new MYSP for approval
November 2022	Report to the Board of Trustees: <ul style="list-style-type: none"> • First Report Back on the new MYSP

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

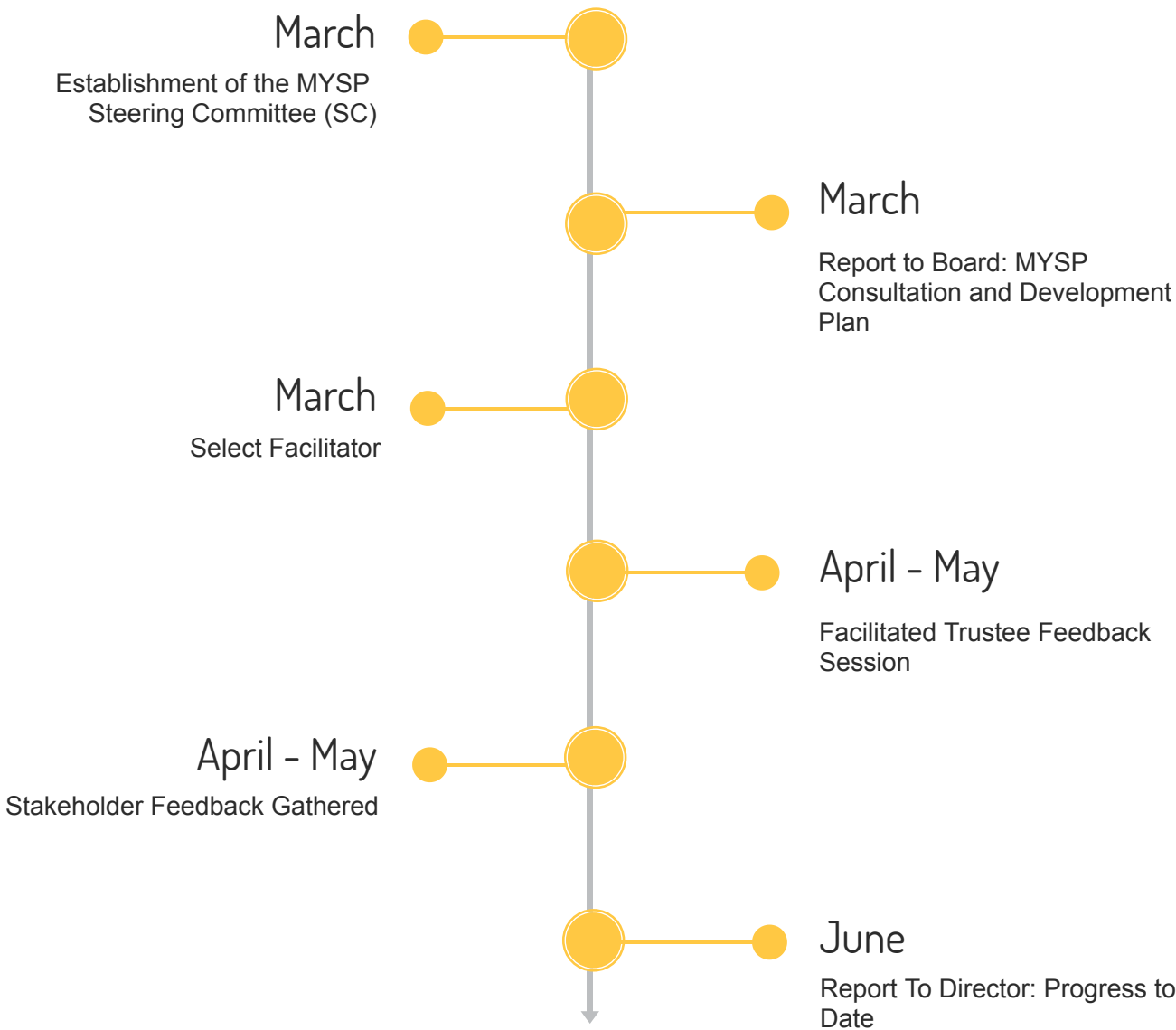
1. Phase I (March to June 2021): With the support of an external facilitator, staff will conduct a preliminary review of the current TCDSB MYSP by engaging Senior Staff and Trustees in feedback sessions, as well as collecting initial input from major stakeholder groups.
2. Phase II (July – September 2021): Senior staff will present to the Board of Trustees results of the preliminary review and propose a communication and consultation plan to collect feedback from stakeholders that will inform the development the new TCDSB MYSP.
3. Phase III (October – December 2021): With the support of an external facilitator, staff will oversee a communication and consultation plan to collect stakeholder input.
4. Phase IV (January 2022 and onward): Staff will present a new MYSP to the Board of Trustees for approval. Once approved, the new MYSP communication plan will be implemented.

G. STAFF RECOMMENDATION

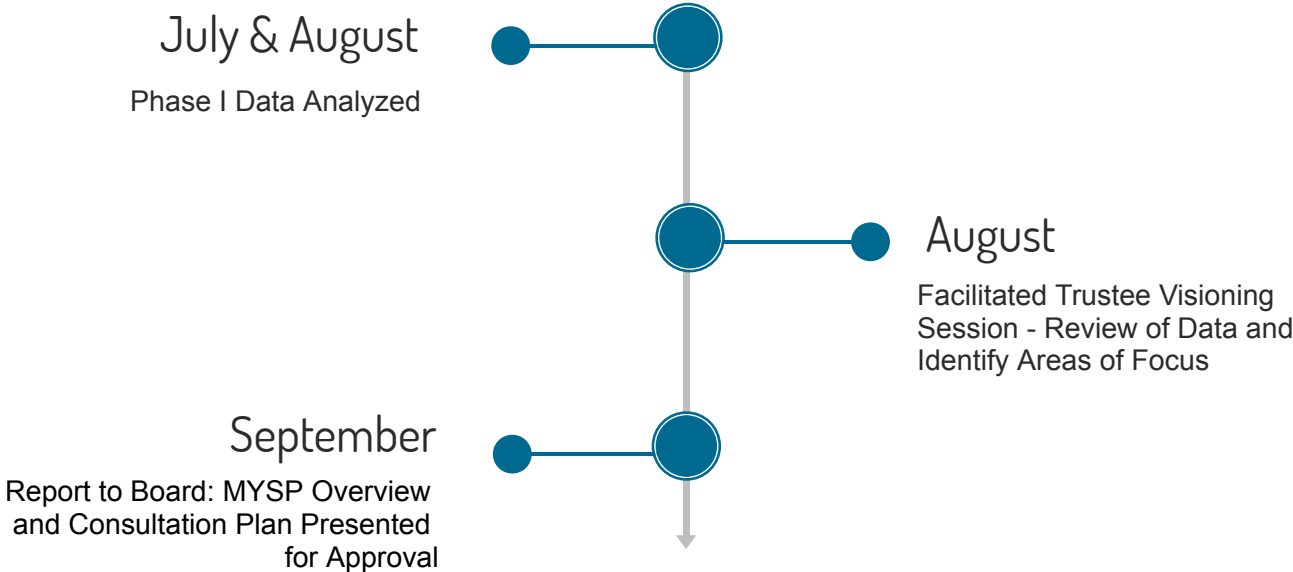
That the Board of Trustees approve the proposed plan of action outlined in this report related to the development of the new Multi-Year Strategic Plan.



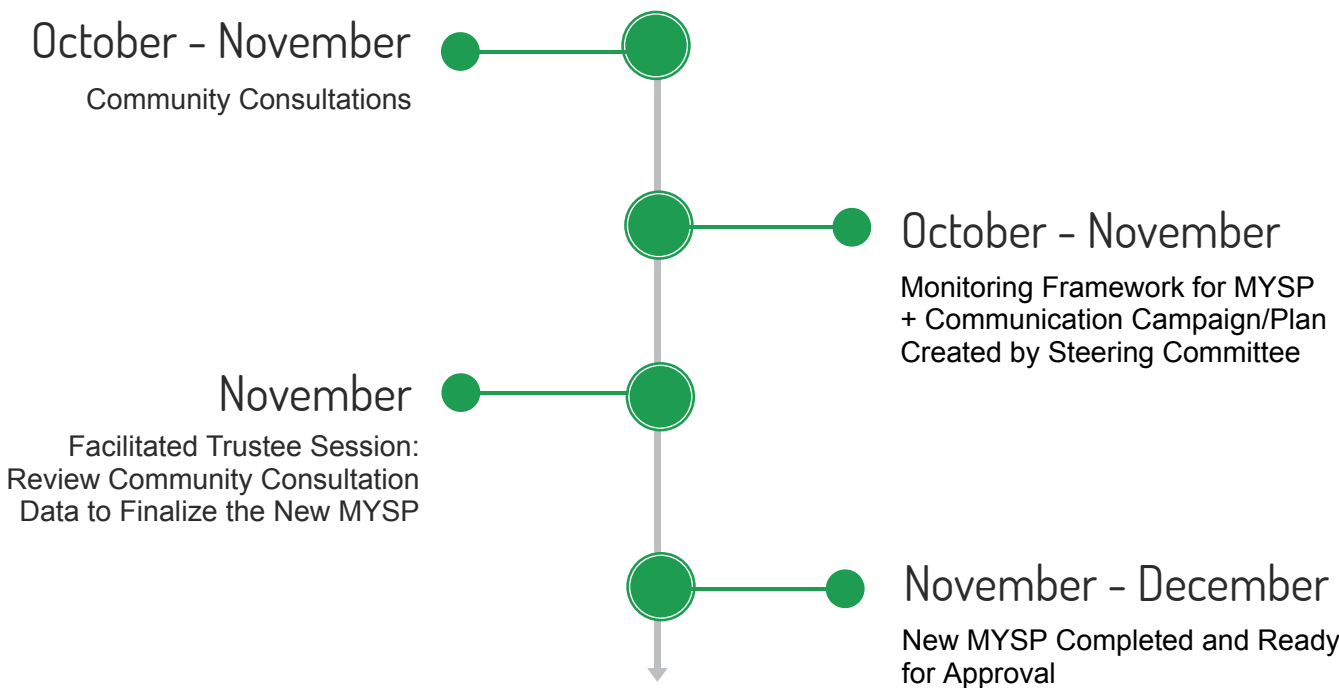
2021 Phase I: Review and Reflect



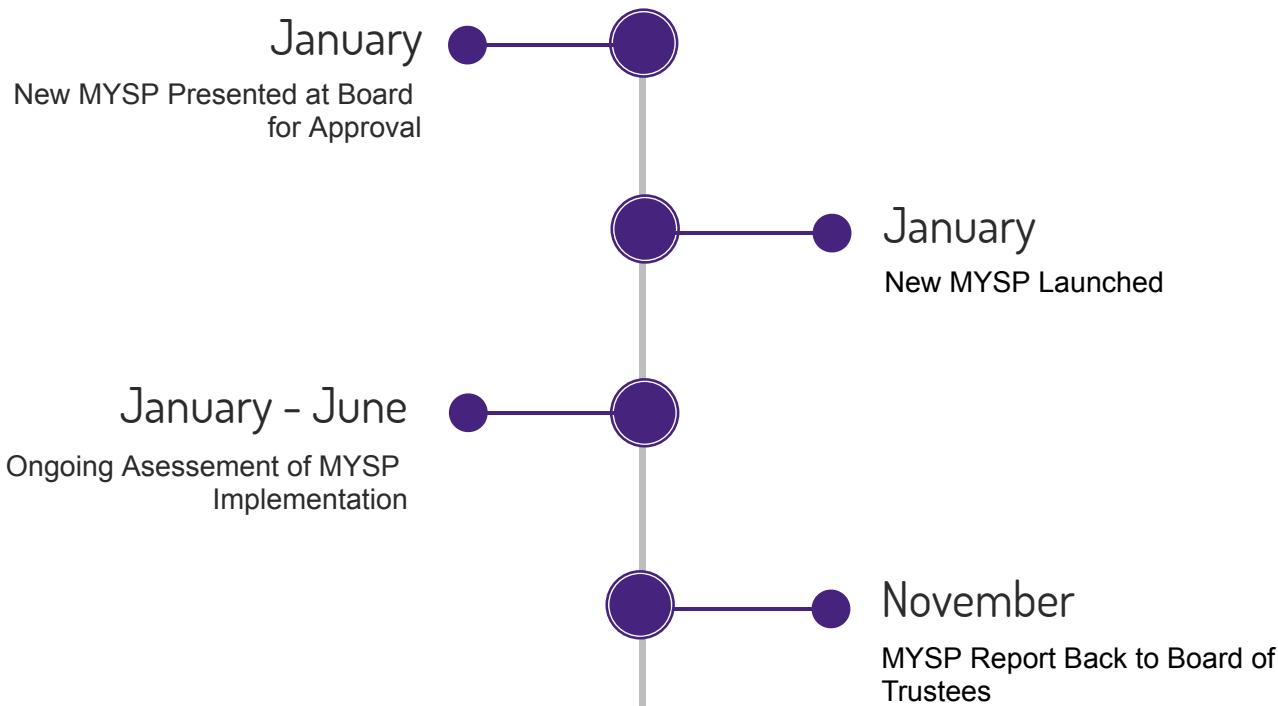
2021 Phase II: Synthesis & Visioning



2021 Phase III: Consultation & Development



2022 Phase IV: Communication, Implementation & Monitoring





REPORT TO

REGULAR BOARD

2021-2022 PRELIMINARY TEACHER STAFFING PROJECTIONS

*"I CAN DO ALL THINGS THROUGH HIM WHO STRENGTHENS ME."
PHILIPPIANS 4:13*

Created, Draft	First Tabling	Review
February 17, 2021	March 25, 2021	Click here to enter a date.
A. Della Mora, Executive Superintendent of Education - Human Resources and Employee Relations P. De Cock, Comptroller of Business Services and Finance M. Loberto, Superintendent of Planning & Development J. Genova, Human Resources Coordinator of Staffing & ICT		
RECOMMENDATION REPORT		

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Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report has been prepared to engage the Board in the budget planning and review process for TCDSB as it relates to the 2021-2022 preliminary school staffing projections for teachers.

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

B. PURPOSE

This report will present to the Board the estimated enrolment and program funding impacts on total school staffing, as Enrolment is the critical driver of Grants for Student Needs (GSN) funding provided to the Toronto Catholic District School Board. On March 11, 2021, the Corporate Services, Strategic Planning and Property Committee approved the consensus enrolment projections, so staff has prepared and acted on the preliminary staffing numbers to meet collective agreement timelines.

C. BACKGROUND

1. **January 4 - February 16, 2021** - Consensus student enrolment projections were determined in collaboration with the Planning Department, school Principals, and Area Superintendents. Trend data and COVID observations were utilized to predict staffing projections ahead of the release to school boards of Grants for Student Needs (GSN) funding.
2. **March 2021** – Elementary school tentative staffing models are being developed for schools as per the Elementary Teacher Collective Agreement. All declarations of surplus teachers, if any, must be made no later than March 31, 2021. This deadline may be subject to a signed variance with our union partners in light of the current COVID-19 crisis.
3. **March 11, 2021** – At the Corporate Services meeting, the Board approved the consensus student enrolment projections for the 2021-2022 school year.
4. **April 2021** – Secondary school tentative staffing models are developed as per the Secondary Teacher Collective Agreement. All declarations for surplus teachers, if any, must be made no later than April 15, 2021. This deadline may be subject to a signed variance with our union partners in light of the current COVID-19 crisis and a delayed March Break.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ASSUMPTIONS – Preliminary Staffing Projections

Student enrolment projections for 2021-2022 are approximately (60,830 + 26,826) 87,656 pupils representing an overall decrease of 3,568 students. The pupil count is converted to an Average Daily Enrolment (ADE) to determine required teacher staffing levels.

$$\text{ADE} = \frac{\text{Enrolment Oct. academic year} + \text{Enrolment March 31 academic year}}{2}$$

2. After numerous consultation meetings with elementary and secondary Principals, Area Superintendents, Information & Communication Technology staff and Human Resources, the Average Daily Enrolment (ADE) projections for 2021-2022 are reported at **87,656**:

2021-2022 AVERAGE DAILY ENROLMENT PROJECTIONS

PANEL	2020-2021 ADE PRELIMINARY (September 30)	2021-2022 ADE PRELIMINARY	PROJECTED ADE VARIANCE
Elementary	63,057	60,830	-2,227
Secondary	28,167	26,826	-1,341
TOTAL:	91,224	87,656	-3,568

3. Staffing decisions use a set of parameters to arrive at school-based staff allocations. These include the Ministry of Education's Primary Class Size (PCS) requirements and historical board-wide class size averages. The staffing allocations must also adhere to legislative requirements, including collective agreements in place with our bargaining units.
4. Staff affected directly by enrolment changes include Teachers, Early Childhood Educators, Principals, Vice-Principals, and other school-based support staff, all funded by various Grants for Student Needs (GSN), a function of student enrolment projections. The various Grants include the Pupil & School Foundations, Special Education, Language (English and French as a Second Language), Teacher Qualification and Experience, and Education Program Other (EPO) Grants.

5. Schools with low Enrolment, as well as some schools with specialty programs, will also affect the staffing levels within our elementary and secondary schools. Smaller class sizes affect the overall number of teachers that are required throughout the system.
6. The key parameters for staffing include:
 - a) The elimination of temporary lower COVID-related class caps in high incidence areas (i.e. 15 in primary classes and 20 in Junior-Intermediate classes).
 - b) Full-Day Kindergarten classes will require average class sizes of 26 to 1, with a class size maximum of 29 students.
 - c) Grades 1-3 classes are capped at 20 students to 1 teacher for 90% of classes and between 21-23 students for 10% of classes.
 - d) Board must achieve an average class size for all grade 4-8 classes of 24.5 to 1 to reflect the legislative requirements consistent with the Education Act (Section 132/12, s.7).
 - e) Special Education teacher requirements are determined annually based on identified needs in the Individual Education Plan (IEP).
 - f) Board must comply with Appendix G parameters, which dictate an elementary compliance target of 135:1 (Total Enrolment divided by the total number of Special Education Teachers)
 - g) Elementary Program Specialty Teacher requirements for the provision of planning and evaluation time for teachers are based on the total number of school-based teachers.
 - h) The Board must achieve a funded secondary school class size average of 23 students to 1 teacher on aggregate by September 2021.

7. TCDSB 2021-2022 Preliminary School-Based Staff Projections

TCDSB Collective Agreements require the Board to make decisions before March 31, 2021, for school staffing levels in September 2021.

This deadline may be subject to a signed variance with our union partners in light of the current COVID-19 crisis and a delayed March Break.

The charts on the following page summarize the projected net open/surplus positions for elementary and secondary panels. Any surplus for teachers and other school-based staff will be dealt with through the staff allocation process embedded in Collective Agreements.

2021-2022 Preliminary Teacher Staffing Projections

Elementary Panel Staffing Projections			Secondary Panel Staffing Projections		
Revised 2020/2021 Staffing FTE		3878.9	Revised 2019/2020 Staffing FTE		1920.5
Less: Projected decrease in positions attributable to enrolment decrease	(150.31)		Less: Projected decrease in positions attributable to enrolment decrease	(74.45)	
Net decrease in projected staffing		(150.31)	Net decrease in projected staffing		(74.45)
Total projected staffing 2021/2022		3728.59	Total projected staffing 2021/2022		1846.05

Note: When factoring in a five-year trend analysis, the board is projecting that **130** elementary teachers will be retiring. The **150.31** position loss due to an enrolment decrease will be mitigated through this attrition with the additional surplus permanent teachers placed in Temporary Open Positions for the 2021-2022 academic year.

Note: When factoring in a five-year trend analysis, the board is projecting that **95** secondary teachers will be retiring. The **74.45** position loss due to an enrolment decrease will be covered through this attrition. The residual 20.55 retired FTE will be replaced with new hires to sustain programming requirements.

1. Enrolment increases/decreases in September 2021 will further affect the staffing levels.
2. Any additional reductions in GSN funding or other budgetary pressures will also further affect the staffing levels for September 2021. These potential staffing changes will be considered as part of the 2021-2022 Budget consultation process and will be collaboratively discussed with our union partners.
3. Staff will bring a supplementary staffing update via the budget reporting cycle in April to address enrolment changes and deficit mitigating strategies.

E. STAFF RECOMMENDATION

That the Board of Trustees approves the preliminary staffing projections for 2021-2022, as outlined in this report.



REPORT TO

REGULAR BOARD

CVRIS PROGRAM DELEGATED AUTHORITY (ALL WARDS)

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

Created, Draft	First Tabling	Review
March 16, 2021	March 25, 2021	

M. Iafrate, Senior Coordinator, Asset Management and Renewal
D. Reid, (Acting) Senior Coordinator, Material Management
P. de Cock, Comptroller, Business Services
D. Friesen, Executive Superintendent of Facilities Services

RECOMMENDATION REPORT

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Brendan Brown, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

In anticipation of the the Ministry approval of COVID-19 Resilience Infrastructure Stream (CVRIS) funding for TCDSB with an overall budget of approximately \$25.7M, this report recommends that the Board delegate authority to the Director of Education, or designate, to award all CVRIS funded contracts for the duration of the program.

CVRIS projects must be substantially completed by December 31, 2021. Failure to meet this timeline could result in funding risk to the TCDSB.

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

B. PURPOSE

1. The purpose of this report is to recommend that the Board delegate authority to the Director of Education or designate, to award CVRIS funded contracts for the duration of the program.

C. BACKGROUND

1. *As required by the TCDSB Purchasing Policy F.P.01 the Board of Trustees approves any procurement activity/awards in excess of \$50,000.* The policy provides for delegation of authority to the Director of Education to approve the award of all contracts and expenditures not to exceed a threshold of \$50,000 where the Board of Trustee has approved an associated budget.
2. *The TCDSB is anticipating, the Ministry of Education to confirm approval of federal COVID-19 Resilience Infrastructure (CVRIS) funding for TCDSB of \$25.7M.* The approved projects and budgets will be confirmed by the Ministry and include over 400 projects in the following categories:
 - Heating and ventilation system replacements
 - Window replacements
 - Nutrition Room Upgrades (handwashing)
 - Water bottle filling stations
 - Cooling centres
 - Replacement of roof-top air handling units
 - New mechanical ventilation systems

- Air conditioning upgrades in portable classrooms
- Upgrading handwashing facilities
- Playground projects
- Child Care playground expansion/division
- Child Care separate washrooms and entrances
- Wi-Fi cabling infrastructure and access points

D. EVIDENCE/RESEARCH/ANALYSIS

1. ***CVRIS projects must be substantially complete by December 31, 2021, to be eligible for funding.*** Ministry Memorandum 2020:B20 notes that “*failure to meet program requirements, including timelines, could constitute project default and ineligibility for funding through this program. School boards would be expected to manage any ineligible costs (e.g., using existing renewal funding), as no additional funding will be made available to offset ineligible costs.*”
2. ***Start-up and preparation of tenders for the program is underway and staff are being informed of potential delays with material delivery and labour that could impact timely completion.*** Furthermore, the pressure on the construction market could be very high since all school boards in Ontario will receive CVRIS funding. To reduce the overall impact of these delays, an exceptionally quick procurement process is need for this program to be successful.
3. ***Delegation of Authority to the Director of Education to approve contract awards over \$50,000 for CVRIS projects will facilitate completion of projects within the required timeline.*** This delegation should be effective immediately as tendering of projects must proceed as soon as possible, in anticipation of an official announcement from the Ministry of Education to provide sufficient time for construction. Delays of even one week in the approval of contract awards could jeopardize timely completion and funding eligibility.

E. METRICS AND ACCOUNTABILITY

1. *A report of all contracts awarded under the CVRIS program will be provided to the Corporate Service Committee at the completion of the CVIRS program in early 2022.* CVRIS projects will be tracked and reported through the Board's financial systems and audit processes. The Ministry will also have specific CVRIS project reporting requirements for school boards.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. *Director of Education or delegate will review and approve procurement awards/contracts exceeding \$50,000 for the CVRIS program implementation.* The majority of tendering is expected to take place during the months of April, May and June and staff will follow all existing procurement practices and controls when awarding new contracts.
2. *Facilities staff will meet with affected school Principals to advise them of the anticipated activities over the course of 2021.* If the construction commences during the summer, while the school is not in session, the status of the project will be communicated to the Principal by email.

G. STAFF RECOMMENDATION

That the Board of Trustees delegate authority to the Director of Education or designate to award all necessary procurement awards and contracts related to the COVID-19 Resilience Infrastructure Stream (CVRIS) funding until the completion of the program.



REPORT TO

REGULAR BOARD

RESCINDMENT OF SIGNING OFFICERS POLICY (FM.02)

“Take delight in the Lord, and he will give you the desires of your heart.”

Psalm 37:4

Created, Draft	First Tabling	Review
January 19, 2021	February 2, 2021	Click here to enter a date.
P. De Cock, Comptroller of Business Services & Finance		

RECOMMENDATION REPORT

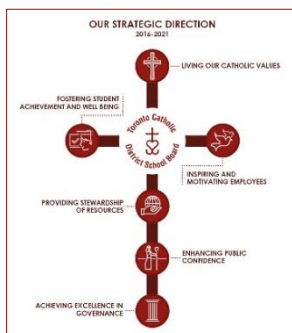
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Director of Education

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 reviews and recommends the rescindment of TCDSB Board Policy FM.02 (Signing Officers) in order to remove a redundant internal financial control and consolidate into the Board's Effective Financial Management and Control of Operations Policy.

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

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends the rescindment of the Signing Officers Policy (FM.02) as it is a redundant policy and better served by consolidating into the TCDSB's Effective Financial Management and Control of Operations Policy FM.08.

C. BACKGROUND

1. The TCDSB Policy FM.02 (Signing Officers) was approved on November 24th, 1986 without any subsequent revisions to date (attached as Appendix A).
2. This report appeared at the February 2, 2021 Governance and Policy Meeting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The TCDSB Effective Financial Management and Control of Operations Policy FM.02 provides a comprehensive governance and procedural framework for the administration of financial operations for the TCDSB.
2. In addition, recent changes to the Purchasing Policy FP.01 requires the Board of Trustees review and approve any procurement award in excess of the \$50,000 threshold by a report complete with detailed descriptions and cost analyses for review and approval.
3. TCDSB's existing Policy and Procedures regulates all financial, budget and reporting activities and requires compliance with the Education Act.

E. COMMITTEE RECOMMENDATION

This Policy is being recommended for rescindment effective immediately.



TCDSB Policy Register

SIGNING OFFICERS F.M.02

Policy

The signing officers are empowered to sign on behalf of the TCDSB providing the document in question has been previously signed or initialed by the responsible member of administration to verify the correctness of the document.

BM p 213, 24 Nov 86; BM p 1194, Aug 72.

80 Sheppard Ave. E., Toronto ON., M2N 6E8

Contact Us

phone: 416-222-8282

Admissions / Registration Ext. 5320

Communications / Public Relations Ext. 5314

Community Use of Schools / Permits Ext. 4370

Night School / Summer School Ext. 2168 or eregister@tcdsb.org

Transportation 416-229-5313

[More](#)

The TCDSB wants to provide the best possible experience for all our stakeholders. If you have a disability or questions related to accessibility, please contact flora.cifelli@tcdsb.org.

For more information refer to TCDSB policies:

<https://www.tcdsb.org/Board/Policies/Documents/A35.pdf> and

<https://www.tcdsb.org/Board/Policies/Documents/A36.pdf>

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REPORT TO

REGULAR BOARD

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 10th, 2020 Governance and Policy Committee meeting.
10. The policy was revised and appeared on the order paper of the March 2nd, 2021 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. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends 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 30th.

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 30th.

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



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
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			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).

Category B	\$20.00
Category C	\$85.00
Permit Change/Revision Fee	\$25.00/change request
N.S.F. cheque	\$40.00
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

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

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

REGULAR BOARD

AGE-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 11th, 2020, this policy appeared at the Governance and Policy Committee Meeting. The report was recommended to go out for consultation in the community.
4. On March 2nd, 2021, the policy appeared on the order paper of the Governance and Policy Meeting.

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. COMMITTEE RECOMMENDATION

The Governance and Policy Committee 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

Date Approved:	Date of Next Review:	Dates of Amendments:
<p>Cross References: 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>Appendix: 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).”ⁱ
- 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. ⁱⁱ

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**ⁱⁱⁱ 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

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

ⁱⁱ Kanevsky, p.157

ⁱⁱⁱ 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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REPORT TO

REGULAR BOARD

**PROCLAMATION: MARCH 29, 2021
BLUE & WHITE DAY IN TCDSB**

When Mordecai left the king's presence, he was wearing royal garments of blue and white.
Esther 8:15

Created, Draft	First Tabling	Review
March 25, 2021	March 25, 2021	March 25, 2021

Derek Chen, Superintendent of Equity, Diversity, Indigenous Ed, and Community Relations
John Yan, Executive Director, Angel Foundation for Learning

RECOMMENDATION REPORT

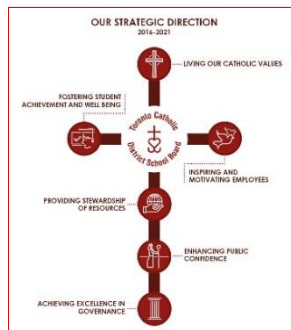
Vision:

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

A. EXECUTIVE SUMMARY

The Angel Foundation for Learning is the official charity of the Toronto Catholic District School Board (TCDSB). Its fundraising efforts and partnerships provide programs that meet the daily nutritional needs of 61,000 students in 167 TCDSB schools (over 1.2 million meals per month).

In addition, the Foundation also provides emergency and basic life supports for families in need (shelter, food, clothing, reading glasses, hearing and visual aids etc), and provides student equity funds to ensure no student is left behind, with equal access to school uniform clothing, art supplies, education/sports camps, school trips, and other experiential learning opportunities.

Unique events like the Annual AFL Health Action Day Hockey Game scheduled exclusively for TCDSB students, as part of the partnership with the Toronto Marlies, has generated hundreds of thousands of dollars for these much needed AFL student nutrition and equity programs.

The spirit of cooperation between the Angel Foundation and the Toronto Marlies is an example of how we are all “Stronger Together” as we continue to raise funds to help the most vulnerable in the TCDSB community and overcome the current challenges brought on by the COVID-19 pandemic.

This report recommends that the Board of Trustees declare Monday, March 29, 2021 as Toronto Marlies Blue and White Day in the TCDSB by official proclamation. (Appendix A)

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

B. PURPOSE

1. This Report highlights the longstanding partnership between the Angel Foundation, the Board’s official charity, and the Toronto Marlies and Maple Leaf Sports and Entertainment (MLSE) to support our students.
2. Despite the cancellation of the scheduled February 24, 2021 AFL Health Action Day Hockey Game, due to the COVID pandemic restrictions demonstrate to the community that the Toronto Marlies and Angel Foundation continue to work together to support our students.

C. BACKGROUND

1. The Angel Foundation is the official charity of the TCDSB and provides funding for critical student nutrition and student equity programs through partnerships and unique fundraising events.
2. Toronto Marlies Blue and White Day at Toronto Catholic District School Board March 29, 2021, coincides with the MSLE promotion of this day as part of their Next Gen game to celebrate both the young talent on the Toronto Marlies and Maple Leafs. The goal is to generate excitement with the next generation of aspiring athletes, while aligning with new initiatives to ensure hockey is more inclusive and reflects the diversity of young people like our students, in the most diverse City in North America.
3. The Live Stream link to the March 29, 2021 2 pm Marlies game will be provided for schools/families to enjoy the game for free. The Board-wide proclamation will allow students, staff and families to join together as a TCDSB community to celebrate the day and game, despite being forced apart due to COVID and the cancellation of the Annual AFL the Health Action Day Hockey normally scheduled exclusively for our students.
4. The spirit of cooperation between the Angel Foundation/TCDSB and the Toronto Marlies reminds us how we are “Stronger Together” as we continue to raise funds to help the most vulnerable in our community and overcome the challenges brought on by the COVID-19 pandemic.

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The Communications Plan endorses the Angel Foundation’s request to the Board of Trustees to approve proclamation of the Toronto Marlies Blue and White Day so that information can be delivered via direct emails to TCDSB staff, parent groups/parent councils and through the AFL online newsletter.
2. Promotion and awareness will be reinforced using all social media platforms via Instagram, Twitter, Facebook and AFL/TCDSB website leading up to the game, and on game day with audience groups:
 - TCDSB students
 - TCDSB staff
 - TCDSB families

- TCDSB trustees
 - Angel Foundation for Learning partners/supporters
 - Marlies fans and hockey fans of all ages across the City of Toronto
3. Students and staff across the Board will be encouraged to participate by wearing their blue and white TCDSB clothing, spirit wear and/or Marlies/Leafs gear to show support for our favourite hockey team, and to celebrate the longstanding partnership between the Angel Foundation and the Toronto Marlies.
 4. Schools to be encouraged to share photos (as long as they have written consent) of students and staff wearing team apparel or team colours, and cheering on our hometown team, and/or playing hockey in the school yard, in the gym, or in their own backyard at home.
 5. All participants will be encouraged to include the following in their social media posts such as hash-tags and other “Thank you @TorontoMarlies and @MLSEFoundation for your continued support of @AFLToronto. Go Marlies!!!!”
 6. A random draw will be held from among those who submit their photos on Twitter and Instagram, and the winning class and family will receive a prize.
 7. Schools will be asked to consider collecting loonies/toonies in support of the AFL and its student nutrition and equity programs.
 8. Information will be shared with schools as to when and how they can tune in to watch game and encouraged to continue sharing their photos throughout the games of TCDSB fans enjoying the special game.

E. STAFF RECOMMENDATION

Staff recommends that the Board to proclaim Monday, March 29, 2021 as Toronto Marlies Blue and White Day in the TCDSB

APPENDIX A



Proclamation:

March 29, 2021 as Toronto Marlies Blue and White Day in the TCDSB

Whereas: The Angel Foundation is the official charity of the Toronto Catholic District School Board, and funds programs that meet the daily nutritional needs more than 61,000 students across the City of Toronto, serving over 1.2 million meals per month; and

Whereas: The Angel Foundation provides emergency and basic life supports for families in need including shelter, food, clothing, reading glasses, hearing and visual aids, and more; and

Whereas: The Angel Foundation directly provides student equity funds to ensure that no student is left behind and that all students have equal access to school excursions and other experiential learning opportunities; and

Whereas: The Angel Foundation is able to meet the ever-growing need for assistance through unique fundraising events like the Health Action Day Hockey Game scheduled exclusively for TCDSB students, as part of the longstanding partnership with the Toronto Marlies; and

Whereas: This proclamation will allow students, staff and families to join together as a TCDSB community to celebrate the day and game, despite being forced apart due to COVID; and

Whereas: The Toronto Marlies Blue and White Day in the TCDSB on March 29, 2021, coincides with the Next Gen game to celebrate both the young talent on the Toronto Marlies and Maple Leafs, and to generate excitement with the next generation of aspiring athletes, while also aligning with new initiatives to ensure hockey is more inclusive to truly reflect the diversity of the young faces of our TCDSB students, in the most diverse City in North America; and

Whereas: The spirit of cooperation between the Angel Foundation and the Toronto Marlies reminds us how we are “Stronger Together” as we continue to raise funds to help the most vulnerable in our community and overcome the challenges brought on by the COVID-19 pandemic;

BE IT RESOLVED THAT: The TCDSB hereby proclaim March 29, 2021 as Toronto Marlies Blue and White Day in the TCDSB, in recognition of the Next Generation of young people being supported through this special relationship between the Angel Foundation and the Toronto Marlies Hockey Team.

**MINUTES OF THE REGULAR MEETING OF THE
CATHOLIC PARENT INVOLVEMENT COMMITTEE**

PUBLIC SESSION

E-MEETING VIA ZOOM

HELD MONDAY JANUARY 18, 2021

1. Call to Order

The Chair called the Meeting to Order at 7:08PM.

YouTube live feed was activated on the Toronto CPIC channel.

Minutes are being captured by the Recording Secretary.

2. Opening Prayer

Opening prayer and the Land Acknowledgement were led by Chair Joe Fiorante.

3. Roll Call & Apologies

Trustees: Garry Tanuan (W8)
Norm Di Pasquale (W9)

Elementary Parent Members:

Joe Fiorante (W3), Chair
Jennifer Di Francesco (W1)
A.J. Hepburn (W4)
Daniel Oliveira (W5/W)
Gus Gikas (W6)
Dan Kajioka (W7)
Rose-Marie Fraser (W8/E)
Charmaine von Vulte (W8/W)

Anthony Antonucci (W12)

Community Members:

Katie Piccininni (OAPCE – Toronto)
 Alison Canning (Let's Get Together)
 Emmy Milne (The Angel Foundation for Learning)

Staff: John Wujek (Director Designate)
 Manuela Sequeira (Parent Engagement Coordinator)
 Sarah Pellegrini (Recording Secretary)

Isabel Starck (W11/S), Ivana Calabria-Pantaleo (W11/N), Milva Romano (West) and Annalisa Crudo-Perri (Central) sent their regrets.

Santhosh Peter Valavi (W5/E) and Ben Xavier (W11/N) were absent.

4. Approval of the Agenda

MOVED by Rose-Marie Fraser, seconded by Gus Gikas, that the Agenda, as amended to include the Addendum, be approved.

By Unanimous consent, the Motion was declared

CARRIED

5. Declarations of Interest

None declared by Members present.

6. Approval & Signing of the Minutes

MOVED by Alison Canning, seconded by A.J. Hepburn, that the December 14, 2020 Regular Meeting Minutes, be approved.

By Unanimous consent, the Motion was declared

CARRIED

7. Presentations and Reports from Committee Officials

MOVED by Jennifer Di Francesco, seconded by Gus Gikas, that Item 7a) be adopted as follows:

7a) Chair – Monthly Report received.

The Chair shared news, activity & advocacy conducted on behalf of CPIC over the past month, including the resignation of CPIC Member Jennifer Traer (Ward 9). A joint letter will be written to CSPC's in Ward 2 and Ward 9 to fill the vacancies; anyone interested in becoming the new CPIC Member for Ward 9 can contact Joe Fiorante, John Wujek or Manuela Sequeira.

The Chair recognized Martin Luther King Jr. Day and asked for a moment to remember all of the contributions he made.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Daniel Oliveira, seconded by Alison Canning, that Item 7b) be adopted as follows:

7b) Treasurer – Financial Report as of December 31, 2020 received.

The Treasurer reviewed the report and noted that all CPIC merchandise (water bottles, etc.) that was purchased and not used (due to COVID-19) will be kept in storage until it can be distributed at future events.

By Unanimous consent, the Motion was declared

CARRIED

9. Unfinished Business and Matters Rising Out of Minutes

MOVED by A.J. Hepburn, seconded by Daniel Oliveira, that Item 9a) be adopted as follows:

9a) In-Class and Virtual Transfers – Joint Letter to the Director of Education and Chair of the Board from CPIC and OAPCE received.

The letter was on the agenda for the January Student Achievement Meeting but was not dealt with at that time, so a response has not yet been received.

By Unanimous consent, the Motion was declared

CARRIED

12. Program/Consultation (Committee of the Whole)

MOVED by Jennifer Di Francesco, seconded by Rose-Marie Fraser, that Item 12a) be adopted as follows:

12a) Communication Plan received.

The Chair reviewed the presented long term Communication Plan to increase awareness of what CPIC does and the roles of the CPIC representatives.

The current plan is broken down into four (4) categories:

1. Direct Communication
2. Resources
3. Websites
4. Events

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Dan Kajioka, seconded by Daniel Oliveira, that Item 12b) be adopted as follows:

12b) Toronto CPIC YouTube Channel received.

The Chair reviewed the presented information including the decision to have all CPIC meetings available to the public on the CPIC YouTube Channel. Any members not comfortable are reminded that their camera can be turned off when streaming.

By Unanimous consent, the Motion was declared

CARRIED

13. Subcommittee & Special Committee Reports

MOVED by Jennifer Di Francesco, seconded by Alison Canning, that Item 13a) be adopted as follows:

13a) Catholic School Parent Council (CSPC) Workshops received.

The Chair thanked all members who participated in the sub-committee meetings. An email was sent to all Principals, Vice Principals and CSPC Chairs with workshop dates, topics and registration details.

By Unanimous consent, the Motion was declared

CARRIED

Jennifer Di Francesco left the meeting at 8:42PM.

MOVED by Katie Piccininni, seconded by A.J. Hepburn, that Item 13b) be adopted as follows:

13b) Parent Reaching Out (PRO) Grants received.

The Chair thanked all members who participated in the sub-committee meetings. The funding amount received is \$50, 326.89. The funds will be split for board wide Parent Engagement events and used to supplement PIC funds for Parent Engagement events at the local school level.

MOVED in AMENDMENT by Alison Canning, seconded by Katie Piccininni, that an E-PAN schools ad-hoc sub-committee be created.

By Unanimous consent, the AMENDMENT was declared

CARRIED

By Unanimous consent, the Motion as amended was declared

CARRIED

Alison Canning volunteered to be Chair or Co-Chair of the sub-committee.

MOVED by Anthony Antinucci, seconded by Daniel Oliveira, that Item 13c) be adopted as follows:

13c) Age Appropriate Placement received.

The Chair thanked all members who participated in the sub-committee meetings. The sub-committee received the policy and answered the survey questions, however, the responses have not yet been submitted.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Charmaine von Vulte, seconded by Rose-Marie Fraser, that Item 13d) be adopted as follows:

13d) International Languages Elementary received.

The Chair thanked all members who participated in the subcommittee meetings. The sub-committee reviewed the procedures.

By Unanimous consent, the Motion was declared

CARRIED

15. Reports from TCDSB Board Officials

MOVED by Gus Gikas, seconded by Rose-Marie Fraser, that Item 15a) be adopted as follows:

15a) Director-Designate for CPIC – John Wujek – Monthly Update received.

Superintendent Wujek thanked all members for their contribution during the sub-committee meetings.

The main order of business from Staff is return to school – for up to date information members are encouraged to review the public board meeting agendas on the TCDSB website.

The A.33 report is scheduled to be on the March Governance and Policy Committee Meeting agenda.

By Unanimous consent, the Motion was declared

CARRIED

16. Reports from Trustee or Trustee Alternate

MOVED by Daniel Oliveira, seconded by Rose-Marie Fraser, that Item 16a) be adopted as follows:

16a) Verbal Update – Garry Tanuan, Trustee and Norm Di Pasquale, Trustee Alternate received.

Trustee Tanuan provided a summary from the January Student Achievement Meeting, including the Notice of Motion from Trustee de Domenico regarding Changes to Regulation 10 (1) of Student Trustee Policy T.02, the Consideration of Motion that passed from Trustee Di Pasquale regarding Expunging of Discretionary Kindergarten - Grade 3 Suspensions and the Renewal Plan 2020-2021 and Three-Year Forecast.

Trustee Di Pasquale provided an update on the requests that were received for students to transfer (approximately 1400); all requests were dealt with.

By Unanimous consent, the Motion was declared

CARRIED

20. Adjournment

MOVED by Katie Piccininni, seconded by Charmaine von Vulte, that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 9:58PM.

CPIC SECRETARY

CPIC CHAIR

OUR MISSION

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

OUR VISION

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



MINUTES OF THE REGULAR 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

SECRETARY

CHAIR

MASTER PENDING LIST AND ROLLING CALENDAR TO MARCH 25, 2021

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Jan-2020 Corporate Services	TBC	Corporate Services	That all options be explored for Loretto Abbey and Dante Alighieri and that a report on relocation come back at the February 13, 2020 Corporate Services Committee meeting or February 20, 2020 Board meeting, and a report on Dante Alighieri comes back at the March 12, 2020 or April 16, 2020 Corporate Services Committee meeting; (2020-2021 School Relocations Plan)	Associate Director of Facilities, Business & Comm. Dev.
2	Jan-21 Student Achievement	TBC	Corporate Services	1. That staff bring back a report with a revised 2020-2021 Renewal Plan in the Spring of 2021 following announcement of CVRIS funding allocations; and 2. That a report be submitted to Board on the findings of the consultant (Renewal Plan 2020-2021 and Three-Year Forecast (All Wards))	Associate Director of Facilities, Business & Comm. Dev.
3	Feb-21 Regular Board Public	June 2021	Corporate Services	That staff present the finalized budget estimates for 2021-22, reflective of the community consultation and overall feedback, to the Board of Trustees at the Corporate Services meeting scheduled for June 2021 (2021-22 Budget Consultation Plan)	Associate Director of Facilities, Business & Comm. Dev.
4	June-2020 Special Board	TBC	Regular Board	Report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledge how important it is for students to be able to see themselves reflected in different fields and positions of leadership (Consideration of Motion from	Director of Education & Associate Director of Education,

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5				Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools)	Academic Services & Associate Director of Facilities, Business & Comm. Dev & CFO
	Oct-2020 Corporate Services	TBC	Regular Board	The Director of Education bring a report to Board outlining the details of an Attendance Boundary Review for St. Catherine Catholic Elementary School. (Consideration of Motion from Trustee Kennedy regarding Attendance Boundary Review for St Catherine's Catholic Elementary School)	Director of Education & Associate Director of Facilities, Business & Comm. Dev & CFO
	Feb-21 Student Achievement	TBC	Regular Board	Referred to the African-Canadian Advisory Committee for a report to come to the Board indicating how a partnership can be implemented and operationalized. (Delegation from Samantha Adebisi and Garth Neilson regarding Black Achiever Initiative)	Associate Director of Education, Academic Services
	Feb-21 Regular Board	April 2021	Regular Board	1. That staff continue to monitor CO2 / Ventilation rates at Mother Cabrini to confirm performance as colder weather arrives; 2. That staff implement window operation changes in select classrooms at St. Raphael. Monitor CO2 and temperature over a 15-30 day periods and compare to the time frame evaluated during this report;	Associate Director of Facilities, Business & Comm. Dev & CFO

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>3. That staff ensure the maximum efficiency filters (highest MERV rating) recommended by the manufacturer are installed in all HVAC systems;</p> <p>4. That staff review HVAC systems at all TCDSB schools and ensure they are properly balanced;</p> <p>5. That staff ensure TCDSB school humidification systems are functioning properly;</p> <p>6. That staff operate HVAC systems and portable HEPA filters for a minimum of 2.5 hours before and after occupancy to help flush / filter airborne particulate between school days;</p> <p>7. For schools without mechanical ventilation, open both the top and bottom segments and open all available windows to maximize window opening size. Where draft is an issue open the top section of the window only, and have staff open upper window prior to the start of the school day and to close at the end of the day;</p> <p>8. That staff consider prioritizing the deployment of portable air filters in classrooms where ventilation performance is not maintaining CO2 concentrations consistently</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>below 800 ppm;</p> <p>9. That staff investigate measuring the classroom exhaust functionality and vents at St. Raphael to determine whether the exhaust fans and vents are running according to manufacturer specifications;</p> <p>10. That the TCDSB acquire portable CO2 testers to allow qualified staff to test ventilation remediations;</p> <p>11. That staff look to open more than one window in a class, preferably on opposite sides of the windowed wall to allow for airflow;</p> <p>12. That staff consider flushing during lunch or vacant times by opening windows in schools without mechanical ventilation;</p> <p>13. That during lunchtime, recess, breaks and other times when students are working independently, staff ensure that air purifiers are running on high; and</p> <p>14. That staff consider closing classrooms with no HVAC, vents or exhaust that only have windows for ventilation.</p> <p>15. That Staff bring a report on the above items to the April 22, 2021 Board Meeting.</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
8				<p>That the report also includes the following items:</p> <p>16. All new window installations follow the recommendations eg. Awning, not 4” window openings;</p> <p>17. Top and bottom openings;</p> <p>18. Pilot be conducted to install cages; and</p> <p>19. Power windows be considered for new schools/additions etc. (Revised Return to School Update)</p>	
	Mar-21 Student Achievement Public	TBC	Regular Board	<p>1. That the Board direct staff to gather feedback on plexi-glass shields in accordance with the staff recommended method outlined in this report.</p> <p>2. That this feedback be presented to the Board at the earliest possible meeting (Return to School Update)</p>	Associate Director of Facilities, Business & Comm. Dev & CFO
	June-2020 Special Board	TBC	Student Achievement	<p>That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic. (Computers for Students in Need)</p>	Associate Director of Facilities, Business & Comm. Dev & CFO

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (P)	Corporate Services	B.R.01 Rental of Surplus School Space & Properties Policy Metric	A.D. Facilities, Business, Community Development
2	February (Q)	Corporate Services	Financial Status Update Report #1	A.D. Facilities, Business, Community Development
3	March (A)	Corporate Services	Budget Series Report: Financial Planning and Consultation Plan	A.D. Facilities, Business, Community Development
4	March (A)	Corporate Services	Consensus Student Enrolment Projection	A.D. Facilities, Business, Community Development
5	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation Policy Metric</u>	A.D. Facilities, Business, Community Development
6	March	Corporate Services	A.18 Development Proposals, Amendments and Official Plans and Bylaws Policy Metric	A.D. Facilities, Business, Community Development
7	April (A)	Corporate Services	Budget Series Report: Grants for Student Needs Update	A.D. Facilities, Business, Community Development
8	May (Q)	Corporate Services	Financial Status Update Report #2	A.D. Facilities, Business, Community Development
9	May (A)	Corporate Services	Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
10	June (A)	Corporate Services	Budget Series Report: Recommended Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
11	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
12	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
14	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
15	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
16	November	Corporate Services	Preliminary Enrolment Reports Elementary and Secondary Schools and S.A.01 Elementary Admission and Placement Policy Metric	A.D. Facilities, Business, Community Development
17	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
18	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
19	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
20	December	Corporate Services	Capital Renewal Program Report	A.D. Facilities, Business, Community Development
21	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
22	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
23	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
24	August (P)	Regular Board	T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board Metric	Director of Education
25	August (P)	Regular Board	H.M. 19 Conflict Resolution Department	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

26	October (P)	Regular Board	H.M.33 Acceptance of Hospitality or Gifts Policy Metric	Director of Education
27	October (A)	Regular Board	Ongoing Exit and Entry Survey for all students either changing schools within the Board or entering or exiting the Board	A.D. Facilities, Business, Community Development
28	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
29	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
30	December (A)	Regular Board	Director's Annual Report	Director of Education
31	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
32	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
33	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
34	February (P)	Student Achievement	<u>S. 19 External Research Policy Metric</u>	Associate Director Academic Services
35	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
36	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
37	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
38	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
39	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
40	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

41	September	Student Achievement	<u>Community Advisory Committees Report</u>	Associate Director Academic Services
42	September (P)	Student Achievement	<u>T.07 Community Engagement Policy Report</u>	Director of Education
43	September	Student Achievement	<u>A.37 Communications Policy Metric</u>	Associate Director Academic Services
44	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
45	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
46	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
47	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u> and <u>S.S.02 Opening or Closing Exercises Policy Report</u> (combined)	Associate Director Academic Services
48	October	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
49	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
50	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
51	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report ESLIT	Associate Director Academic Services
52	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

53	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
54	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
55	December	Student Achievement	<u>Staff CPIC Annual Report Including Financial Reporting</u>	Associate Director Academic Services