

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

REVISED AGENDA FEBRUARY 17, 2022

Angela Kennedy, Chair
Trustee Ward 11

Frank D'Amico, Vice Chair
Trustee Ward 6

Nancy Crawford
Trustee Ward 12

Markus de Domenico
Trustee Ward 2

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Keith Baybayon
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Ida Li Preti
Trustee Ward 3

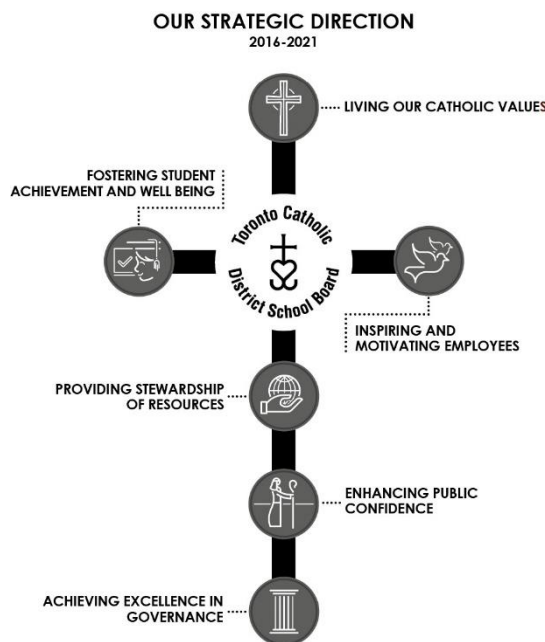
Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 4

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Stephanie De Castro
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

Angela Kennedy
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.



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

Angela Kennedy, Chair Frank D'Amico, Vice Chair

Thursday, February 17, 2022
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 and Apologies	
6. Approval of the Agenda	
7. Reports from Private Session	
8. Notices of Motions	
9. Declarations of Interest	
10. Approval and Signing of Minutes of the Previous Meetings	
10.a. Special Board (Student Achievement) Held January 13, 2022	1 - 4
10.b. Special Board (Corporate Services) Held January 20, 2022	5 - 8

10.c.	Regular Board Held January 27, 2022	9 - 29
11.	Presentations	
11.a.	From the Chair of the Board	30
11.b.	From the Director of Education	31 - 32
11.c.	From the Student Trustee(s)	33 - 37
11.d.	Multi-Year Strategic Plan (MYSP) 2022-2025 - Gina Iuliano Marrello, MYSP Project Lead (Former Superintendent of Education) and Josh Fullan, Director of Maximum City (Refer Item 20b)	
12.	Delegations	
13.	Consideration of Motions for which previous notice has been given	
13.a.	From Trustee de Domenico regarding Request to Minister of Education to Pause EQAO Testing at all Elementary and Secondary Schools until the 2022-23 School Year	38 - 39
14.	Consent and Review	
15.	Unfinished Business from Previous Meetings	
16.	Matters recommended by Standing Committees of the Board	
17.	Matters recommended by Statutory Committees of the Board	
17.a.	Recommendations to Board from the Special Education Advisory Committee	40 - 42
	1. Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of January 19, 2022; and	
	2. Consideration of Motion from SEAC regarding Rules of Order and Conduct Formalization and Familiarization	
18.	Matters referred/deferred from Committees/Board	
19.	Reports of Officials for the Information of the Board of Trustees	

19.a.	Child Medical Masks - American Society for Testing and Materials (ASTM) Level 3	43 - 47
19.b.	Online Activity and School Challenges	48 - 52
19.c.	Response to Special Education Advisory Committee (SEAC) Motion Regarding Clear Masks	53 - 57
20.	Reports of Officials Requiring Action of the Board of Trustees	
20.a.	REVISED: 2022-2023 School Year Calendar	58 - 63
20.b.	New Multi-Year Strategic Plan 2022-2025 (Refer Item 11d)	64 - 84
20.c.	Monthly Procurement Approvals	85 - 100
20.d.	Capital Priorities 2022-23 (All Wards)	101 - 122
20.e.	From the Governance and Policy Committee: Flag Flying Policy A.04 (New)	123 - 130
20.f.	From the Governance and Policy Committee: Updated Revision of the Delegation and Public Participation Policy T.14	131 - 145
20.g.	From the Governance and Policy Committee: Update to Policy on Grounds - Outdoor Play Environments B.G.01	146 - 182
20.h.	REVISED: From the Governance and Policy Committee: Update to Policy on Information and Communication Technology - Hardware and Software Policy A.34	183 - 199
21.	Reports from External Committees / Organizations	
22.	Listing of Communications	
22.a.	From the Governance and Policy Committee: Approved Minutes of Meeting Held January 11, 2022	200 - 206
22.b.	From the Special Education Advisory Committee: Approved Minutes of Meeting Held January 19, 2022	207 - 220
23.	Inquiries and Miscellaneous	

24.	Updating of Pending Lists	
24.a.	Master Pending List and Rolling Calendar	221 - 222
24.b.	Annual Report	223 - 227
25.	Closing Prayer	
26.	Adjournment	

OUR MISSION

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

OUR VISION

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



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

HELD THURSDAY, JANUARY 13, 2022

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon – Virtual
S. De Castro - Virtual

Staff:

B. Browne
D. Boyce
A. Della Mora
R. Putnam
S. Camacho
S. Campbell
L. Coulter
C. Fernandes

P. Aguiar
A. Bria
M. Caccamo
D. Chen
F. Cifelli
G. Danfulani
L. DiMarco
K. Dixon
M. Farrell
P. Matthews
M. Meehan
R. Peterson
S. Vlahos
J. Wujek
M. Zlomislic

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

External Guest: A. Robertson, Parliamentarian

8. Declarations of Interest

There were none.

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

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Li Preti, 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
D'Amico
Del Grande
Di Giorgio
Di Pasquale

Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

SECRETARY

CHAIR

OUR MISSION

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

HELD THURSDAY, JANUARY 20, 2022

Corporate Services

PRESENT:

Trustees:

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

Staff:

B. Browne
D. Boyce
A. Della Mora
R. Putnam
S. Camacho
S. Campbell
L. Coulter
C. Fernandes
L. DiMarco

M. Farrell
M. Loberto
P. Matthews
M. Zlomislic

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

External Guests: A. Robertson, Parliamentarian
E. Roher, External Legal Counsel, Borden Ladner
Gervais LLP

8. Declarations of Interest

There were none in PRIVATE nor DOUBLE PRIVATE Session.

In PUBLIC Session, Trustee Kennedy declared a conflict of interest in Item 11a) Presentation: Annual Chief Financial Officer Overview – Ryan Putnam, Chief Financial Officer and Treasurer as she has family members who are employees of the Board.

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

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

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

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Trustee Del Grande, 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 D'Amico
de Domenico
Del Grande

Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Crawford did not vote/respond.

SECRETARY

CHAIR

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through witness, faith, innovation and action.*



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

HELD THURSDAY, JANUARY 27, 2022

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon - Virtual
S. De Castro – Virtual

Staff:

B. Browne
D. Boyce
A. Della Mora
R. Putnam
S. Camacho
S. Campbell
L. Coulter

C. Fernandes
P. Aguiar
A. Bria
M. Caccamo
D. Chen
F. Cifelli
G. Danfulani
L. DiMarco
K. Dixon
M. Farrell
L. Latham
M. Loberto
M. Meehan
R. Peterson
S. Vlahos
J. Wujek
M. Zlomislic

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

External Guest: A. Robertson, Parliamentarian
E. Roher, External Legal Counsel, Borden, Ladner and
Gervais

1. Call to Order

On behalf of the Board of Trustees, Trustee Di Pasquale acknowledged International Holocaust Remembrance Day when more than six million Jews and millions of other victims of Nazi atrocities were systematically persecuted and murdered by the Nazis during the Holocaust.

Trustee Lubinski read the Ukrainian prayer.

6. Approval of the Agenda

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that the Agenda, as amended to include the Addendum, and Item 23a) Inquiry from Trustee Lubinski regarding Every Child Matters Flags, be approved.

The Motion was declared

CARRIED

7. Reports from Private Session

MOVED by Trustee Martino, seconded by Trustee Tanuan, that the following reports from Trustee Di Pasquale be received:

In PRIVATE Session:

- a) Approved Minutes of Regular Board Meeting held December 9, 2021;
and
- b) Discussed two labour matters.

Trustee Kennedy had declared a conflict of interest in one of the labour matters as indicated in Item 9) Declaration of Interest below.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande

Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

8. Notices of Motion

MOVED by Trustee de Domenico, seconded by Trustee Li Preti, that Item 8a) be adopted as follows:

- 8a) From Trustee de Domenico regarding Request to Minister of Education to Pause EQAO Testing at all Elementary and Secondary Schools until the 2022-23 School Year** that the following be considered at the February 17, 2022 Regular Board Public Meeting:

WHEREAS: Students have experienced unprecedented levels of anxiety and stress due to the worldwide pandemic;

WHEREAS: Elementary Students have had to shift to a variety of delivery models from in-person to asynchronous learning in Elementary and to hybrid at the Secondary level;

WHEREAS: Despite the best efforts of Staff and families, students have experienced learning opportunity loss during the pandemic; and

WHEREAS: EQAO (Education Quality and Accountability Office) is a testing method to evaluate student learning and requires many hours of preparation and many hours to complete the test. This is scarce and valuable time that students cannot afford to lose from their regular curriculum needs.

BE IT RESOLVED THAT: A letter be sent to the Minister of Education requesting that he immediately consider pausing all EQAO testing at all levels, both Elementary and Secondary until the 2022-23 school year in order to allow students to close any learning opportunity loss and return to a normal schedule at schools when COVID-19 is no longer dangerously present in our school communities.

9. Declarations of Interest

In PRIVATE Session, Trustee Kennedy declared an interest in Items 14a) Toronto Elementary Catholic Teachers (TECT) and Toronto Occasional Teachers' Unit (TOTL) Bargaining - Verbal Update - Lynda Coulter, Executive Superintendent of Human Resources, Leadership and Equity and Casey Caldwell, Legal Counsel; and 17b) Communication from the Labour Relations Ad Hoc Committee: Approved Minutes of Meeting Held November 30, 2021, as she has family members who are employees of the Board.

Trustee Rizzo declared an interest in Item 22f) Communication from Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC) regarding Current Negotiation Issues as she has a family member who is an employee of the Board. Trustee Rizzo indicated that she would not vote nor participate in discussions regarding that Item.

10. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Martino, seconded by Trustee D'Amico, that Items 10a), 10b), 10c) and 10d) be adopted as follows:

- 10a) Special Board (Corporate Services) held November 11, 2021 (Revised)** approved;
- 10b) Special Board (Student Achievement) held December 2, 2021** approved.
- 10c) Special Board (Corporate Services) held December 8, 2021** approved;
and
- 10d) Regular Board Held December 9, 2021** approved.

The Motion was declared

CARRIED

11. Presentations

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

- 11a) From the Chair of the Board** received.

The Motion was declared

CARRIED

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

11c) From the Student Trustees received.

The Motion was declared

CARRIED

14. Consent and Review

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

- 17a) Recommendation to Board from the Special Education Advisory Committee (SEAC): Consideration of Motion from Deborah Nightingale, representative of Association for Bright Children Ontario Special Education regarding One Size Doesn't Fit All – Trustee Crawford;
- 18a) From the Governance and Policy Committee: Advocacy Policy A.06 – Trustee Di Pasquale;

- 19a) 2022 Annual Reports and Policy Metrics – Trustee Rizzo;
- 19b) Toronto Catholic District School Board (TCDSB) Resolutions for the Ontario Catholic School Trustees' Association (OCSTA) 2022 Annual General Meeting (Previously listed as Item 20a) – Trustee Di Pasquale;
- 22e) Communication from Trustee Kennedy, Chair regarding Ontario Catholic School Trustees Association (OCSTA): Helping Canadian Families to Access Catholic Education Through the Toonies for Tuition Fund Raising Campaign (Verbal) – Trustee Kennedy;
- 22f) Communication From Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC) regarding Current Negotiation Issues – Trustee Rizzo; and
- 23a) Inquiry from Trustee Lubinski regarding Every Child Matters Flags – Trustee Lubinski

MOVED by Trustee Martino, seconded by Trustee Li Preti, 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
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Di Giorgio did not vote/respond.

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

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 18b) From the Governance and Policy Committee: Approved Minutes of the Governance and Policy Committee Held October 5, 2021;**
- 18c) From the Special Education Advisory Committee: Approved Minutes of Meeting Held November 17, 2021;**
- 20a) From the Governance and Policy Committee: Update to Access Control Policy B.B.05 (Revised) that the revised Access Control Policy (B.B.05) provided in Appendix A of the report be adopted;**
Listing of Communications - 22a) – 22d):
- 22a) From the Audit Committee: Approved Minutes of Meeting Held November 16, 2021;**
- 22b) From the Special Education Advisory Committee: Approved Minutes of Meeting Held December 1, 2021;**
- 22c) From the Governance and Policy Committee: Approved Minutes of the Governance and Policy Committee Held December 7, 2021;**
- 22d) From Rayna Lerner regarding Our Kids Need to Stay in School; and**
- 24a) Master Pending List and Rolling Calendar**

17. Matters Recommended by Statutory Committees of the Board

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

17a) Recommendation to Board from the Special Education Advisory Committee (SEAC): Consideration of Motion from Deborah Nightingale, representative of Association for Bright Children Ontario Special Education regarding One Size Doesn't Fit All received and referred to Staff the following recommendation:

That the TCDSB deliver a variety of appropriate education options to meet diverse Special Education needs based on: education research; feedback from educators, parents and students on all relevant options; and advocacy by those with specific involvement and experience with students with special education needs and receiving special education programs and services.

MOVED in AMENDMENT by Trustee Rizzo that the recommendation be approved and referred to Staff.

There was no seconder.

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

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustees Di Giorgio and Rizzo did not vote/respond.

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

18. Matters Referred/Deferred from Committees/Board

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

- 18a) From the Governance and Policy Committee: Advocacy Policy A.06** that the revised Advocacy Policy A.06, provided in Report Appendix A, be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Di Giorgio did not vote/respond.

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

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

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that Item 19a) be adopted as follows:

19a) 2022 Annual Reports and Policy Metrics received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Di Giorgio did not vote/respond.

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

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

19b) TCDSB Resolutions for the Ontario Catholic School Trustees' Association (OCSTA) 2022 Annual General Meeting (Previously listed as Item 20a):

WHEREAS: OCSTA's mission states "Inspired by the Gospel, OCSTA provides the provincial voice, leadership and service for elected Catholic school Trustees to promote and protect publicly funded Catholic education in Ontario.";

WHEREAS: OCSTA is a key advocacy arm for Publicly Funded Catholic Education Boards in Ontario, and advocacy is a key part of OCSTA's mission and vision;

WHEREAS: It is not clear on OCSTA's website what current advocacy priorities are, and advocacy letters are not clearly delineated from other communications; and

WHEREAS: Advocacy for Education can help all publicly funded school Boards, both Public and Catholic.

THEREFORE BE IT RESOLVED THAT: OCSTA publicly post what their advocacy priorities are, as well as post recent examples of advocacy, and consider coordinating advocacy efforts with Ontario Public School Boards Association (OPSBA).

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Di Giorgio did not vote/respond.

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

22. Listing of Communications

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that Item 22e) be adopted as follows:

- 22e) From Trustee Kennedy, Chair regarding OCSTA: Helping Canadian Families to Access Catholic Education Through the Toonies for Tuition Fund Raising Campaign (Verbal) received.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Di Giorgio did not vote/respond.

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

Trustee Rizzo released Item 22f) Communication from Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC) regarding Current Negotiation Issues and declared an interest in the Item, as earlier indicated.

Trustee Rizzo recused herself from the virtual room at 8:33 pm.

MOVED by Trustee Martino, seconded by Trustee Tanuan, that Item 22f) be adopted as follows:

- 22f) From Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC) regarding Current Negotiation Issues** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustees de Domenico and Di Giorgio did not vote/respond.

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

Trustee Rizzo returned to the virtual room at 8:34 pm.

23. Inquiries and Miscellaneous

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 23a) be adopted as follows:

23a) From Trustee Lubinski regarding Every Child Matters Flags received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Di Giorgio did not vote/respond.

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

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that the meeting resolve back into PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Di Giorgio did not vote/respond.

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

PRESENT: (Following PRIVATE Session)

Trustees: F. D’Amico, Acting Chair – In Person and Virtual
N. Crawford - Virtual
M. Del Grande - Virtual
N. Di Pasquale – Virtual
I. Li Preti - Virtual
J. Martino – Virtual
M. Rizzo - Virtual
G. Tanuan - Virtual

Student Trustees: K. Baybayon
S. De Castro

7. Reports from Private Session.

MOVED by Trustee Crawford, seconded by Trustee Martino, that the following report from Trustee Di Pasquale be received:

In PRIVATE Session:

- a) Approved a policy;
- b) Discussed labour matters; and
- c) Received Approved Minutes of the Audit Committee Meeting Held November 16, 2021 and the Labour Relations Ad-Hoc Committee Meeting Held November 30, 2021

Trustee Kennedy had declared a conflict of interest in the labour matter and the Approved Minutes of the Labour Relations Ad-Hoc Committee Meeting as earlier indicated in Item 9) Declaration of Interest above.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Kennedy returned to the horseshoe at 9:25 pm.

26. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande

Di Pasquale
Kennedy
Li Preti
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

SECRETARY

CHAIR



Chair's Monthly Report

February 2022

Highlights from February include:

- Along with the Director, delivering remarks and welcoming new teachers at the **New Teacher Induction Program (NTIP)** Orientation
- Attending the virtual event recognizing and celebrating the Honourable Jean Augustine with Trustee Lubinski and Ward 4 students and staff in recognition of **African Canadian Heritage Month**
- Participating in **monthly calls with the Minister of Education**, School Board Chairs and Directors of Education from across the province



Director's Monthly Report

February 2022

Every year in the month of February, we recognize and celebrate the significant achievements and contributions of Black Canadians during Black History Month which we celebrate as African Canadian Heritage Month in the TCDSB. This nationally observed month came to be through the leadership of a former Toronto Catholic District School Board teacher and principal, the Honourable Jean Augustine. At the TCDSB, we recognize African Canadian Heritage Month in "February and Beyond" as we commit to learning, listening, and partnering in February and every month of the year. There are so many activities, events, and opportunities planned for staff, students, and communities to learn more about the history of African Canadians in the month of February and throughout the year in Toronto Catholic.

We continue to appreciate the importance of our schools as the heart of each community throughout the city, and staff continue to go beyond the norm to ensure students and families are welcome, safe, and included in every school. While we have become used to protective measures, protocols, and health guidelines, we know that any success and safety in our schools is a direct result of every member of our school staff supported by our central team. From mask distribution to the unpacking, re-packing, and distribution of rapid antigen test kits, our staff behind the scenes support those working directly with students to provide opportunities for students to feel safe and engaged at school. We are grateful for support from parents as we partner in our shared commitment to health, safety, and student well-being.

While the on-going realities that impact the operation of our schools have presented challenges for all, we remain steadfast in our optimism that, as a Catholic community united in joyful hope, better days are on the horizon and becoming brighter with each passing day.

Highlights from February include:

Celebrating **Love as the Virtue of the Month** and recognizing important observances such as: African Canadian Heritage Month, Psychology Month, TCDSB Energy Conservation, World Interfaith Harmony Week, Lunar New Year, Winter Walk Day, Canadian School Counselling Week, Safer Internet Day, World Day of the Sick, UN International Day of Women and Girls in Science, St. Valentine's Day, World Day of Social Justice, International Language Instructor's Appreciation Day, Pink Shirt Day, and Childhood Cancer Awareness Day

- Delivering remarks at the annual **CSLIT Virtual Student Council Leadership Meeting** for all TCDSB Student Councils
- School Visits: **Senator O'Connor Secondary School, St. Kevin Catholic Elementary School and St. James Catholic Elementary School**

- Participating in the **TCDSB Equity Champions session** as part of the professional learning series “Walking with Christ: Equity Champions Supporting Diversity, Equity and Inclusion in Action”
- Speaking with **York University Teacher Candidates** who are currently fulfilling their practicum requirements at TCDSB
- In recognition of **African Canadian Heritage Month** celebrating and recognizing the **Honourable Jean Augustine** with Trustee Lubinski and Ward 4 grade 6, 7 and 8 students and administration
- Welcoming new teachers at the **New Teacher Induction Program (NTIP) Orientation** along with Chair Kennedy
- Supporting newly appointed principals through the **Succession Series** for administrators
- Connecting with our TCDSB Community through our monthly “**Lunch with the Director**” series live streamed on Facebook and YouTube, while looking forward to the next opportunity on **February 25th**
- Participating in monthly **Ripple Effect Circle** Meetings - Ripple Effect Circle - an action-oriented alliance of individuals of influence across multiple sectors (private, public, non-profit) in Canada created to take action and work towards combatting systemic racism in Black communities
- On-going engagement with **Toronto Public Health** with vaccination and **booster** strategies in Toronto, and public health recommendations from TPH that impact and influence TCDSB staff and students
- Continuing **important connections throughout the pandemic 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-19 pandemic
- Participating on and contributing to **provincial leadership conversations** 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

February Student Trustee Board Report

Update from the Student Trustees:



- Keith and Stephanie hosted the first CSLIT General Assembly Meeting of the year on February 2nd. We had an amazing guest speaker, Tanika Riley from the non-profit organization Por Amor. Being February, she talked about the virtue of love. We also had superintendents Derek Chen and Michael Caccamo share their remarks.
- Keith held the third meeting of the 2SLGBTQ+ Student Advisory Committee, to further discuss plans and ideas for this year. They are exploring the idea of hosting a Catholic 2SLGBTQ+ panel discussion as well as planning the annual Inclusion and Belonging Retreat.
- Keith was a panellist on the Information and Privacy Commissioner of Ontario's Data Privacy Day webinar. Keith contributed the youth perspective and spoke about digital literacy as well as give tips for educators and students to maintain their safety during online learning.
- Keith attended a meeting with the Leadership, Collaboration and Governance Branch of the Ministry of Education to talk about student trustee elections. He advised the branch that school boards should be given leniency or an extension for elections given the circumstances with covid.
- Keith met with Stephen Lecce for some coffee. They discussed upcoming Ministry of Education programs and student-led OSTA-AECO initiatives. It was a great way for them to reconnect and to see where their advocacy aligns.
- Keith sent a memorandum alongside the CBC President and Vice-President to every Catholic School Board in Ontario, to give recommendations on better supporting the 2SLGBTQ+ community in Catholic Education.
- Keith planned and spoke at a press conference with OSTA-AECO and MPP Kathleen Wynne to present the 2SLGBTQ+ memorandum. Keith presented the memorandum and spoke about the importance of 2SLGBTQ+ inclusion within Catholic school boards.
- Stephanie joined a meeting with OneChild to discuss an ongoing initiative and campaign focusing on raising awareness and starting conversations surrounding sexual abuse and child trafficking.

- Keith and Stephanie attended the Indigenous Advisory Committee meeting to discuss, collaborate, and enhance Indigenous education throughout TCDSB secondary schools.
- Keith and Stephanie planed and hosted Student Council Centre, where student councils from 30 TCDSB secondary schools gathered to share best practices and receive student run professional development. Close to 200 student council members across the board participated. Thank you to Director of Education Dr. Browne and Superintendent Michael Caccamo for attending.
- Keith and Stephanie attended the OSTA-AECO February Executive Council meeting to continue working on this year's initiatives and finalizing details for events and conferences.
- Stephanie helped organized and spoke at the iLITE conference for intermediate students. More information about this event is in the next section.

CSLIT Executive Council

Elementary Affairs

The Directors of Elementary Affairs, Audri and Mara, successfully executed the virtual iLITE 2021-2022 conference. 6332 students from 132 elementary schools registered to attend the event as well as 68 secondary CSLIT volunteers who helped facilitate the day. The wonderful Sam Demma was our keynote speaker who spoke about the importance of “small consistent actions” and random actions of kindness. Students also have the opportunity to listen to guest speakers from Sharelife, Development and Peace, Meagan’s Hug, Por Amor, People Everywhere Actually Co-Existing Equally (otherwise known as PEACE), and the Angel Foundation for Learning. Teachers were also given curriculum links, follow up activities and resources to explore with their students so that iLITE goes beyond just being a one day event.

Audri and Mara also hosted their monthly ECSLIT General Assembly meeting. As per their pillars, their theme of the meetings revolved around the 7 Grandfather

Teaching of Love. Guest speaker Phil Echols live streamed from North Carolina and spoke about how love is a trait that all effective leaders need to possess. Thank you to Superintendent Caccamo for attending. Next month's meeting will focus on anti-racism.

Social Affairs

The Director of Social Affairs, Serenity Bui, has been working closely with her subcommittee organizing events that help the balance between school responsibilities and having fun. This month's activities revolve around Valentine's Day and there are 3 in total all under the umbrella title "Learn to Love with CSLIT." The first initiative invites students to write a letter to their future self which focuses on goals, hopes, and dreams. The second initiative is sending out CSLIT made virtual Valentines Day cards to their friends. And the third program is an online event where students can get together online to socialize, play games, and win prizes.

Social Justice

The World Day of Social Justice is celebrated globally on February 20th. The Social Justice Subcommittee wants to plan a virtually gathering of students before the end of the month to celebrate this day to discuss global and local social justice issues which include: youth homelessness, climate justice, Indigenous communities, poverty, and how we can put our faith into action while addressing these needs.

Due to COVID protocols, the Social Justice Subcommittee has decided to put their recycling project on hold but hope to revisit it before the end of the year. The Director of Social Justice, Rushan Jeyakumar, has also been working with the Director of Equity, Adekunbi Luwaji in co-chairing the Student Census Committee.

Equity

The Director of Equity, Adekunbi Luwaji has been working alongside her subcommittee and the newly formed Catholic Visible Minority Alliance - CVMA, to prepare for a Black Heritage Month panel discussion which will take place on February 17th. The goal of the event is for local successful black role models to share tips and life lessons they used to overcome different cultural hurdles that

students might also be experiencing today. Panelists include board staff, CSLIT alumni, and community organizations.

Adekunbi is also co-chairing the Student Census Committee alongside the Director of Social Justice, Rushan Jeyakumar. Adekunbi will also be meeting Karen Ens from the Health and Physical Education department to discuss effective ways to educate students about period poverty and menstrual maturity.

Faith

The Director of Faith, Roy Bou Abboud, prepared opening and closing prayers for our monthly CSLIT and ECSLIT online meetings. With the help of the Faith Subcommittee. Roy will host the first Let's Talk Faith webinar of 2022 on Wednesday, February 16th at 4:30 pm. The Faith Subcommittee has been meeting on a weekly basis, planning the upcoming Let's Talk Faith webinar as well as preliminary planning for our annual Faith Camp. In addition, this subcommittee has set the goal of creating two additional faith-based initiatives before the end of the year. Ideas are being brainstormed around student-led activities that can occur during the Lenten season.

Charity

As CSLIT's Charity Directors, Nicole and Julissa move into the second half of the school year, with the goal to increase student leadership participation within the 4 charities they work with. Part of this plan is the creation of the AFL A-Team. At *Student Council Central*, they have invited every council to put forth one individual who is passionate about putting their faith into action! This new board-wide A-Team will help create initiatives to support the Angel Foundation and increase overall student involvement. Julissa and Nicole will be presenting more details about the A-Team at the next AFL monthly board meeting.

This month, Nicole and Julisa met with Meagan's Hug to discuss ways to get more TCDSB secondary schools involved with this year's annual Hug event. For those unfamiliar about the event, participating schools gather around the perimeter of their building, symbolizing a sign of solidarity with families that have children suffering from pediatric diseases.

In addition, Nicole and Julissa are assisting Sharelife with their high school poster campaign. This will run similar to the elementary competition, but students will be challenged to make their poster using recyclable materials.

Nicole and Julissa are also working on creating a CSLIT Charity newsletter to share with students in staff to inform communities about ways to support and get involved with various calls to action.

The Catholic Visible Minority Alliance (CVMA) is a group that Nicole and Julissa help organize with the CSLIT Director of Equity. All three leaders will be helping organize the Black professional panel discussion on February 17th.

Public Relations

The Public Relations Team has kept one goal in mind this month which is increasing student participation. Promotion for events like CSLIT General Assemblies, ECSLIT General Assemblies, iLITE, and Student Council Central, were all events our CSLIT PR team helped promote this month. Each PR Team member is responsible for two superintendent areas. It is their job to ensure their two areas are well represented for each Catholic Student Leadership and CSLIT event.

Administrative Affairs

Junette, the Director of Administrative Affairs has been in close communication with the student trustees, Michael Consul our CSLIT moderator, and all members of the CSLIT Executive and has been a huge part of every CSLIT and Catholic Student Leadership event within the months of January and February.

Junette helped coordinate iLITE high school volunteers as well as organize the iLITE opening prayer skit.

For more information about these initiatives, visit
www.catholicstudentleadership.com.

CATHOLIC STUDENT LEADERSHIP - GET INVOLVED!



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Regular Board Meeting, February 17, 2022

From: Markus de Domenico, Trustee Ward 2

Subject: Consideration of Motion – Request the Minister of Education to Pause EQAO Testing at all Elementary and Secondary Schools until the 2022-23 School Year.

MOVED BY: Markus de Domenico, Toronto Catholic District School Board

WHEREAS: Students have experienced unprecedented levels of anxiety and stress due to the worldwide pandemic;

WHEREAS: Elementary Students have had to shift to a variety of delivery models from in-person to asynchronous learning in Elementary and to hybrid at the Secondary level;

WHEREAS: Despite the best efforts of staff and families, students have experienced learning opportunity loss during the pandemic; and

WHEREAS: EQAO is a testing method to evaluate student learning and requires many hours of preparation and many hours to complete the test.

This is scarce and valuable time that students cannot afford to lose from their regular curriculum needs.

BE IT RESOLVED THAT: A letter be sent to the Minister of Education requesting that he immediately consider pausing all EQAO testing at all levels, both Elementary and Secondary until the 2022-23 school year in order to allow students to close any learning opportunity loss and return to a normal schedule at schools when Covid-19 is no longer dangerously present in our school communities.

Markus de Domenico
Trustee, Ward 2



REPORT TO

REGULAR BOARD

RECOMMENDATION TO BOARD FROM THE SPECIAL EDUCATION ADVISORY COMMITTEE

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

Created, Draft	First Tabling	Review
February 4, 2022	February 17, 2022	Click here to enter a date.

Sophia Harris, Recording Secretary
Skeeter Hinds-Barnett, Assistant Recording Secretary

RECOMMENDATION REPORT

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Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director, Academic
Services and Chief Operating
Officer

D. Boyce
Associate Director of Facilities,
Business and Community
Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report provides the Board of Trustees with recommendations from the Special Education Advisory Committee.

The cumulative staff time required to prepare this report was 1 hour.

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with recommendations from the Special Education Advisory Committee.

C. BACKGROUND

1. On January 19, 2022, the Special Education Advisory Committee met.
2. At that meeting, recommendations to the Board of Trustees were proposed.

D. EVIDENCE

The Special Education Advisory Committee met on January 19, 2022 and motions regarding Agenda Item 11a) *Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of January 19, 2022* and Item 13a) *Consideration of Motion from SEAC regarding Rules of Order and Conduct Formalization and Familiarization*, were approved by a majority vote as per the Minutes of that meeting included under *Communication* on the Order Page.

E. SEAC'S RECOMMENDATIONS TO THE BOARD OF TRUSTEES

The Special Education Advisory Committee recommend to the Board of Trustees that the following be approved:

1. That SEAC recommend to Board that Special Education Advisory Committee Policy A.23 be reviewed as soon as possible as new procedures to recruit members to SEAC and new Operating Procedures are presently being

considered (**Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of January 19, 2022**); and

2. **WHEREAS:** SEAC is a Statutory Committee of the Toronto Catholic District School Board (TCDSB);

WHEREAS: SEAC member conduct is not governed by any specific TCDSB set of By-laws;

WHEREAS: TCDSB By-laws do not specify the exact Rules of Order to be utilized in official SEAC Public Meetings, although modified Robert's Rules of Order have been customarily used and accepted as "The Statutory Committee Rules of Order"; and

WHEREAS: The Board of Trustees in Public Session have called into question the Rules of Order and Process of SEAC.

THEREFORE BE IT RESOLVED THAT: SEAC recommend to Board that Rules of Order and Rules of Conduct be established or adopted from existing By-laws and formalized; and

BE IT RESOLVED THAT: SEAC members, both sitting and newly nominated, be provided training in document format and/or classroom setting and/or reviewable webinar format (**Consideration of Motion from SEAC regarding Rules of Order and Conduct Formalization and Familiarization**)



REPORT TO

REGULAR BOARD

CHILD MEDICAL MASKS – ASTM LEVEL 3

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

Drafted

February 9, 2022

Meeting Date

February 17, 2022

Stefan Martens, Service Quality Supervisor, Environmental Support Services
Martin Farrell, Superintendent, Environmental Support Services

INFORMATION REPORT

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Associate Director of Academic
Affairs & Chief Operating Officer

Derek Boyce

Associate Director of Facilities,
Business & Community Development

Ryan Putnam

Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

This report provides information on medical masks and an update on the provision of ASTM Level 3 Children Masks to students in the TCDSB.

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

B. PURPOSE

1. At the February 3, 2022 Student Achievement and Wellbeing meeting, Trustees requested that staff prepare a report on the feasibility and cost of providing medical grade masks of ASTM Level 3 for student use on a daily basis.

C. BACKGROUND

1. Medical masks sold in Canada are required to conform to a generally recognized and accepted standard established by the American Society for Testing and Materials (ASTM).
2. Wearing a mask is highly recommended and required in public settings such as stores, schools, public transit, etc.
3. To provide effective protection, masks must be well constructed, fit well and used properly.
4. In September 2020, the Ministry of Education in consultation with the Ministry of Health, mandated Level 2 masks for all school board staff. These masks are supplied at no cost to the boards.
5. In August 2020, the Ministry of Education provided 2-ply cloth masks for students at no cost that were optional to use as replacement for students as needed but permitted the use of other types of personal masks.
6. Beginning February 2021, the Ministry began providing a 3-layer cloth mask for student use. These masks do not have an ASTM rating, nor would they be considered medical grade.

7. Medical Mask ASTM Grade Levels.

- **Level 1** - Low barrier protection. Only for general use, not used for aerosols, spray or fluids.
- **Level 2** - Moderate barrier protection. Use for low to moderate levels of aerosols, spray and/or fluids.
- **Level 3** - Maximum barrier protection. Use for high risk of fluid, spray and/or fluids.

ASTM PROTECTION VS. INTENDED USAGE

LEVEL 1 (LOW) BARRIER: 80 mm Hg	LEVEL 2 (MODERATE) BARRIER: 120 mm Hg	LEVEL 3 (HIGH) BARRIER: 160 mm Hg
Light / minimum BFE & PFE protection	High BFE & PFE protection	High BFE & PFE protection
Used for general procedures and respiratory etiquette	More breathable than high barrier mask	
Designed to resist a splash or spray at venous pressure	Designed to resist a splash or spray at arterial pressure	Highest fluid resistance – designed to resist a splash or spray during tasks like orthopedic surgery or trauma

ASTM F2100-11 (2011) REQUIREMENTS FOR MEDICAL FACE MASKS

TEST	LEVEL 1 (LOW) BARRIER: 80 mm Hg	LEVEL 2 (MODERATE) BARRIER: 120 mm Hg	LEVEL 3 (HIGH) BARRIER: 160 mm Hg
BFE (Bacterial Filtration Efficiency) at 3.0 micron ASTM F2101	≥ 95%	≥ 98%	≥ 98%
PFE (Particulate Filtration Efficiency) at 0.1 micron ASTM F2299	≥ 95%	≥ 98%	≥ 98%

D. EVIDENCE/RESEARCH/ANALYSIS

1. Based on an estimated 86,000 TCDSB students at one medical mask per student daily, it is estimated a weekly requirement of up to 430,000 masks would be required. This quantity of student medical masks required depends on demand and student/family preference and not all TCDSB students would necessarily utilize medical type masks.
2. To develop costing Board staff contacted a number of TCDSB vendors on an informal basis to provide an estimate on pricing for information and budgetary purposes. Should the decision to proceed be approved by the Board of Trustees, an expedited procurement would be recommended to expedite delivery of the masks.
3. Vendor pricing breakdown ranged between:
 - \$.0889 per mask plus delivery or;
 - \$ 0.1138 to \$.20-\$.30 per mask (based on stock availability) with direct delivery included.

Breakdown of Costs without Delivery

	Cost per Mask	Weekly Cost per Mask	17 Weeks Cost for Mask
Vendor 1 (Delivery Extra)	\$0.0889	\$ 39,052.70	\$ 663,895.95
Vendor 2 (Delivery Included)	\$0.1138	\$ 49,990.97	\$ 849,846.56
Vendor 3 (Delivery Included)	\$0.2000	\$ 87,857.60	\$1,493,579.20
Vendor 3 (Delivery Included)	\$0.3000	\$131,786.40	\$2,240,368.80

Note: Vendor 3 prices ranged between \$0.20 and \$0.30 per mask

4. Based on a 17-week period, from March 1 to June 24, (excluding March Break) using the lowest price but excluding delivery cost, the cost would be approximately \$663,895.95 if all the students utilize the masks provided.
5. Delivery costs for the lowest price would incur an estimated additional cost of \$65,981.25 for the 17-week period. Delivery costs are based on utilizing unit rate contracts, with once-a-month delivery to approximately 207 locations with an estimated deliver cost of \$75.00 per location.

Breakdown of costs for delivery

Per Location	Monthly	17 Week Period
\$ 75.00	\$ 15,525.00	\$ 65,981.25

6. The estimated cost for the most cost-effective vendor over the full 17-week period with delivery included would be \$729,877.20.
7. The Board would procure two different sizes, being child and adult. Child size would be utilized by elementary students and adult size would be utilized by secondary students.

E. METRICS AND ACCOUNTABILITY

Staff have identified the following issues and considerations related to providing masks to students:

1. Purchase of masks would not be funded by the Ministry as they are currently providing 3ply cloth masks for students to use on a 8 week cycle.
2. Funding would need to be accommodated within the current operating budget and/or through use of Board reserves.
3. Pricing would be contingent on guaranteed volumes for a specific period of time.
4. Inability to accurately project the total number of masks needed for students.
5. Additional pressure on staff and administration at school level in distributing masks in schools.
6. Students are not/will not be mandated to wear the medical masks provided by the TCDSB.
7. The effectiveness of the ASTM Level 3 masks in preventing the spread of COVID-19 in schools will depend on the uptake within a particular school/classroom.
8. Additional masks may be required to replace damaged, soiled masks during the day by students, increasing consumption.
9. Board Staff are provided with the option of utilizing ASTM Level 2 Masks through the Ministry or non-fitted N95 masks, also provided by the Ministry.

F. CONCLUDING STATEMENT

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



REPORT TO

REGULAR BOARD

ONLINE ACTIVITY AND SCHOOL CHALLENGES

Does not use harmful words, but only helpful words, the kind that build up and provide what is needed, so that what you say will do good to those who hear you. – Ephesians 4:29

Created, Draft	First Tabling	Review
February 7, 2022	February 17, 2022	Click here to enter a date.

Shazia Vlahos, Chief of Communications & Government Relations
Michael Caccamo, Superintendent of Safe Schools
Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; AICT
Elric Pereira, Communications Officer

INFORMATION REPORT

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A. EXECUTIVE SUMMARY

This report is in response to a motion passed at the Regular Board meeting held on November 18, 2021 requesting social media platforms to remove online school/student challenges, staff to investigate and address actions that can be implemented to shut down posts, staff to identify ramifications of students participating inappropriately on social media, and plans to monitor inappropriate posts.

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

B. PURPOSE

1. Following a Board of Trustees approved motion, this report provides a summary of steps taken to date to address inappropriate online student activity and identifies the ramifications of students who participate inappropriately on social media.

2. For ease of reference, below is the Board approved motion:

WHEREAS: Some secondary students are issuing, participating and executing TikTok and SnapChat challenges; **WHEREAS:** Challenges include Slap the Teacher, fake sexual assault; vandalism of toilet stalls, late for class; prank calls; loitering, etc; **WHEREAS:** TCDSB high schools have been dealing with these TikTok and SnapChat challenges all year; **WHEREAS:** Almost every week TikTok allows posts of school challenges that in some cases has prompted kids to do and act inappropriately; **WHEREAS:** TCDSB administrators frequently spend great amounts of time to address many inappropriate posts such as sexual orientation/racist/sexist actions and behaviours by students in high schools on TikTok and SnapChat platforms; **WHEREAS:** This is a particularly concerning trend impacting TCDSB secondary schools, staff and administration; **WHEREAS:** Tik Tok is allowing these challenges to be posted; **WHEREAS:** These challenges encourage and advance inappropriate behaviour by students; **WHEREAS:** Intervention is required as these challenges will continue and may get worse if action is not taken now; **WHEREAS:** Community guidelines of diversity, safety, and inclusion are not adhered to by TikTok and SnapChat as it relates to the challenges and posts; and **WHEREAS:** TikTok and SnapChat will remove any content – including video, audio, livestream, images, comments, and text that violates Community Guidelines if reported.

THEREFORE BE IT RESOLVED THAT: TCDSB request TikTok and SnapChat to remove school student challenges; **BE IT FURTHER RESOLVED THAT:** A report be prepared to investigate and address the actions that can be implemented to shut down these posts; **BE IT FURTHER RESOLVED THAT:** Staff be requested to report on the ramifications of students participating inappropriately on social media posts; and **BE IT FURTHER RESOLVED THAT:** Staff report on a plan that includes centrally monitoring these unfitting posts on TikTok and SnapChat.

C. BACKGROUND

1. Over the course of any given school year, social media challenges and inappropriate online activity by students are brought to our attention. Schools are supported by the Communications Department, Safe Schools and other applicable central staff.
2. Support includes steps to report inappropriate online content and requests for content/fake account removal, as each social media application has unique reporting features and steps; and consultation with applicable staff to investigate inappropriate online student behaviour, involvement of Toronto Police, where appropriate, and progressive discipline advice/measures as needed.
3. The Communications Department has contacted several social media platforms (ie. TikTok, Snapchat, Facebook and Instagram) to address concerns around content that violates TCDSB social media guidelines as well as social media community guidelines.
4. Each social media platform has created their own set of Community Guidelines. These guidelines include behaviour that would constitute a violation and result in content being removed or an account being disabled.
5. Social media platforms utilize Content Moderators who regularly review and investigate social media posts to ensure they comply with the platforms' community guidelines, and laws of the country of registration, if applicable.
6. On October 5, 2021, TikTok Canada's Director of Public Policy and Governance provided the TCDSB with information about their Community Guidelines in light of "TikTok challenges" and reaffirmed that dangerous challenges and illegal behaviours are prohibited on TikTok and are actively removed by the platform.
7. In November 2021 and on an ongoing basis, communications staff engage Facebook, Instagram and Snapchat support teams regarding inappropriate student activity.

8. Applicable TCDSB policies include, but are not limited to: [Policy S.S.09 – Code of Conduct](#), [Policy S.S.10 – Progressive Discipline](#), [Policy S.S.01 – Suspension and Expulsion](#), [Policy A.29 - Acceptable Use of Technology](#) and the accompanying [Social Media Guidelines](#) for use when addressing students who are engaged in inappropriate online activity.
9. TCDSB's [Anonymous Alert App](#) is a reporting tool used to promote safe and positive school climates by empowering student to anonymously report inappropriate behaviour to school staff. This system allows for 1-way or 2-way anonymous encrypted communication between submitters (students/families) and school staff.
10. On an ongoing basis, schools are provided with information about concerning online challenges, online education and safety tips, best practices and applicable policies.
11. The Chief of Communications met with the student trustees and will be working with them through CSLIT to better inform students about positive ways to engage online, harms associated with improper social media use including progressive discipline, reminders about the AUP student contract, and promoting use of the Anonymous Alerts App to report inappropriate social media use by a student.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Most social media platforms allow users to create anonymous accounts which makes it extremely difficult to determine the identity of an individual who creates a fake social media account and posts inappropriate content related to a school community.
2. Students can access social media applications using personal devices and the TCDSB does not have the ability to identify whether a user/author of inappropriate posts is a student.
3. There are instances (ie. threatening online activity targeting a school community/member or posts that are criminal in nature, etc.) when Toronto Police Services are contacted and may investigate.
4. When school staff, through their close relationships with the school community, are able to identify a student posting inappropriate content, TCDSB's Policy S.S.10 – Progressive Discipline would apply to the student.
5. Since September 2021 to January 2022, the Communications Department was successful in supporting schools with reporting/removing inappropriate content. Approximately 80% of accounts that were reported by the school or Communications staff were removed by social media platforms due to violations of their respective community guidelines. 20% of accounts reported

- were investigated by the social media app and were not removed as the content posted did not constitute a violation, according to the social media platform.
6. Centrally monitoring social media activity that affect TCDSB students is not feasible given the volume of online engagement, limited staff resources and the inability to identify students using alias names or personal devices.
 7. Classroom teachers will continue to be provided with resources and materials to support students with digital literacy and to reinforce the importance of maintaining a positive online presence.
 8. Schools will continue to share information about the Code of Conduct, Acceptable Use of Technology Policy, social media guidelines and bring your own device guidelines with students throughout the school year via assemblies, newsletters and within school agendas.
 9. Safe Schools has shared guidelines for Principals to use when addressing inappropriate student use of electronic devices and social media platforms. The document offers strategies to investigate, supports available to students engaged in inappropriate online conduct and supports for victims of online activity, and consideration of progressive discipline as appropriate. Note: in extreme cases, this could mean suspension.

E. METRICS AND ACCOUNTABILITY

1. The Communications Department together with Safe Schools will continue to support schools when instances of inappropriate online student activity is known and staff will continue to engage social media platforms about their community guidelines and report inappropriate posts/challenges.
2. On a regular basis, information will be shared with staff, students and families to increase education and awareness amongst social media users including online safety tips and applicable policies.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



REPORT TO

REGULAR BOARD

RESPONSE TO SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MOTION REGARDING CLEAR MASKS

And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3:17

Drafted

February 7, 2022

Maria Meehan, Superintendent, Special Services
Marta Radic, Senior Manager, Health and Safety

Meeting Date

February 17, 2022

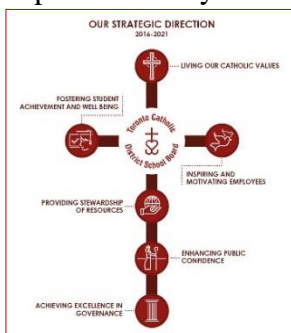
INFORMATION REPORT

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

Director of Education

Adrian Della Mora

Associate Director of Academic
Affairs & Chief Operating Officer

Derek Boyce

Associate Director of Facilities,
Business & Community Development

Ryan Putnam

Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

The TCDSB is committed to supporting the learning and communication needs of our students to allow for full participation and inclusion in all aspects of program instruction. Further, the TCDSB is committed to meeting the accommodation requirements of students with exceptionalities, including those students who are identified through the Identification, Placement, Review Committee (IPRC) process as Deaf and Hard of Hearing.

Given the ongoing COVID-19 worldwide pandemic, the TCDSB continues to be responsible for providing staff with appropriate personal protective equipment (PPE) to ensure that the TCDSB is compliant with the Occupational Health and Safety Act, Toronto Public Health, Ministry of Education, and the Ministry of Ontario Public Health direction.

The cumulative staff time required to prepare this report was 15 hours

B. PURPOSE

1. This report is provided in response to a motion that was passed at the November 18, 2021, Regular Board Meeting. It is provided in response to the Special Education Advisory Committee meeting motion, by Geoffrey Feldman, representative of Ontario Disability Coalition. The motion requested, “That the responsible staff member research the fully transparent, anti-fog masks available to help healthcare providers and essential workers to protect themselves, communicate better, and ease confusion manufactured by *ClearMask* and make them available to all school staff who wish to use this clear mask shield to fully communicate, instruct, etc. with students who rely upon the full facial expressions that includes lip movement to enable them to provide full and inclusive education.”
2. The report will provide a summary of the TCDSB acquisition and distribution of clear masks during the COVID-19 pandemic.

C. BACKGROUND

The Covid-19 pandemic has resulted in direction to school boards to provide PPE to staff to mitigate the transmission of Covid-19 in the school environment. The below outlines the steps the TCDSB has taken to procure and distribute clear masks.

1. In August 2020, the TCDSB Health and Safety Department staff, in collaboration with the Superintendent responsible for ensuring adherence to the Accessibility for Ontarians with Disabilities Act (AODA) and the Superintendent of Special Services, reviewed and tested the viability of a variety of masks with clear windows for use by staff who are teaching students who are served by the Deaf and Hard of Hearing department services. A clear mask product was selected and purchased through the purchasing procurement process. Unlike the masks that were procured and provided to school boards for staff use by the Ministry of Education, these masks were not classified as personal protective equipment. The distribution of the masks was facilitated through the itinerant teachers for the Deaf and Hard of Hearing.
2. The next product procured by the TCDSB was *ClearMask*, authorized by Health Canada as a Class I medical device for COVID-19 use. Beginning January 2021, these clear mask products were provided as an option for staff to facilitate communication. The distribution of these masks was facilitated through the itinerant teachers for the Deaf and Hard of Hearing students and were provided to support instruction of students in regular class placements and intensive support class settings, including classes for students with multiple exceptionalities and development disabilities. *ClearMasks* were also provided to psychologists and speech and language pathologists for use, as required, for some student assessments and interventions. While these *ClearMasks* provide an excellent view of facial expression, they only provide protection from direct spray or heavy droplets. They do not filter out particles that are suspended in the air, as the mask has openings at the sides.
3. During November 2021, Ontario school boards were advised that a clear window, medical grade PPE mask, had been procured by the province. These masks are now available to all Ontario school boards through the

provincial PPE ordering process, through the Ministry of Government and Consumer Services (MGCS) and the Ministry of Education. These medical grade, clear masks are marketed through the brand name *Humask*. They are in high demand in the province to meet the accommodation needs of the Deaf and Hard of Hearing population. These masks are not meant to be ordered as an alternative to the ASTM Level 2 medical grade masks available to all staff but are provided for specific staff as required to accommodate their teaching needs.

4. As of January 2022, N95 PPE masks can be ordered through the provincial PPE ordering process. These masks are provided as an alternative to the ASTM Level 2 medical grade masks available to staff, or the clear window, ASTM Level 2 medical grade *Humask*.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following acts and organizations guide TCDSB considerations regarding the acquisition and distribution of clear masks.
 - a. Occupational Health and Safety Act
 - b. Accessibility of Ontarians with Disabilities Act (AODA)
 - c. Ontario Ministry of Education
 - d. Toronto Public Health
 - e. Ontario Ministry of Health
 - f. Government of Canada - Ministry of Health

E. METRICS AND ACCOUNTABILITY

1. As of the writing of this report, there are eighty-three students with the exceptionality of Deaf and Hard of Hearing attending TCDSB schools.
2. Clear window *Humasks* are ordered each month for distribution to appropriate staff through the provincial PPE ordering process.
3. Individual requests for clear masks for staff serving students who are not identified with the exceptionality of Deaf and Hard of Hearing are addressed

on a case-by-case basis, and clear masks are made available as necessary to support student learning. Priority, for the use of these masks, continues to be for the purpose of supporting students with the exceptionality of Deaf and Hard of Hearing to ensure that there continues to be an adequate supply of this equipment.

4. As the *Humask* has been vetted and procured by the Ministry of Education, is available to school boards through the provincial PPE ordering process, and complies with all health and safety requirements, the board is not, at this time, investigating other clear mask products.

F. CONCLUDING STATEMENT

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



REPORT TO

REGULAR BOARD

2022-2023 SCHOOL YEAR CALENDAR

*To the sensible person education is like a golden ornament, and like a bracelet on the right arm.
Sirach 21:21*

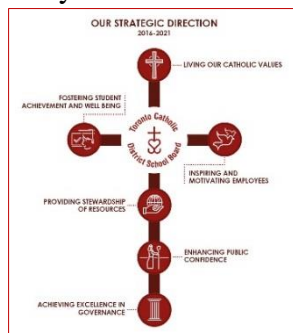
Drafted	Meeting Date
February 7, 2022	February 17, 2022
Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; AICT Shazia Vlahos, Chief of Communications and Government Relations	
RECOMMENDATION REPORT	

Vision:

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Director of Education

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Associate Director of Academic
Affairs & Chief Operating Officer

Derek Boyce
Associate Director of Facilities,
Business & Community Development

Ryan Putnam
Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

The school year calendar is prepared and submitted annually to the Ministry of Education (MOE), in accordance with the Education Act and Ont. Regulation 304, School Year Calendar, Professional Activity Days.

A request for the TCDSB to modify the Ministry of Education 2022-2023 school year calendar must be submitted to the MOE by March 1, 2022.

This report recommends that the Board of Trustees approve:

- A request to be made to the Ministry of Education for a modified school year calendar for the 2022-2023 school year which includes Christmas Break from December 26, 2022 to January 6, 2023 and the PA Days outlined in Appendix A.
- The communication plan outlined in this report in Section D.

Highlights:

- This selection of PA days was done in consultation with our Academic/Business Advisory Committee (AcBac) Committee members.
- After the initial consultation with the AcBac Committee, a survey of parents, students and staff was conducted, and we are recommending changing the Christmas Break from the dates defined by the Education Act.
- The calendar aligns with that of the Toronto District School Board and the alignment will minimize additional transportation costs for both boards.
- Secondary schools, in consultation with their Local School Staffing Advisory Committee (LSSAC), may schedule a Professional Activity Day to align with the day following one of the Parent-Teacher Interview nights.

The cumulative staff time required to prepare this report was 30 hours.

B. PURPOSE

1. To provide information on what governs the development of the school year calendar.
2. To outline a communication plan that encompasses the TCDSB community.
3. To present the 2022-2023 school year calendar as agreed to, through a consensus process, by the Academic/Business Advisory Committee (AcBac) members.

C. BACKGROUND

1. Annually the Board establishes the school year calendar in accordance with the Education Act and Ont. Regulation 304.
2. The TCDSB must approve a school year calendar that includes a minimum of 194 school days, of which no more than seven (7) will be professional activity (PA) days and at least 187 will be instructional days. Three (3) of the seven PA Days must be devoted to provincial education priorities as set out by the Ministry of Education. In the case of secondary schools, no more than ten (10) instructional days can be designated as exam days.
3. The selection of the PA days for the 2022-2023 school year has been in consultation with our Academic/Business Advisory Committee (AcBac) Committee members.
4. The AcBac Committee consists of members of Senior Staff and representatives from each union, association and various board departments (including Transportation, Payroll, Communications and Human Resources).
5. PA days have been aligned with the TDSB to minimize any additional transportation costs.
6. The Ministry of Education base calendar for 2022-2023 recommends Christmas Break from December 19, 2022 to December 31, 2022 with a statutory holiday on Monday, Jan 2, 2023.

7. The TCDSB has surveyed parents of K-Gr 11 students, students in Gr 7-11, staff, CSPCs, CPIC, OAPCE and Child Care providers with regard to preference for the dates of the Christmas Break. There were 18,932 responses to the Christmas Break survey with a response rate of 63% in favour of moving the Christmas Break to the period of December 26, 2022 to January 6, 2023.
8. Making a change to the Ministry of Education base calendar, requires that a request be submitted to the Ministry of Education for a modified calendar no later than March 1, 2022. As such, this report recommends making this request based on the preference for a later Christmas Break.
9. The Ministry of Education requested school boards to consider designating a time for teachers to complete the Sexual Abuse Prevention Program, as required by the Ontario College of Teachers during one of the Mandatory PA days prior to September 15, 2022. The PA Day that would normally be reserved for June 30, 2023 in the TCDSB will be moved to Tuesday, September 6, 2022 to accommodate this request.
10. The Ministry of Education requested school boards to consider designating a PA day to align with Municipal Elections on Monday, October 24, 2022. After discussion with the committee, Education Council and with TDSB we will not be scheduling a PA day on this date.
11. Student instruction will begin on Wednesday, September 7, 2022.
12. Summary of the proposed 2022-2023 school year calendar
 - a) Elementary Schools:
 - Two PA days are to be used for parent-teacher conferences, as per the Collective Agreement.
 - Two PA days are to be used for assessment and completion of report cards, as per the Collective Agreement.
 - Three PA days are to be used for Provincial Education Priorities of which one half day will be devoted to Faith Development.
 - b) Secondary Schools:
 - Three PA days devoted to Provincial Education Priorities and supporting Article 19 (Joint Professional Development Committee) of the Collective Agreement
 - One PA day devoted to Faith Development.

- The remaining three PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Improvement and Equity Plan.
- c) The remaining school days shall be instructional days, which for secondary schools will include ten (10) examination days.

D. COMMUNICATIONS

The 2022-2023 school year calendar will be communicated in the following ways, **only after** we have received Ministry of Education approval for our requested modified calendar:

1. Letter to families, staff, SEAC, CPIC, CSPC Chairs and OAPCE-Toronto
2. Insert for school newsletters
3. TCDSB website
4. Social media channels

E. STAFF RECOMMENDATION

That the Board of Trustees approve:

1. A request to be made to the Ministry of Education for a modified school year calendar for the 2022-2023 school year which includes Christmas Break from December 26, 2022 to January 6, 2023 and the PA Days outlined in Appendix A.
2. The communication plan outlined in this report in Section D.

TCDSB SCHOOL YEAR CALENDAR 2022-2023

Number of school day	194
Number of Professional Activity Day	7
Number of Exam Days (Secondary Only)	10
Labour Day	September 5, 2022
First Day of School for Students	September 7, 2022
Thanksgiving Day	October 10, 2022
Christmas Break	December 26, 2022–January 6, 2023
Family Day	February 20, 2023
Mid-Winter Break	March 13-17, 2023
Good Friday	April 7, 2023
Easter Monday	April 10, 2023
Victoria Day	May 22, 2023
Last Day of Exams for Secondary Students	June 28, 2023
Last Day of Classes for Elementary Students	June 30, 2023
Last Day of School Year	June 30, 2023

Seven (7) Professional Activity (PA) Days for ELEMENTARY schools:

September 6, 2022	Provincial Education Priorities
October 7, 2022	Provincial Education Priorities
November 18, 2022	Parent-Teacher Conferences
December 2, 2022	Provincial Education Priorities
January 13, 2023	Assessment, Evaluation and Reporting
February 17, 2023	Parent-Teacher Conferences
June 2, 2023	Assessment, Evaluation and Reporting

***Seven (7) Professional Activity (PA) Days for SECONDARY schools:**

September 6, 2022
 October 7, 2022
 November 18, 2022
 February 2, 2023
 February 17, 2023
 June 29 and 30, 2023

- Three PA days devoted to Provincial Education Priorities and supporting Article 19 of the Collective Agreement.
- One PA day devoted to Faith Development.
- The remaining three PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Improvement and Equity Plans.

Note: Secondary schools, in consultation with their Local School Staffing Advisory Committee, may schedule a Professional Activity Day to align with the day following one of the Parent-Teacher Interview nights.



REPORT TO

REGULAR BOARD

NEW MULTI-YEAR STRATEGIC PLAN, 2022-2025

And for this I pray: that your love may increase ever more and more in knowledge and full insight. – Philippians 1:9

Drafted

Meeting Date

January 10, 2022

February 17, 2022

Gina Iuliano Marrello, MYSP Project Lead (Former Superintendent of Education)

Brandy Doan, Research Associate, Educational Research

RECOMMENDATION REPORT

Vision:

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Director of Education

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Associate Director of Academic Affairs & Chief Operating Officer

Derek Boyce

Associate Director of Facilities, Business & Community Development

Ryan Putnam

Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

This report provides Trustees with the Draft *Multi-Year Strategic Plan, (MYSP) 2022-2025*, which reflects our Board's priorities, strategic directions, and strategic goals. The new MYSP was informed by feedback collected through a comprehensive stakeholder consultation process. The four stages of the MYSP Consultation and Development process, that took place between April and December 2021, are briefly described in this report, followed by a description of the new MYSP with suggested monitoring guidelines to be used to measure progress over the next three years.

The cumulative staff hours required to prepare this report:

- *Report Writing - 10 hours*
- *Consultation and Development of the Draft MYSP - 1000 hours (board staff and Maximum City, our third-party facilitator)*

B. PURPOSE

This report introduces the new *Multi-Year Strategic Plan (MYSP), 2022-2025* which will replace the previous MYSP that ended in 2021.

C. BACKGROUND

1. September 2021: The TCDSB *Multi-Year Strategic Plan, 2016-2021* expired
2. November 2021: The final Report Back for the *Multi-Year Strategic Plan, 2016-2021* took place
3. March 2021: At the March 25, 2021, Regular Board Meeting, Senior Staff presented Trustees with a report on the *Development of the New TCDSB MYSP*.

In the March report, Trustees were provided with a document, *Multi-Year Strategic Plan Development Roadmap (APPENDIX A)*, that outlines the actions and timelines within each of the following four phases of the MYSP Consultation and Development process:

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) (Deferred to February)

4. Senior Staff and Trustees worked collaboratively with Josh Fullan and staff from Maximum City, our third-party facilitator, to carry out the MYSP Consultation and Development process. Trustees and Senior Staff took part in facilitated visioning sessions and led the consultation process by engaging other stakeholders in facilitated feedback sessions, which is described in the paragraphs that follow below.
5. **March – June 2021: Phase I - Review & Reflect**

Educational Research staff conducted an environmental scan to provide context related to the educational landscape in Ontario prior to beginning the process. With the support of an external facilitator, Senior Staff and Trustees took part in a visioning feedback session in April to review the current TCDSB MYSP. During Phase I, initial input from major parent/guardian and community stakeholder groups (Advisory Committee Representatives, CPIC, OAPCE, SEAC) was collected. In addition, responses from annual stakeholder surveys (student, staff, and parent) were analyzed to support this process.
6. **July – September 2021: Phase II - Synthesis & Visioning**

Staff summarized and analyzed initial input from major stakeholders, collected in Phase I, and provided Trustees and Senior staff with an opportunity to reflect on the data presented during a Visioning Session in August.

At the September 16, 2021, Regular Board meeting, Trustees were provided with an analysis of the stakeholder data collected during Phase I, as well as a comprehensive Consultation Plan to collect stakeholder feedback during Phase III (**APPENDIX B**). This plan was approved by the Board of Trustees.
7. **October – December 2021: Phase III - Consultation & Development**

With the support of Maximum City, board staff oversaw a comprehensive communication and consultation plan that collected input from TCDSB Stakeholders. Based on stakeholder feedback, Senior Staff developed the Draft new MYSP. In December, Trustees and Senior Staff took part in the last visioning and consultation session to review data collected and provide input into the Draft new MYSP
8. **February 2022 (ongoing): Phase IV - Communication, Implementation & Monitoring**

Upon approval of the new *Multi-Year Strategic Plan, 2022-2025*, communication and full implementation of the MYSP will commence.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In Phase I: Review & Reflect, initial feedback from major stakeholders was collected and served to identify Catholicity and Faith as the overarching focus, as well as the following three major priority areas: Learning, Equity, and Well-being. Much discussion centred on the need to create an MYSP that is simpler, flexible, and more concise. This resulted in the development of a new MYSP that contains fewer strategic directions and goals.
2. During Phase III, all stakeholders were invited to engage in consultation using the following tools: Survey, Consultation Toolkit, Online Information and Consultation Sessions, and Focus Groups Discussions.
3. The following Stakeholder Groups participated in the consultation process: Students, Staff, Parents/Guardians, Trustees, Union partners, Community Members, and the Archdiocese of Toronto.
4. The following Stakeholder Consultation Events took place:
 - Stakeholder Survey from October to November 2021
 - Focus Group Discussions with Students, Staff, and Union partners from November to December 2021
 - Community Information and Q&A Session - November 2, 2021
 - Consultation Session with Advisory Committee Members, CPIC, OAPCE, and SEAC - November 8, 2021
 - Local Catholic School Parent Council (CSPC) Consultation Sessions using the Consultation Toolkit provided from November to December 2021
 - Multi-ward Trustee and Student-centric MYSP Consultation Sessions—November 22 and 23
 - The Archdiocese of Toronto provided written feedback in November
 - Trustees and Senior Staff, as leaders in this process, took part in facilitated visioning and consultation sessions (April, August, December).

To ensure transparency with the MYSP Consultation and Development process and to communicate progress, the TCDSB shared with stakeholders and the public summary reports created by Maximum City, our third-party facilitator, for all consultation sessions. All reports, information and consultation session presentations, and other informational documents were posted on the TCDSB MYSP website.

Stakeholder Survey Responses, Focus Group Data, and Online Facilitated Consultation Sessions Feedback

i) Stakeholder Survey (n = 3633)

Across all stakeholder groups, participants indicated that they strongly supported the three strategic priorities that were identified in Phase I. Table 1 shows a summary of this confirmatory data, providing an added measure of confidence that the priority areas, strategic directions, and strategic goals identified in the new MYSP reflect TCDSB stakeholder needs.

Table 1: Survey Responses - Agreement with the Strategic Directions

Stakeholder Group	Percentage of Respondents who Agreed/Strongly Agreed
Students (n = 491, 86 also identified as ESCLIT/CSLIT)	88%
Staff (n=266, 30 also identified as CSPC)	90%
Parents/Guardians (n = 2847, 400 also identified as CSPC)	87%
Community Members (n = 29)	62%

ii) Thematic Analysis of Open Comments from Stakeholder Survey and Focus Group Data

There were over 800 comments provided by stakeholders in the Open Response section of the Stakeholder Survey. Notes from Focus group sessions with staff and students were also thematically organized and analyzed based on the overarching focus area of Catholicity and the priority areas of Learning, Equity, and Well-Being. All qualitative data, organized by priority area, was provided to MYSP writing teams to help them to transform and refine priority areas into strategic directions and goals.

iii) Facilitated Information and Consultation Sessions

Stakeholder Consultation Sessions that took place on November 2 and 8 were facilitated by Maximum City, in collaboration with Senior Staff. Catholic School Parent (CSPC) Groups also took part in locally facilitated sessions by school administrators in collaboration with CSPC members and Trustees using a Consultation Toolkit developed by Maximum City. The Toolkit was also used to collect feedback from Union Partners and central staff. Trustees conducted a multi-ward stakeholder session. The Archdiocese of Toronto provided feedback via a written statement. Table 2 shows a summary of feedback from these sources.

Table 2: Stakeholder Feedback from Facilitated Consultation Sessions

Date	Consultation Session	Participants	Feedback Summary
Nov. 2	Community Information and Q&A Session	Parents, Students, Staff, Community Members (<i>n~300</i>)	Expressed importance of focusing on: <ul style="list-style-type: none"> How students will be supported in each of the priority areas How the MYSP will be implemented, monitored, and communicated
Nov. 8	Parent & Advisory Committees Consultation Session	Reps from CPIC, OAPCE, SEAC & Advisory Committees (<i>n=30</i>)	<ul style="list-style-type: none"> Focus on Catholicity; incorporate Catholic language, values, and symbols into the MYSP Clarify and communicate priority areas and the role of stakeholders in relation to MYSP goals
Nov.-Dec.	Consultation Toolkit, prepared by Maximum City and shared with principals, Trustees, and Senior Staff. (Toolkit included: a PowerPoint Pres. with a discussion guide and Survey using Google Form to capture group responses)	<ul style="list-style-type: none"> 32 CSPPC 3 Unions 3 Nurturing Catholic Community Steering Committee (<i>n=38 group surveys</i>)	<p>Most common comments and questions focused on five areas:</p> <ul style="list-style-type: none"> ➤ Catholicity: Integrate across all areas to foster strong connections between home, school, and parish ➤ Learning: Meet students where they are to address student needs ➤ Equity: Provide culturally responsive teaching resources that support the diverse backgrounds of students and staff ➤ Well-being: Provide more resources to staff and students to support their well-being and communicate these resources to all stakeholders
Nov. 22 & 23	Multi-Ward Trustee and Student-Centric MYSP Consultation Sessions	Participants included parents, students, and community members. (<i>n~70 total for both sessions including panel members</i>)	<ul style="list-style-type: none"> General support for 3 priority areas, along with the use of fewer pillars Catholicity: MYSP must have a strong Catholic lens and language that reflects our Catholicity Students: More consultation with students should have taken place Diagram: Prefer something different than what was presented; suggested a student competition
Nov.	Archdiocese of Toronto provided written feedback	Statement provided by Bishop Robert Kasun on behalf of the Archdiocese	<p>Feedback focused on the following:</p> <ul style="list-style-type: none"> Make the Catholic MYSP stand out from public Boards Make Catholicity, Catholic values, language, and symbology more prominent Priorities should be sharpened and more specifically reflect Catholicity

Summary of Stakeholder Feedback that informed our new MYSP:

- Use language in the new MYSP that reflects our Catholic Faith
- Three interconnected priority areas were affirmed: Learning, Equity, Well-Being
- Reduce the number of priorities and develop an MYSP that is simpler, more concise, and which has fewer strategic directions and goals
- Ensure that all stakeholders see themselves in the MYSP
- Use a new graphic that reflects our priorities, with a focus on Catholicity

5. Development of the new *Multi-Year Strategic Plan, 2022-2025*

During Phase IV: After review of all stakeholder feedback and discussions with members of the Senior Team, the new *Multi-Year Strategic Plan, 2022-2025* was developed (**APPENDIX C**) and consists of the following:

- Vision & Mission Statement
- Catholicity as the overarching focus weaved through all areas of the MYSP
- Three Priority Areas: Learning, Equity, Well-Being
- One Strategic Direction for each Priority Area
- 2 Strategic Goals within each Strategic Direction/Priority Area
- A Biblical quote for each strategic direction reinforces the connection of our work to our Catholic Faith

6. Monitoring of the new *Multi-Year Strategic Plan, 2022-2025*

The *Monitoring Methodology* document (**APPENDIX D**), developed by Educational Research Staff, will be used to guide discussions regarding progress on Strategic Directions and Goals within the *Multi-Year Strategic Plan, 2022-2025*.

E. METRICS AND ACCOUNTABILITY

1. The following documents have been posted on the TCDSB MYSP Web Page (tcdsb.org/mysptcdsb.org/mysp):
 - Consultation Session Reports
 - Information and Consultation Session Presentations
 - Supporting information documentation created during the MYSP Consultation and Development process

2. Building on all the MYSP awareness achieved thus far, the Communications Department will continue to utilize all available communication vehicles (i.e., school messenger, email, webpage, social media, etc.). to inform all stakeholders of the final *Multi-Year Strategic Plan, 2022-2025*.
3. Senior Staff will use the new TCDSB *Multi-Year Strategic Plan, 2022-2025* to inform the development and implementation of TCDSB operational plans.
4. Trustees and Senior Staff will use the new TCDSB *Multi-Year Strategic Plan, 2022-2025* to inform decision-making and guide actions moving forward.
5. Senior staff will report back regarding progress on the implementation of the strategic directions and strategic goals outlined in the *Multi-Year Strategic Plan, 2022-2025*. Using the *Monitoring Methodology* found in Appendix D of this report to guide discussions, an annual report will be presented to the Board of Trustees during the November Regular Board Meeting.

F. STAFF RECOMMENDATION

That the Board of Trustees approve the newly developed *TCDSB Multi-Year Strategic Plan, 2022-2025*.



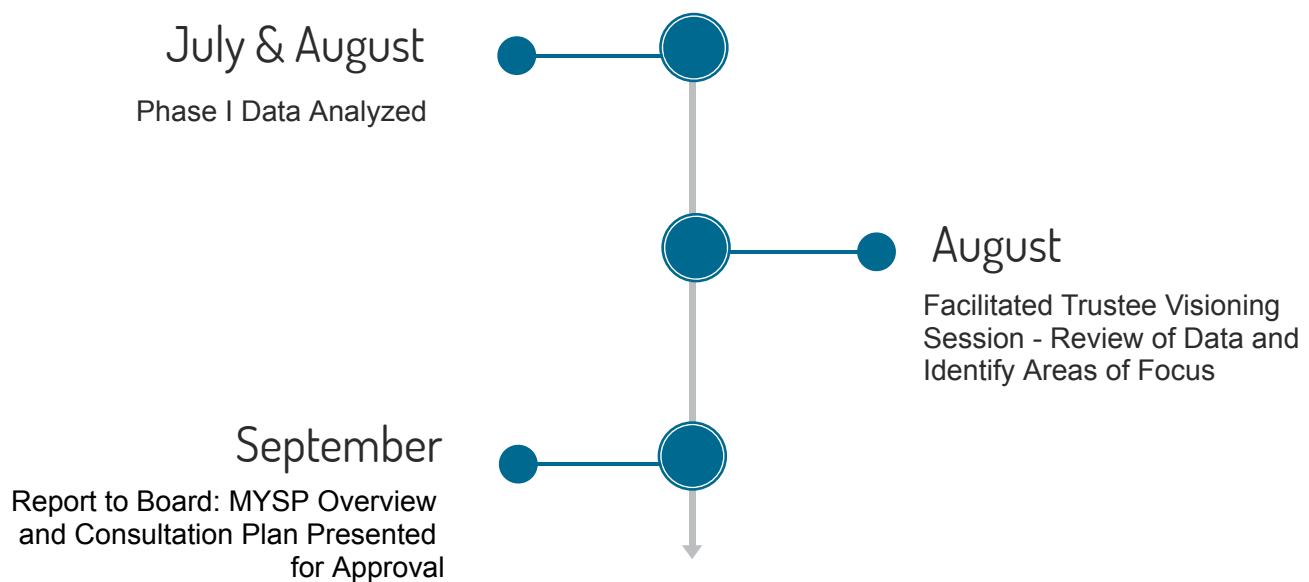
TCDSB

Multi-Year Strategic Plan Roadmap

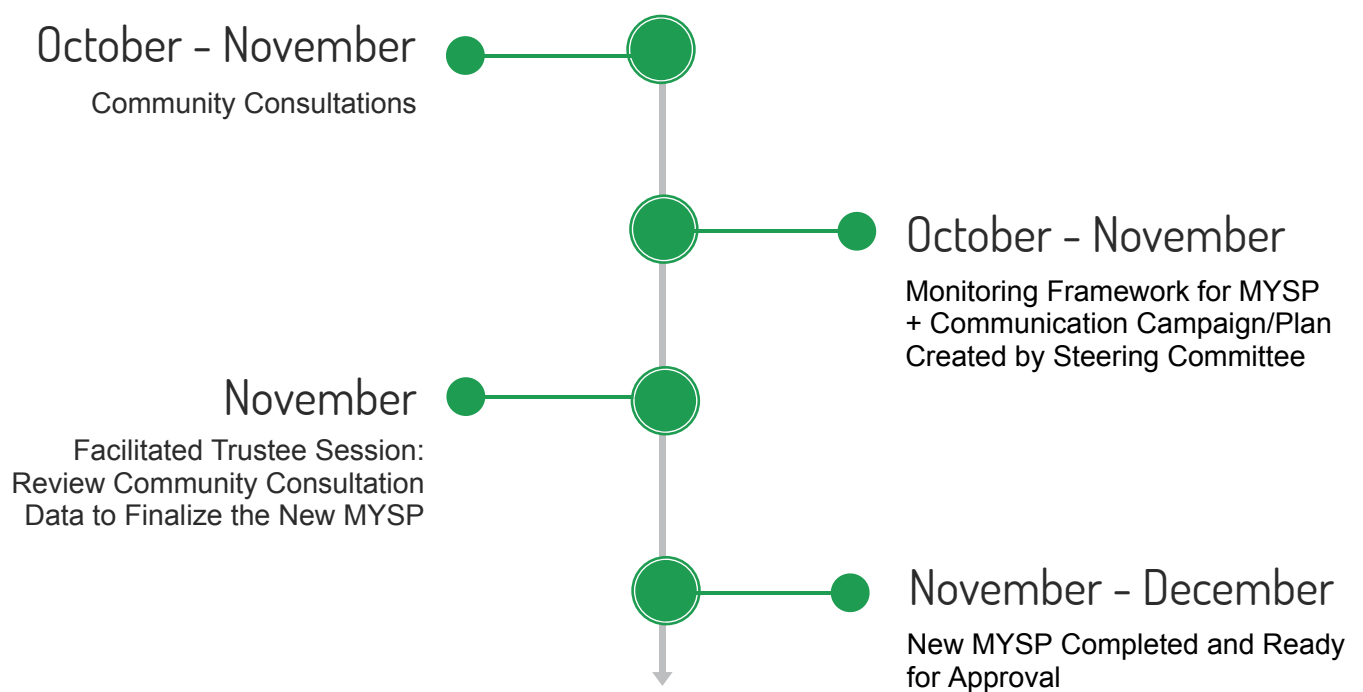
2021 Phase I: Review and Reflect



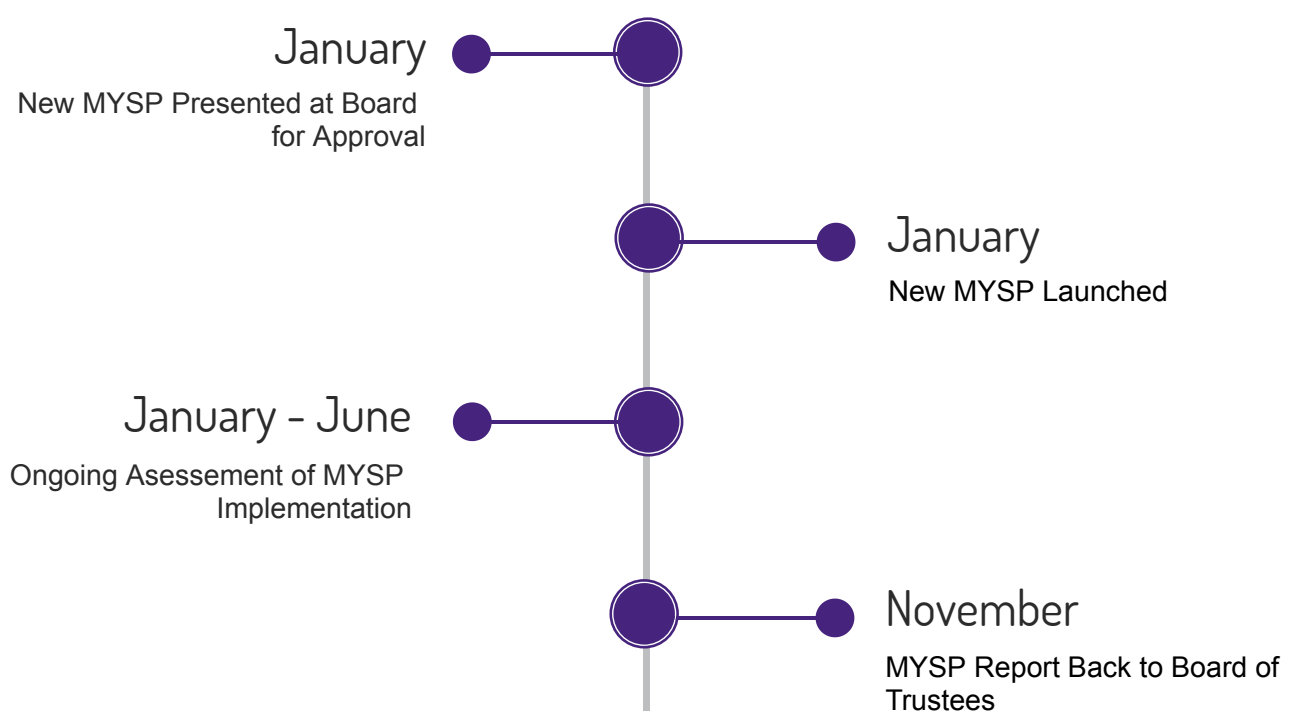
2021 Phase II: Synthesis & Visioning



2021 Phase III: Consultation & Development



2022 Phase IV: Communication, Implementation & Monitoring



TCDSB MYSP PHASE THREE: CONSULTATION PLAN

Updated August 26, 2021

Background

The Toronto Catholic District School Board Multi-Year Strategic Plan for 2016-2021 will end this year. The MYSP is an important communication and strategy tool for how the Board is progressing across multiple action plans. It provides structure and strategy for ongoing improvement, with students at its centre. The plan for developing a new MYSP—one that reflects the current state of education in Ontario and the priorities of the TCDSB—includes **stakeholder consultation** as a key component.

Figure 1: MYSP Development Timeline



This document presents the consultation plan and recommended activities to take place in the fall of 2021, along with suggested roles and responsibilities. It was created by Maximum City in consultation with staff, and is informed by the Board's Community Engagement Policy. As noted in the policy, effective consultation of stakeholders aligns with multiple priorities in the current MYSP, including Strengthening Public Confidence and Fostering Student Achievement and Well-being. A strong community engagement program for the new MYSP will build relationships and a sense of belonging and purpose among participants, while respecting their right to be involved in Board decisions and policy direction.

The plan was first presented for comment at the August 24 meeting of Trustees and Senior staff, and will be included in the Board Report of Sep 16, 2021.

The Continuum of Engagement identifies six levels of engagement to consider when planning a consultation program. The level of engagement depends on factors such as time, resources and the objectives of a given consultation program. For the MYSP development, stakeholders will:

- Be **informed** with balanced and objective information to assist them in understanding issues and opportunities related to the MYSP.
- Be **consulted** to obtain input on MYSP directions and decisions.
- Be **involved** in the MYSP development process to ensure that their concerns and aspirations are understood and considered.
- **Collaborate** on **some aspects of decisions** regarding the renewal of the MYSP, including the identification and development of preferred priority areas and strategic directions.

The consultation program for the MYSP **informs, consults, involves, and collaborates** with stakeholders but does not seek to build **consensus** nor **empower** them with final decision-making power. This reflects best practices in strategic planning exercises and is consistent with other TCDSB consultation initiatives and policy. The below figure visualizes the levels of engagement that will be achieved in the MYSP development process.

Figure 2: Continuum of Engagement Levels for MYSP Development

1. Inform ✓	2. Consult ✓	3. Involve ✓	4. Collaborate ✓	5. Consensus	6. Empower
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Consultation and Engagement Principles

The following consultation and engagement principles guide the consultation planning and process.

- Use a combination of traditional and innovative methods to reach people.
- Reach diverse audiences and include marginalized voices.
- Use plain language and accessible tools and technology.
- Go where people are.
- Respect people's time and make their input matter; do not over consult.
- Close the loop with stakeholders by reporting back to them.
- Follow any public health guidelines.

The following principles form the foundation of effective engagements: commitment, evaluation, timing, inclusiveness, accessibility, location, clarity, respect, accountability, and transparency.
—TCDSB Community Engagement Policy, 2012

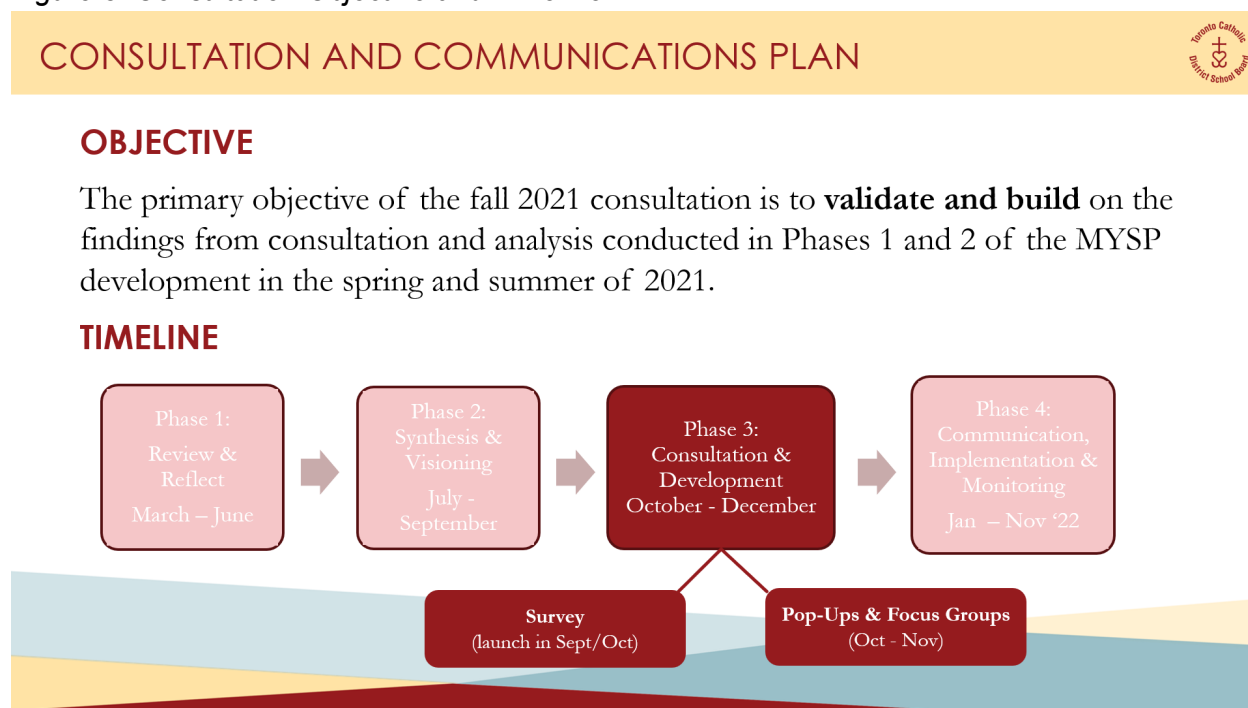
Consultation Objective

The primary objective of the fall 2021 consultation is to validate and build on the findings from consultation and analysis conducted in Phases One and Two of the MYSP development in the spring and summer of 2021. Many stakeholders have already been consulted through facilitated sessions, which produced rich discussion and substantial feedback. The goals for the fall consultation are to expand on the strengths and lessons from the existing consultation, take cues from the analysis of other TCDSB data sources which is being conducted over the summer, and add detail or missing elements to the new priority areas for the MYSP.

Consultation Timeline

The timeline for conducting consultations is from September to December 2021. Consultation events will be scheduled and structured for ease of participation by stakeholders, and in order to provide sufficient time for analysis and consolidation before the final Phase Four begins in January 2022. For the order of the consultation activities, it is recommended that the survey be launched in late September early October, followed by pop-ups, and focus groups in October and November.

Figure 3: Consultation Objective and Timeline



Stakeholders

The following groups were consulted in Phase One of the MYSP development:

- Trustees and Senior Staff, which includes student leadership.
- Advisory Committees, which includes parents, staff, and community members.
- Special Education Advisory Committee, which includes parents, staff, and community members.
- Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC), which includes parents, staff, and community members.

The following have been identified as groups to be targeted in Phase Three consultations, along with broad consultation of the TCDSB community:

- Trustees and Senior Staff
- Students
- Parents, Caregivers and Guardians
- Principals and Vice Principals
- Central Resource Teaching Staff
- Faith leaders and community (e.g., Archdiocese of Toronto)

Recommended Methods

The following methods have been identified as optimal tools to reach stakeholder groups in the consultation process.

1. A short online survey (1)

A short online survey can be used for all stakeholders to validate and build on existing ideas gathered in Phases One and Two of the development process. The survey can begin with a brief introduction of the MYSP and the development process, then ask the respondent to identify which stakeholder group(s) they belong to but otherwise be minimally invasive.

The survey questionnaire can then ask a broad visioning question such as, 'What do you anticipate as significant priorities and challenges over the next four-year term of the MYSP?', which was also asked of stakeholder groups in the facilitated sessions in Phase One. This can be followed by more targeted questions asking to validate and build on the new priority areas that have been identified in Phases One and Two, such as: 'What resonates with you?' 'What would you add or refine?'. The survey should be concise and written in plain language, consisting of a few questions along with text and images of the visual prototypes for stakeholders to review, rate on a scale, and provide comment on.

The survey will be designed and conducted by the research team with support from Maximum City.

2. Pop-ups (4)

Four regional pop-ups can be hosted in strategic locations to inform and engage stakeholders on the MYSP development process, and validate and build on existing input. Pop-ups are a form of intercept engagement that goes where people are already spending their time at an event or a location, such as a school or community centre. The locations and dates will be determined in consultation with staff for strategic and balanced geographical distribution, and can leverage existing Board events where appropriate.

The pop-ups will include a table along with some informational and visual resources on the MYSP, a tactile feedback tool such as sticky note board, and tablets to complete the survey. The pop-ups will be facilitated by Maximum City and a staff member, and Trustees will be invited. Pop-ups may not be possible depending on the public health situation, and other methods (such as online focus groups by region) will be considered as needed. Pop-ups can also be used as a communication tool in Phase Four in 2022 once the new MYSP is being implemented.

3. Focus groups (3-5)

A series of focus groups will be conducted with targeted stakeholder groups, such as principals, students, teachers, central resource teaching staff, faith leaders, and any others determined by the research and development team. The purpose of these focus groups is to dig deeper on issues with groups who can provide specific input based on their specialized knowledge or experience of the system. Focus groups will be hosted either online or in person, and facilitated by Maximum City with support from staff. The student focus group will, if possible, be conducted in person and tied to other purposes as determined by staff. The principal focus group can include 2-3 principals from each Board area.

Regional online focus groups could also be conducted by the four geographic regions if desirable, and if in-person pop-ups are not possible due to public health guidelines. Trustees will be invited.

4. Trustee Toolkit (1)

A consultation toolkit is being developed for Trustees who wish to conduct stakeholder sessions at events they may host in the community. This “workshop-in-a-box” will be shared with Trustees by Maximum City as requested. The contents include: a short introduction to the MYSP and the development process; suggested discussion questions; a link to the survey; and a common, streamlined method for sharing feedback with staff. Virtual consultations using the Trustee Toolkit are also possible depending on the public health situation. A modified version of the Trustee Toolkit can also be used as a communication tool in Phase Four in 2022, once the new MYSP is being implemented.

5. Parallel Consultations

Staff and the research team are conducting parallel consultations tied to other Board plans and matters that can present complementary opportunities to consult stakeholders on the MYSP. This component will be led by staff and supported by Maximum City as needed.

Reporting

Final reporting on the MYSP development process will include a summary of the consultation program and high-level tracking of stakeholders and stakeholder groups who participated, as well as the methods used to reach a diversity of participants. Summary reports of the Phase One stakeholder sessions were shared with participants for review and approval in Phase Two.

Communications Plan

Complementary to the Consultation Plan, a Communications Plan will inform stakeholders of the MYSP development process and opportunities to engage and provide input. A dedicated web page on the Board's central site has been developed and will be the main resource for information, including presentations, the 'Our MYSP Backgrounder', and a final report back to stakeholders including outcomes. Social media channels and other electronic communications will be used to promote consultation activities and the survey. The Communications Plan will be developed by staff with support from Maximum City.

Figure 3: Consultation Activity Summary Table

Consultation Activity	Stakeholder Group(s)	Communications Support	Timeline	Lead
Online Survey	All	Email and social media channels promotion	Sept/Oct - November	TCDSB
Pop-ups (4)	All by Geographic Regions	Email and social media channels promotion; Trustees	October - November	Maximum City
Focus Groups (3-5)	Students, Principals, Teachers, Central Resource Staff	Email	October - November	Maximum City
Trustee Toolkit	All	Email and social media channels; Trustees	October - November	Trustees
Parallel Consultations	All	Email	Ongoing	TCDSB



MULTI-YEAR STRATEGIC PLAN

2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope





VISION

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope

MISSION

Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.

STAKEHOLDERS

The TCDSB values the important role of each stakeholder in the actualization of our MYSP.

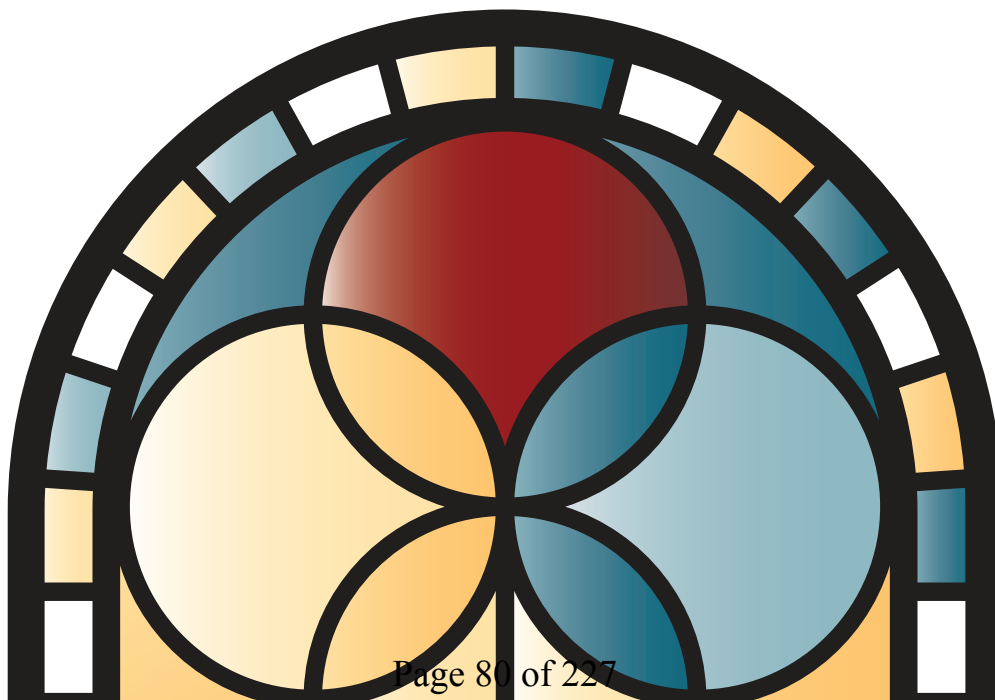
Students fully engage in learning that supports their academic, spiritual, socio-emotional, and physical growth and development.

Senior Staff and Trustees lead and govern, setting policy priorities and stewarding resources to champion Catholic education in support of the MYSP.

Staff collaborate with all stakeholders to implement evidence-based strategies that support learning, equity, and well-being in a Catholic community.

Families engage with staff to support their children's learning and well-being, and strengthen the relationship between home, school, and parish.

Community members contribute to the MYSP through ongoing collaboration, partnerships, engagement, and consultation.





LEARNING

"Make me to know your ways, O Lord; teach me your paths." (Psalm 25:4)

GROWING IN KNOWLEDGE

Continue to develop a Christ-centered learning organization in pursuit of knowledge, innovation, and responsiveness.

- Improve learning outcomes by providing opportunities for educational pathways based on identity, interest, and strengths of every learner.
- Focus strategies and resources on creating learning opportunities that inspire curiosity, reflection, collaboration, lifelong learning, and servant leadership.



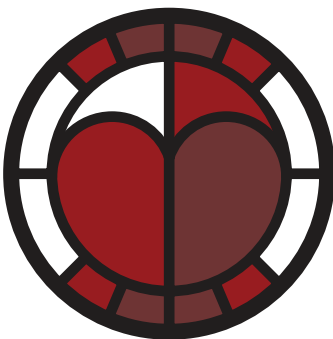
EQUITY

"This is my commandment, that you love one another as I have loved you." (John 15:12)

GROWING IN KNOWLEDGE WITH JUSTICE

Apply Catholic social justice to nurture a community focused on equity, diversity, inclusion, anti-racism, and anti-oppression.

- Continue to develop responsive learning environments that engage and care for students who are marginalized.
- Identify structural inequities for staff and students through identity-based data collection and engage community members, staff, and students to better understand lived experience and co-develop authentic strategies.



WELL-BEING

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

GROWING IN KNOWLEDGE WITH JUSTICE AND HOPE

Strengthen an environment rooted in Gospel values that nurtures hope and well-being.

- Continue to use evidence-based well-being strategies and resources to create and sustain mentally healthy classrooms and schools for students that focus on the development of the whole person.
- Develop an organizational Well-Being Strategy to better support a work-life balance for all staff that nurtures spiritual, emotional, physical, and social well-being.

STAINED GLASS WINDOW,

used in Catholic churches to depict Biblical stories and as a way to reflect on our faith. This image showcases our MYSP

OPEN BOOK

represents the Bible and our pursuit of knowledge grounded in faith

TWO HANDS,

whose different tones affirm and celebrate our community's beautiful diversity, are outstretched and extended in prayer towards God, and demonstrate our solemn commitment to equity and justice

THREE CIRCLES,

interconnected to represent the three core Catholic priorities (Knowledge, Justice, Hope) of the MYSP

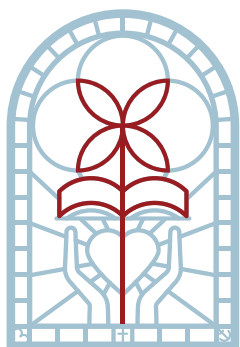
BURST OF LIGHT

conveys the message that Christ is ever-present among us and illuminates all that we do at the TCDSB

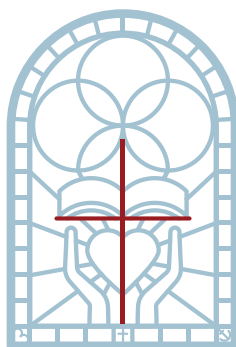
HEART, built of two halves, coming together to show the way we support and help each other to thrive; it represents our quest for well-being



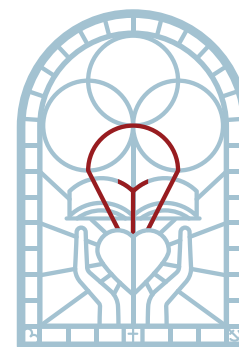
A **HEART**, a **CROSS**, and an **ANCHOR** align at the bottom to convey that the plan is unique to the TCDSB



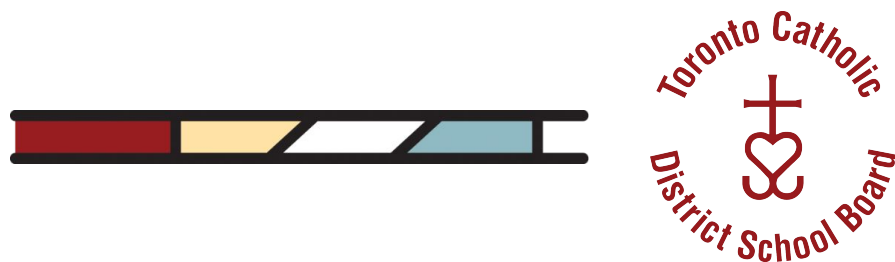
The circles come together to create a **FLOWER**, made of the three individual icons, representing the growth of our community guided by the MYSP strategic directions and goals



The line through the middle and across the Bible depict a **CROSS**, reflecting our steadfast faith



In the background, a **LIGHT BULB** representing a further dedication to innovation and learning



MONITORING METHODOLOGY

CHANGE, GROWTH, PERFORMANCE, AND IMPLEMENTATION

The MYSP is designed to communicate, at a high level, what the board is focusing on as a collective. It is not designed to dictate or control every outcome centrally. We deliberately chose not to create a static reporting and monitoring/measurement methodology due to the current rapidly changing pandemic reality we are living in. We are called upon to responsively create programs, action plans, policies, and procedures that may be novel, brief, innovative, targeted, or streamlined. As such, living with, and recovering from a global pandemic requires flexibility and responsiveness at the system level. The measurement or monitoring method which describes how we are doing as a board demands fluidity in order to reflect current needs and ensure transparency and accountability. Implementing and monitoring the MYSP are themselves learning propositions in this context.

The operational plans describe the way in which the strategic directions are realized in terms of change, growth, performance, and various levels of program/policy implementation. There are significant qualitative and quantitative data collected by department within each action plan or strategy. Key Performance Indicators from action and operational plans will provide evidence of progress and achievement (i.e., quantitative data), knitted together with narratives (i.e., qualitative data) to describe and interpret impact on various stakeholder groups.

By describing our priorities over the next three years as a narrative, we can provide better transparency and accountability while aligning connections to the work we engage in across the board with our staff, students, and families. We want to be able to answer the following questions: *What did we influence? How did we do it? Can we defensibly and reliably state with supporting data that we are doing it well?*

Monitoring Framework

Change	What changed as a function of our strategy, policy or program?
Growth	How much did we do? Was it enough? How did it impact our stakeholders?
Performance	How well did we do something? Did we accurately and efficiently accomplish our goals within the various strategies and action plans? How do we know?
Implementation	Where are we with the development of a program, policy or service?

Strategic Priority	Examples of Relevant Operational Plans or Action Plan Accountable for Tracking and Reporting Progress	Examples of Key Performance Indicators or Data Sources used to Support Narrative
LEARNING	<ul style="list-style-type: none"> • Board Equity and Improvement Plan • School Equity and Improvement Plans • Equity Action Plan • Covid Response Plan • Pastoral Plan • Safe Schools Plan • Back to School Plan • Special Education Plan • Professional Development Plan • Information and Technology Strategic Plan • Budget Plan • Capital Plan • HR Strategy 	<ul style="list-style-type: none"> • EQAO data by Identity (Census) • Report Card Data by Identity (Census) • Credit Accumulation by Identity (Census) • Pathways Data by Identity (Census) • Student Voice • PD feedback for all staff, all roles, school & corporate/business • Exit and Entry Survey Data • Communication Engagement Metrics • Community Engagement • Synthesis of School Equity and Improvement data
EQUITY	<ul style="list-style-type: none"> • Pastoral Plan • Equity Action Plan • Safe Schools Plan • Capital Plan • Annual Budgets • HR Strategy – Staffing Plan • Mental Health Strategy 	<ul style="list-style-type: none"> • Staff Census • Student Census • HREA Office data • Black Voices Project • Student Voice • Staff Voice • Parent/Guardian Caregiver Survey • Resource allocation by school community • Exit and Entry Survey data • Community Engagement data
WELL-BEING	<ul style="list-style-type: none"> • Mental Health Strategy • Equity Action Plan • Back to School Plan • Health and Safety Plan • Pastoral Plan • Special Education Plan • Covid Response Plan • Annual Budget • Staffing Plan or HR Strategy • Safe Schools Plan • Capital Plan 	<ul style="list-style-type: none"> • Student Voice survey data • Staff Voice survey data • Parent/Caregiver/Guardian Voice Survey data • Number of specialized services offered in schools; number of students served through various programs • Engagement with Communication Engagement metrics





REPORT TO

REGULAR BOARD

MONTHLY PROCUREMENT APPROVALS

‘What you heard from me, keep as the pattern of sound teaching, with faith and love in Christ Jesus. Guard the good deposit that was entrusted to you - guard it with the help of the Holy Spirit who lives in us.’

2 Timothy 1:13-14

Created, Draft	First Tabling	Review
January 10, 2022	February 17, 2022	Click here to enter a date
J. Charles, Coordinator, Materials Management and Purchasing Services M. Farrell, Superintendent, Environmental Support Services M. Loberto, Superintendent, Planning and Development M. Zlomislic, Superintendent, Capital Development and Asset Renewal S. Camacho, Executive Superintendent, Technology and Strategic Development		

RECOMMENDATION REPORT

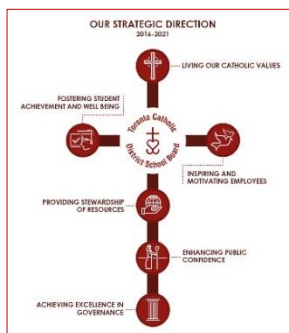
Vision:

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
Director of Education

Adrian Della Mora
Associate Director of
Academic Affairs and
Chief Operating Officer

Derek Boyce
Associate Director of
Facilities, Business and
Community Development

Ryan Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

As required by the TCDSB Purchasing Policy (FP.01), the Board of Trustees approve any procurement activity/awards in excess of \$50,000. This report submits to the Board of Trustees all procurement activity/awards in excess of \$50,000 subsequent to **January 8, 2021** for review and approval.

The cumulative staff time required to prepare this report was 25 hours.

B. PURPOSE

This report responds to a TCDSB Purchasing Policy regulation requiring Board of Trustee approval for any procurement activity/award equal to or greater than \$50,000.

C. BACKGROUND

The Board Purchasing Policy FP.01 provides 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 Trustees has approved the budget, project or report.

In order to facilitate procurement activity and/or awards in excess of the \$50,000 limit, this report recommends approval for the attached list of procurement requisitions and/or awards.

D. EVIDENCE/RESEARCH/ANALYSIS

A complete listing and description of procurement requisitions and/or awards appears in **Appendix A**.

E. CONCLUDING STATEMENT

That the Board of Trustees approve all procurement activities/awards listed in **Appendix A**.

Appendix A

No.	Report Description	Recommended Supplier(s)	# of Bids Rec'd	Projected Start/End Date of Contract	Estimated Amount
1.	IT Service Management Software Support (annual renewal) Term: 1 year	Kifinti Solutions Inc.	n/a	March 2022 - March 2023	\$76,000.00
2.	Bid No.: T-027-22 Fire Equipment and Fire Suppression Systems inspections and repairs Term: 2 years, plus 2 optional 1-year extensions	EPI Fire Protection Inc.	3	February 2022 – February 2026	\$1,500,000.00 (Total cost Year 1 & 2) \$750,000 (Annual cost)
3.	Bid No.: T-028-22 High Performance Field and Running Track annual maintenance Term: 2 years, plus 1 optional 1-year extension	Hank Deenen Landscaping	3	April 2022 – December 2024	\$363,344.00 (Total cost for Year 1 & 2) \$181,672.00 (Annual cost)
4.	Bid No.: P-011-21 TCDSB Website Redevelopment (implement, host and support new public and school websites) Term: 3 years, plus 5 optional 1-year extensions	Apptegy Inc.	5	February 2022 – February 2030	\$579,400.00 (Total cost for Year 1, 2 & 3) \$155,800.00 (Annual cost Year 4 – 8)

Appendix A

No.	Report Description	Recommended Supplier(s)	# of Bids Rec'd	Projected Start/End Date of Contract	Estimated Amount
5.	Bid No.: T – 044-22 Various Schools Locker Replacement Contractor Tender Award	GRB Storage Inc.	2	February 2022 – August 2022	\$1,565,206.00



Procurement Award Report

(for Purchases/Contracts over \$50,000)

1. Report Information

Report Name	CS_Feb2022_Kifinti IT Service Management Software (Ivanti) Subscription Renewal
Report #	
Division	ICT Services Division
SO/Executive	S. Camacho, Executive Superintendent, Technology, Data and Strategic Transformation
Initiator/Requestor	I. Kearney, Senior Manager – IT Infrastructure & Operations J. Di Fonzo, Senior Coordinator – IT Infrastructure & Operations
Report Type	Information on existing award

2. Tender/RFP Information

RFP/Tender #		Value (exclude all Taxes)	\$76,000.00
Term Start Date	March 9, 2022	Term End date	March 8, 2023

3. Description of Goods/Service or Change

Ivanti Service Manager - Information Technology Service Management (ITSM) Concurrent Analyst Cloud Subscription Service is an essential tool used by all areas within the ICT Services Division to directly support all IT needs for TCDSB students, parents, teachers and staff.

The annual subscription provides concurrent use licenses for ICT Services Division staff to use the tool to record, track and update reported technology problems until successful resolution. The asset management module is used to record, track, and update the computer device inventory and Service Manager will be configured to assist with automating ticket assignments for the new Xerox multi-function devices (MFD) and the new Student Information System (SIS). This is a cloud service therefore these tools are continuously updated as part of the annual software maintenance renewal.

Kifinti Solutions Inc. is our current provider for the Ivanti license subscription and professional services. Kifinti Solutions Inc. is the sole partner in the Ivanti channel program that is headquartered in Canada.

4. Procurement Process

Procurement Type	Single/Sole Source
Consortium/Group Purchase	No
# of Compliant Bidders/Respondents	n/a
Name of Recommended Vendor/Bidder	Kifinti Solutions Inc.
Winning Bid Value (excl. all Taxes)	\$76,000.00
Budget Source	ICT Services Division – Operations Budgets
Budget Source approval (Report & Date)	2021-22 Budget Estimates – June 10, 2021
Under/Over Budget	Within approved budget

5. Formal Award Recommendation

This report recommends that Ivanti Service Manager - Information Technology Service Management (ITSM) Concurrent Analyst Cloud Subscription Service required to support TCDSB IT support needs for students, parents, and staff be renewed with Kifinti Solutions Inc. for a 1-year term for a cost of \$76,000.00 excluding taxes.



Procurement Award Report

(for Contracts over \$50,000)

1. Report Information

Report Name	T-027-22 Fire Equipment and Fire Suppression Systems - Contract Award
Report #	Mai 2021 007
Division	Environmental Support Services
SO/Executive	M. Farrell, Superintendent, Environmental Support Services
Initiator/Requestor	S. Martens, Service Quality Supervisor

2. Tender/RFP/RFQ Information

RFP/Tender #	T-027-22	Contract Value (exclude all Taxes)	\$1,500,000.00
Term Start Date	February 1, 2022	Term End date	January 31, 2024

3. Description of Goods/Service or Change

Regularly scheduled preventative maintenance and repairs for Fire Equipment and Fire Suppression systems at Toronto Catholic District School Board sites.

Tender T-027-22 was issued for Fire Protection and Fire Suppression Services for services including but not limited, to fire alarm inspections/repairs, sprinkler system, fire hydrants inspections/repairs and kitchen suppression equipment at unit price rates for parts and labour.

Board staff recommend the award to EPI Fire Protection Systems Inc being the low bidder meeting Board specifications for an initial fixed two (2) year period with an option to extend for an additional two (2) one (1) year periods at the Boards discretion, subject to satisfactory service and pricing.

4. Procurement Process

Procurement Type	Tender
Consortium/Group Purchase	No
# of Compliant Bidders/Respondents	3
Name of Recommend Vendor/Bidder	EPI Fire Protection Inc.
Winning Bid Value (exclude all Taxes)	\$1,500,000.00
Budget Source	Maintenance and Operations
Budget Source approval (Report & Date)	

5. Formal Award Recommendation

This report recommends the award of contract to EPI Fire Protection Inc. for the provision of Fire Equipment and Fire Suppression Systems inspections and repairs in the estimated annual amount of \$750,000.00 plus net HST and an estimated total of \$1,500,000.00 for a two (2) year period. The Board retains an option to extend for an additional two (2) one (1) year periods subject to satisfactory service and pricing.



Procurement Award Report

(for Purchases/Contracts over \$50,000)

1. Report Information

Report Name	T-028-22 Ope 2021 High Performance Field & Running Track Maintenance 2022-24
Report #	Ope 2022
Division	Environmental Support Services
SO/Executive	M. Farrell, Superintendent, Environmental Support Services
Initiator/Requestor	F. Ferrante, Operations Manager West
Report Type	New procurement award

2. Tender/RFP Information

RFP/Tender #	T-028-22	Value (Exclude all Taxes)	\$363,344.00
Term Start Date	April 15, 2022	Term End date	December 1, 2024

3. Description of Goods/Service or Change

Six (6) athletic fields and ten (10) running tracks had been identified systemwide as requiring specialized annual refreshment and upgrades to retain their high sports usage. These fields have been specially built to sustain heavy usage and require customized fertilizing, aerating, irrigation, and mowing,

On Dec 2nd, 2021, the Board issued tender T-028-22 for High Performance Field & Running Track Maintenance to all prequalified vendors and Bidsandtenders

On December 16th, 2021, bids were received from three (3) bidders.

Bids were reviewed by Board Staff who recommend that the High-Performance Field & Running Track Maintenance contract be awarded to the low bidder meeting Board Specifications being Hank Deenen Landscaping.

The contract is for two years, with a one-year renewal option at the discretion of the Board.

The sports fields and running tracks are the best athletic fields for competitive sports events in the Board. These facilities require professional on-going refreshment and upgrades to sustain their longevity.

The professional maintenance of the sports fields involves the following:

- Spring start-up
- Irrigation system inspection
- Fertilizing four times during the season as determined by the soil test analysis report.
- Turf/grass mowing, trimming every week
- Aeration/tilling several times a year as determined by the Agronomist's recommendation.
- Top dressing as required
- Over seeding/sodding as required during the spring o
- Pest control o Irrigation system monitoring and annual shut down.

The running track renewal involves two inspections/assessment visits during the season in order to perform the following:

Track surface inspection

- Removal of debris
- Weed control and removal
- Raking re-grading of granular surfaces
- Addition of granular materials top up
- Re-arranging of concrete curbs as required
- Ensuring that the drains are free of obstruction
- Maintain adjacent sand pits applicable

4. Procurement Process

Procurement Type	Tender
Consortium/Group Purchase	No
# of Compliant Bidders/Respondents	3
Name of Recommended Vendor/Bidder	Hank Deenen Landscaping

Winning Bid Value (exclude all Taxes)	\$363,344.00
Budget Source	School Renewal Budget
Budget Source approval (Report & Date)	
New/Under/Over Budget	Within approved budget

5. Formal Award Recommendation

This report recommends that the High-Performance Athletic Fields and Running Track annual maintenance contract for 2022-2023 be awarded to Hank Deenen Landscaping at a cost of \$181,672.00 for the 2022 season and \$181,672.00 for the 2023 season. The Board retains an option to extend the contract for a third year, for 2024 season.



Procurement Award Report

(for Purchases/Contracts over \$50,000)

1. Report Information

Report Name	TCDSB Website Redevelopment
Report #	
Division	ICT Services Division, and Communications and Government Relations
SO/Executive	S. Camacho, Executive Superintendent, Technology, Data, and Strategic Transformation & CIO; S. Vlahos, Chief of Communications and Government Relations
Initiator/Requestor	O. Malik, Senior Coordinator IT Planning & Strategy; P. Ho, Website Supervisor
Report Type	New procurement award

2. Tender/RFP/RFQ Information

RFP/Tender #	P-011-21	Value (exclude all Taxes)	\$1,358,400
Term Start Date	March 1, 2022	Term End date	February 28, 2030

3. Description of Goods/Service or Change

A Request for Proposal (RFP) was issued on August 9, 2021, to select a web design and development firm to implement, host and support a new public and school websites. Five (5) vendors responded to the RFP: Rally (a Division of Box Clever Incorporated), OPIN Digital, Inc. (OPIN Software), Centrilogic Inc. (Capris Development), Imagine Everything and Apptegy Inc.

The RFP was evaluated based on following categories:

- 1) Agreement to Abide – Pass/Fail
- 2) Compliance to Mandatory Requirements – Pass/Fail
- 3) Company Background – 5%
- 4) Suitability of Proposed Services – 50%
- 5) References and Past Work – 10%
- 6) Price – 35%

The bid submitted by Apptegy Inc. received the highest total score.

The term of the contract is for a period of three (3) years (“initial term”) beginning on the date of notification of award, with an optional five (5) one (1) year extensions at the same or better rates as the original 3-year agreement and is subject to TCDSB requirements, satisfactory service, and pricing at the TCDSB’s discretion.

The initial three-year term cost is \$579,400 and the cost of five one-year extensions is \$779,000 for an overall value \$1,358,400 for eight (8) years.

Breakdown

- One-time implementation cost including stakeholder consultation, design, development, content refresh and migration, testing, training, and launch.
- Annual support cost for the publishing platform, website design and hosting (including one free re-design per contract year); as well as support maintenance and training (unlimited users, unlimited support requests, unlimited training sessions.)

In addition, the RFP includes an award for future project work related to the website or content manager during the contract term of this RFP.

4. Procurement Process

Procurement Type	RFP
Consortium/Group Purchase	No
# of Compliant Bidders/Respondents	5
Name of Recommend Vendor/Bidder	Apptegy Inc.
Winning Bid Value (exclude all Taxes)	\$1,358,400
Budget Source	Information Technology Strategic System Reserve and ICT Operations Budget
Budget Source approval (Report & Date)	2021-2022 Budget June 10, 2021
New/Under/Over Budget	Within approved budget

5. Formal Award Recommendation

This report recommends that the Board approve RFP P-011-21 be awarded to Apptegy Inc. for the initial three-year plus an optional five one-year extension for a total of \$1,358,400 plus net HST.



Procurement Award Report

(for Contracts over \$50,000)

1. Report Information

Report Name	Various Schools Locker Replacement Tender Award
Report #	Ren 2021 093
Division	Capital Development, Asset Management and Renewal
SO/Executive	M. Zlomislic, SO/Capital Development, Asset Management and Renewal
Initiator/Requestor	A. Ruscetta, Capital Developm., Asset Mgmt & Renewal; D. Manno, Project Supervisors

2. Tender/RFP/RFQ Information

RFP/Tender #	T – 044 - 22	Contract Value (exclude all Taxes)	\$1,565,206.00
Term Start Date	February 1, 2022	Term End date	August 31, 2022

3. Description of Goods/Service or Change

Contractor award to replace student lockers at the following schools:

Father Henry Carr Secondary School

920 - 12 x 15 x 72 student lockers @ \$400.00 ea.

75 – 15 x 15 x 72 Medd lockers @ \$490.00 ea.

St. Mary Catholic Academy Secondary School

Removal of surplus lockers and finish walls - \$4,656.00

20 - 12 x 12 x 72 student lockers @ \$365.00 ea.

860 - 12 x 15 x 72 student lockers @ \$400.00 ea.

50 - 15 x 15 x 72 Medd lockers @ \$490.00 ea.

Madonna Catholic Secondary School

825 – 12 x 15 x 72 student lockers @ 400.00 ea.

St. Mother Teresa Catholic Academy Secondary School

1125 – 12 x 15 x 72 student lockers @ \$400.00 ea.

4. Procurement Process

Procurement Type	Tender
Consortium/Group Purchase	No
# of Compliant Bidders/Respondents	2
Name of Recommend Vendor/Bidder	GRB Storage Inc.
Winning Bid Value (exclude all Taxes)	\$1,565,206.00 (Total for 4 Schools)
Budget Source	School Renewal Allocation (SRA)
Budget Source approval (Report & Date)	Ren 2021 038 (Dec-08-2021)

5. Formal Award Recommendation

1. That a contract be awarded to the low bidder meeting Board specifications, GRB Storage Inc., for the locker replacement at Father Henry Carr Catholic Secondary School, in the amount of \$404,750.00, plus a net HST of \$8,762.60, for a total of \$413,492.60.
2. That a contract be awarded to the low bidder meeting Board specifications, GRB Storage Inc., for the locker replacement at St. Mary Academy Catholic Secondary School, in the amount of \$380,456.00, plus a net HST of \$8,217.85, for a total of \$388,673.85.
3. That a contract be awarded to the low bidder meeting Board specifications, GRB Storage Inc., for the locker replacement at Madonna Catholic Secondary School, in the amount of \$330,000.00, plus a net HST of \$7,128.00, for a total of \$337,128.00.
4. That a contract be awarded to the low bidder meeting Board specifications, GRB Storage Inc., for the locker replacement at St. Mother Teresa Catholic Academy Secondary School, in the amount of \$450,000.00, plus a net HST of \$9,720.00, for a total of \$459,720.00.



REPORT TO

REGULAR BOARD

CAPITAL PRIORITIES 2022-23 (ALL WARDS)

According to the grace of God given to me, like a skilled master builder I laid a foundation, and someone else is building on it. Each builder must choose with care how to build on it. 1 Corinthians 3:10.

Drafted	Meeting Date
February 11, 2022	February 17, 2022
J. Howley, Sr. Manager, Planning and Accountability	
B. Leporati, Sr. Coordinator, Planning Services	
M. Loberto, Superintendent, Planning and Development Services	

RECOMMENDATION REPORT

Vision:

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

Mission:

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



Brendan Browne
Director of Education

Adrian Della Mora
Associate Director of Academic
Affairs & Chief Operating Officer

Derek Boyce
Associate Director of Facilities,
Business & Community Development

Ryan Putnam
Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

On **February 4, 2022**, the Ministry of Education announced the launch of the 2022-2023 Capital Priorities Program (CPP). The CPP provides school boards with the opportunity to identify and address their most urgent pupil accommodation needs, including accommodation pressures, replacing schools in poor condition, and creating childcare spaces in schools.

With the additional challenges school boards are facing with the COVID pandemic, the Ministry has reduced the burden associated with the 2022-2023 CPP submissions. School boards are asked to submit up to five projects for consideration, down from 10 projects that were requested in previous years. As part of the 2022-2023 CPP, a maximum 3 projects can be included from the 2021-2022 CPP submissions, and a minimum of 2 projects must be new project proposals.

The deadline for business case submissions is **February 25, 2022**.

This report recommends that business cases for the following 5 Capital Priorities be submitted to the Ministry of Education for funding consideration (E = Elementary, S = Secondary)

Rank	School	Project
1	NOTRE DAME (S)	Replacement School
2	ST MONICA (E)	Replacement School
3	ST CYRIL (E)	Replacement School
4	ST ELIZABETH (E)	Replacement School
5	ST BARTHOLOMEW (E)	Replacement School

The cumulative staff time required to prepare this report was 25 hours.

B. BACKGROUND

1. ***On February 4, 2021, Ministry of Education Memorandum 2022: B01 was released, which announced the launch of the 2022-2023 Capital Priorities Program (Appendix 'A').*** Similar to previous iterations of the Capital Priorities Program (CPP), funding will be allocated on a business case basis for new schools, retrofits, additions and child care spaces to be completed by the 2026-27 school year.

This provides an opportunity for boards to identify and address their most urgent pupil accommodation needs focusing on these priority areas.

- Accommodation pressures;
- Replacing schools in poor condition;
- Supporting past consolidation decisions;
- Providing facilities for French-language rights holders in under-served areas (French boards only); and
- Creating new licensed child care spaces in schools.

2. ***On February 4, 2022, TCDSB received notification (Appendix 'B') that the Ministry of Education did not award funding for any projects submitted as part of the 2021-2022 Capital Priorities Program*** The Board approved priority ranked 2021-2022 CPP projects are outlined below, with the approved scoring matrix provided as *Appendix 'C'* of this report. Staff will be meeting with the Ministry for further comments on the TCDSB submission.

Rank	School
1	NOTRE DAME (S)
2	ST MONICA (E)
3	ST CYRIL (E)
4	ST RAPHAEL (E)
5	OUR LADY OF THE ASSUMPTION (E)
6	CHAMINADE (S)
7	ST JEROME (E)
8	ST MARTIN DE PORRES (E)
9	ST MICHAEL/ST PAUL AT DUKE OF YORK (E)
10	ST GREGORY (E)

C. EVIDENCE/RESEARCH/ANALYSIS

1. *As part of the 2022-23 Capital Priorities program, school boards are asked to:*
 - *Submit a maximum of five (5) project proposals, of which a minimum of two (2) projects are to be new project proposals and the remaining (up to 3) projects can be drawn from the 2021-22 CP submissions;*
 - *Provide a priority ranking for the proposals as part of 2022-2023 Capital Priorities Submissions List;*
 - *The 2022-2023 Capital Priorities projects are expected to be completed and open no later than the 2026-27 school year;*
 - *School boards have an opportunity to request Child Care Capital funding for Capital Priorities projects; and*
 - *All capital proposals submitted in the 2021-22 program remain under consideration.*
2. *Staff recommend that the top 3 ranked projects from the 2021-2022 Board approved CPP be resubmitted as TCDSB's most urgent capital priorities*

1	NOTRE DAME (S)
2	ST MONICA (E)
3	ST CYRIL (E)

3. *In order to identify two (2) new projects required for the CPP submission, all schools not submitted for consideration in the last round were assessed based strictly on the Ministry emphasized categories of accommodation pressures and replacing schools in poor condition.* As such, the ranking criteria approved for assessment of the 2021-2022 Capital Priorities were reduced as outlined below to focus on Ministry objectives identified for the current CPP.

	Criteria	Points
1	Capacity - Amount of Portables in use	15
2	Capacity - 2026-2027 Utilization Rate	20
3	Facility Condition Index	15
4	Lack of Mechanical Ventilation	5
	Total	55

4. *The top 2 new projects resulting from this assessment are St. Elizabeth and St. Bartholomew. Appendix 'D' provides the scoring matrix for the top ten schools using the criteria based on the Ministry priorities for the 2022-2023 CPP.*
5. *Business cases for Capital Priorities must be submitted by February 25, 2022.* Business cases are comprised of relevant facility and enrolment data, as well as detailed description of the proposed scope of work. A space plan template for each project is also allowable in an effort to expedite the capital process in the event funding is provided.

D. METRICS AND ACCOUNTABILITY

1. Board staff will continue to engage the Ministry throughout the assessment period for clarification, support and provision of additional data as required.

E. STAFF RECOMMENDATION

1. That the following five capital priorities be submitted to the Ministry of Education for 2022-23 Capital Priorities funding consideration by **February 25, 2022.**

Rank	School	Project
1	NOTRE DAME (S)	Replacement School
2	ST MONICA (E)	Replacement School
3	ST CYRIL (E)	Replacement School
4	ST ELIZABETH (E)	Replacement School
5	ST BARTHOLOMEW (E)	Replacement School

Ministry of Education**Ministère de l'Éducation**

Capital and Business Support
Division

Division du soutien aux immobilisations
et aux affaires

315 Front Street West
15th Floor
Toronto ON M7A 0B8

315, rue Front ouest
15^e étage
Toronto (ON) M7A 0B8

2022: B01

Date: February 04, 2022

Memorandum to: Directors of Education
Children's Service Leads, Consolidated Municipal Service
Managers (CMSMs) and District Social Services Administration
Boards (DSSABs)
Secretary/Treasurers of School Authorities

From: Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Subject: **Launch of 2022-23 Capital Priorities Program including Child
Care Capital Funding**

Schools and child care centres are crucial in supporting the well-being and positive development of students and children. As part of the provincial government's efforts to build and invest in infrastructure, the Ministry of Education is committed to working closely with school boards to ensure infrastructure investments meet the needs of the community and deliver good value for the Ontario taxpayers.

2022-23 Capital Priorities Program

The ministry is pleased to announce the launch of the 2022-23 Capital Priorities Program (CP), providing school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures,
- replacing schools in poor condition,
- supporting past consolidation decisions,
- providing facilities for French-language rights holders in under-served areas, and
- creating new licensed child care spaces in schools.

With the additional challenges school boards are facing with the COVID pandemic, the ministry has reduced the burden associated with the 2022-23 CP submissions. School boards are asked to submit up to five (5) projects for considerations under the 2022-23 CP program, down from 10 projects that were requested in previous years.

Summary of the 2022-23 Capital Priorities Program

- The submission deadline for all capital funding requests is **February 25, 2022**.
- For the 2022-23 Capital Priorities program, school boards are asked to:
 - Submit a maximum of five (5) project proposals, of which a minimum of two (2) projects are to be new project proposals and the remaining (up to 3) projects can be drawn from the 2021-22 CP submissions.
 - Provide a priority ranking for the proposals and submit their 2022-23 Capital Priorities Submissions List (Appendix A) jointly signed by the Director of Education, Secretary/Treasurers of School Authorities, and the Senior Business Officials.
- The 2022-23 Capital Priorities projects are expected to be completed and open no later than the 2026-27 school year.
- School boards have an opportunity to request Child Care Capital funding for Capital Priorities projects, if the local CMSM or DSSAB support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- All public announcements regarding capital investments in the publicly funded education system, including those previously funded, are joint communications opportunities for the provincial government, the school board, the CMSM or DSSAB, and/or community partners.
- As with previous years, participation in the Capital Priorities Program remains optional for school boards.

Project Submissions

As with previous rounds of Capital Priorities, funding for projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2026-27 school year. School boards are invited to identify their most urgent Capital Priorities projects for funding consideration. The Ministry is requesting that a minimum of two of the project proposals for the 2022-23 CP be new/newly identified projects, with the remaining (up to three) projects drawn from the previously submitted 2021-22 CP proposals, identifying the most pressing and urgent needs for boards. All capital proposals submitted in the 2021-22 call for proposals remain under consideration.

With the ongoing transition from the School Facility Inventory System (SFIS) to the new Education

Capital Information System (ECIS), school boards will not be able to download templates or upload business cases directly. As a result, ministry staff will send board specific business case templates to school boards for completion and school boards are asked to submit their completed 2022-23 Capital Priorities Submission List along with any new or updated business cases to CapitalProgramBranch@ontario.ca with a copy sent to their Capital Analyst.

As in previous rounds, there are **two template reports** that are required to be submitted per submission:

1) Business Case - Part A (Written Report)

School boards are required to provide a written description of the project, including detailed information on the rationale, proposed scope of work and demonstrate why alternate options are not feasible.

2) Business Case - Part B (Excel Template)

• **Enrolment and School Capacity Data Form (Required for All Submissions)**

School boards are required to provide an overview of current and projected accommodation needs for the proposed capital project, including schools within the local proximity of the selected project site.

• **Joint Submission - Capital Funding for Child Care Form (If Applicable)**

With support from their local CMSM or DSSAB, school boards have an opportunity to request capital funding for the creation of new child care spaces as part of their Capital Priorities submission.

For all child care project requests submitted through Capital Priorities, school boards and CMSMs or DSSABs are required to complete a Joint Submission - Capital Funding for Child Care template to request Child Care Capital funding. Requests for capital funding must be signed by both the school board and the CMSM or DSSAB.

For information regarding the child care project submissions, please see Appendix C.

Other Considerations for Project Submissions

School Board Considerations

In addition to project specific assessments as detailed in Appendix B, the following school board performance measures will also be considered for all Capital Priorities project categories:

- School board's demonstrated willingness to participate with co-terminus school boards in joint-use school opportunities,
- School board's ability to build to ministry benchmark costs as evidenced by past projects,
- School board's ability to deliver projects within target timeframes as evidenced by past projects,
- School board's history of meeting the ministry's capital accountability measures,
- Accuracy of enrolment projections for previously approved projects, and
- Number of projects the school board currently has underway.

Joint-Use Capital Projects

The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern or smaller communities.

The ministry will be reviewing all capital proposals submitted by boards for ministry funding to ensure joint-use opportunities between school boards have been explored before funding is granted.

School boards seeking Capital Priorities funding approval must:

- Document efforts made to explore joint-use opportunities for each capital project funding request as part of the business case submissions, and
- Demonstrate a willingness to participate with co-terminus school boards in joint-use school opportunities.

For joint-use school proposals, all participating boards must:

- Include the project as part of their Capital Priorities submission, and
- Explain the role of the joint-use nature of the project on expected improvements to student programming and operational efficiency.

Communications Protocol

School boards are reminded to follow the ministry's communications protocol requirements for all ministry funded major capital construction projects as outlined in Appendix D. This includes the placement of Ontario Builds signage of project sites within 60 days of receiving funding approval notification.

Should you have any questions related to the communication requirements, please contact MinistryofEducation@ontario.ca.

Ministry Contact

Capital Priorities and Child Care Program

If you have any Capital Priorities Program questions, or require additional information, please contact the Capital Analyst assigned to your school board or:

- Laval Wong, Manager (A), Capital Program Branch at 647-278-1871 or Laval.Wong@ontario.ca, or
- Sophie Liu, Manager, Capital Program Branch at 647-402-9597 or Sophie.Liu@ontario.ca, or
- Paul Bloye, Director, Capital Program Branch at 416-325-8589 or at Paul.Bloye@ontario.ca.

We look forward to working with you on advancing these and numerous other initiatives as part of the Ontario government's commitment to meeting the needs of students and working families across the province.

Sincerely,

Original signed by:

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Appendices:

Appendix A: 2022-23 list of Capital Priorities submissions

Appendix B: Eligibility and Evaluation Criteria

Appendix C: Child Care Capital Project Submission Requirements

Appendix D: Communications Protocol Requirements

- c. Senior Business Officials
 - Superintendents and Managers of Facilities Managers of Planning
 - Early Years Leads
 - CAOs of Consolidated Municipal Service Managers CAOs of District Social Services
 - Administration Boards
 - Melanie Milczynski, Director, Field Services Branch, Ministry of Education

Appendix A: 2022-23 Capital Priorities Submissions List

School Board:

School
Board: _____

2022-23 Priority Ranking	Project Name / Name of Existing Submission	Type of Submission (New or Existing)	2021-22 Priority Ranking
1			
2			
3			
4			
5			

Director of Education

Signature _____

Date _____

Senior Business Official

Signature _____

Date _____

Capital Lead

Signature _____

Date _____

Appendix B: Eligibility and Evaluation Criteria

Eligible Project Categories

Projects eligible for funding consideration for this round of the Capital Priorities Program must meet one or more of the following category descriptions:

1) Accommodation Pressure:

Projects will accommodate pupils where enrolment presently is or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).

Assessment of projects will include reviewing school-level capacity of impacted schools, including those in close proximity, historical enrolment trends, enrolment forecasts, and geographic distribution of students.

- Priority consideration for funding purposes will be given to projects with a utilization equal to or greater than 100% (including area schools) in the 5th year after the proposed school opening date as per the business case template.

2) School Consolidation and Facility Condition:

Projects that support the reduction of excess capacity in order to decrease operating and renewal costs, and/or address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency.

Projects associated with consolidations and/or closures that require a Pupil Accommodation Review (PAR) that has yet to be completed will not be eligible for funding purposes.

Note: School boards will be asked to confirm that schools identified to be closed as part of the proposed solution will be closed and removed from the school board's assets within two years of completion of the approved project.

Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost.

- Priority will be given to projects with an expected Internal Rate of Return equal to or greater than 2.5%. This will be calculated using the expected cost of the project compared to the expected savings resulting from proposed solution as per the business case template.

3) French-language Accommodation:

Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered for funding if the school board can demonstrate that a French-language population is not being served by existing French-language school facilities.

Note: Project requests associated with French-language facilities in existing geographic areas experiencing accommodation pressures will be reviewed for funding consideration based on the Accommodation Pressure criteria identified above.

Assessment of projects will include enrolment forecasts, geographic distribution of students, reviewing school-level capacity of impacted schools, including those in close proximity and potential alternative solutions.

Ineligible Projects

Projects matching the following descriptions will not be considered for Capital Priorities funding purposes:

- Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;
- Projects for additional child care space that is not associated with a capital priorities school project (i.e., child care only project requests);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding for site acquisitions;
- Projects addressing the renewal needs of a facility; and
- Projects addressing school board administrative space.

The ministry will expect that school boards will explore various options before submitting their business cases for a specific option. School boards must be able to identify the cost differentiation and considerations of various options within its submitted business case.

Previously Approved Capital Priorities Projects and Scope Change Requests

If school boards are considering a scope change for a previously approved capital priorities project, they may be required to resubmit the project through the Capital Priorities Program. Please contact your Capital Analyst for further clarification.

Appendix C: Child Care Capital Project Submission Requirements

Child Care Eligibility

The ministry will consider funding child care centre capital projects in schools where there is a need for new child care construction and/or renovations to existing child care spaces for children 0 to 3.8 years of age. School boards will need to have the support of the corresponding Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school.

When selecting a school for child care centre capital, school boards and CMSMs and DSSABs should consider available operating funding, cost effectiveness of the capital project, school capacity, location, long-term viability, age groups, accommodation pressures/service gaps, demand, local child care plan, etc. prior to signing the Early Years Joint Submission.

When considering long-term school viability, school board planners and CMSMs and DSSABs must consider at least the next five years and use population projections as well as other local data to inform submission decisions including an assessment of:

- Cost effectiveness of the project, including anticipated additional site, construction, labour/material or municipal costs associated with the project.
- Whether the school has existing child care centre space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- School board capacity to support cost overages and implementation.

Child Care Operational and Accountability Requirements

Approved new construction of child care rooms must meet the following operational and accountability requirements:

- The child care centre rooms are viable within existing CMSM or DSSAB operating funding.
- The physical space will be owned by the school board and leased to the child care operator or CMSM or DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards should operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child care operators and/or CMSMs and DSSABs as per the school board's usual leasing process. School boards should not absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through ministry funding, such as the School Facility Operations or Renewal Grant. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care centre rooms as per the ministry's Capital Accountability Requirements.
- School boards will require an Approval to Proceed (ATP) before the child care capital

project can be tendered.

- School boards, CMSMs and DSSABs and/or child care operators should contact their child care licensing representative as soon as possible as all child care centre capital projects require a floor plan approval letter issued by the Ministry of Education's Child Care Quality Assurance and Licensing Branch prior to receiving an ATP or starting construction. In order to streamline the floor plan approval process, school boards, CMSMs and DSSABs and/or child care operators should note to their child care licensing representative if the child care floor plan has been used in the past (i.e., a repeat child care floor plan design) or if the child care floor plan will be used for multiple child care sites in the near future.
- Child care centre space will not count as loaded space.
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care centre capital projects are within the approved project funding.
- Rooms must be built in accordance with the Child Care and Early Years Act, 2014 (CCEYA).
- It is expected that all new child care centre rooms funded under this policy will be built to accommodate a maximum group size (at 2.8m² per child, as per the CCEYA) for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, 24 preschool spaces, and 15 family age grouping spaces), and that child care centre rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant, toddler and family age group sizes require additional space for separate sleep areas, change area, etc. these should be considered when developing child care floor plans. Consideration should also include the long-term use of the room, including the ability to convert to serve other child care age groups in future.
- It is important that school boards and CMSMs and DSSABs are taking into consideration licensed child care operator viability, and flexibility where appropriate, when determining appropriate mix of age groupings. Programs created will support continuity of services for children and families to accommodate children as they age out of programs. For example, if a toddler room is included in the child care capital project proposal a preschool room should also be available, unless a family age grouping room is in place.
- For the purpose of this policy, an eligible child care operator:
 - has a purchase of service agreement with the CMSM or DSSAB; or
 - is a licensed child care centre that is eligible to receive fee subsidy payments from the CMSM or DSSAB.
- Capital funding for a child care centre cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces (except spaces within a family age grouping room) as the ministry will not fund exclusive space for before and after school child care programs.

Appendix D: Communications Protocol - Public Communications, Events and Signage

Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered joint communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the ministry to receive additional content for public communications, such as a quote from the minister.

You can send your draft public communications to MinistryofEducation@ontario.ca to obtain a quote or other information for your public product.

Note: The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified.

Invitations to the Minister of Education

Openings

School boards are to invite the Minister of Education to all openings of:

- New schools
- Additions that include new child care spaces, EarlyON Child and Family centres, or community hubs.

To invite the minister to your event:

- Send an email invitation as soon as possible to MinistryofEducation@ontario.ca

- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address above if the date of your event changes.

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the ministry is aware of the opportunity.

All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at MinistryofEducation@ontario.ca with at least three weeks' notice
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

Note: These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

Ontario Builds Signage

NEW – The Government of Ontario is introducing Ontario Builds signage.

For approved Capital Priorities, Early Years Capital and Child Care Capital projects, school boards will be required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

School boards are responsible for the following:

- Producing and paying for Ontario Builds signage. For the Ontario Builds artwork and the visual identity guide, please access www.ontario.ca/page/ontario-builds-templates for templates to create the signage.
 - These are examples of project descriptions that could be used on the school board sign: "New school and child care centre," "New school," or "New school addition."
 - Francophone communities, consider producing both English and French signage.
- Providing the ministry with a digital proof of the sign which to be sent via email to MinistryofEducation@ontario.ca. Ministry approval of the digital proof must be received before finalizing and physically producing Ontario Builds signage.
- Posting signs in a timely manner. Please ensure a sign is present at the construction site at all stages – before construction work starts and throughout construction.
- Displaying permanent sign(s) for major school and /or early years and child care projects identified by the ministry in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety

issues, school boards should ensure the appropriate provincial and municipal authorities are consulted on Ontario Builds signage.

- Removing the signage within six months of the completion of the project.
- Providing the ministry with a photograph after the sign has been installed; please send to MinistryofEducation@ontario.ca.
- Maintaining the signage to be in a good state of repair for the duration of the project.

Note: For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Also, please facilitate signage approval from the partners.

Contact

Should you have any questions related to this communications protocol or Ontario Build signage, please send your questions via email to MinistryofEducation@ontario.ca.

Note: This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

Ministry of Education

Ministère de l'Éducation

Capital and Business Support
Division

Division du soutien aux
immobilisations et aux affaires

315 Front Street West
15th Floor
Toronto ON M7A 0B8

315, rue Front Ouest
15^e étage
Toronto (Ontario) M7A 0B8

February 4, 2022

Brendan Browne
Director of Education
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, ON M2N 6E8

Dear Mr. Browne,

I am writing to inform you that the Ministry of Education has completed its detailed review of the business cases your school board submitted for consideration under the 2021-22 Capital Priorities Grant funding program.

As outlined in Memorandum 2021:B05 – *Launch of 2021-22 Capital Priorities Program, including Child Care Capital Funding*, business cases could have included requests for funding to support new school space construction as well as the creation of new or renovated licensed child care spaces in schools as part of the larger school capital project.

Demand for funding through the 2021-22 Capital Priorities Program was significant. Altogether, 60 school boards submitted 248 requests for funding consideration for school capital projects valued at \$2.8 billion. In addition, 37 school boards submitted 111 requests for child care capital funding of \$236.0 million for new or renovated child care rooms.

After careful review of your board's submissions, the ministry does not approve funding to support your projects through the 2021-22 Capital Priorities Program.

Ministry staff are committed to working collaboratively with your school board to provide guidance and respond to questions as your school board considers the development of future capital plans, including requests for Capital Priorities funding.

We would like to take this opportunity to thank you and your staff for your assistance and support throughout this process and look forward to continuing to work with your board.

Should you have any questions about Capital Priorities Program requests, please contact the Capital Analyst assigned to your board. The list can be found at [https://efis.fma.csc.gov.on.ca/faab/Contact Us.htm](https://efis.fma.csc.gov.on.ca/faab/Contact_Us.htm).

Sincerely,

Original signed by:

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

- c: Derek Boyce, Associate Director of Facilities, Business and Community Development,
Toronto Catholic District School Board
Shawna Cambell, Early Years Lead, Toronto Catholic District School Board
Paul Bloye, Director, Capital Program Branch
Andrea Dutton, Director (A), Capital Policy Branch
Holly Moran, Assistant Deputy Minister, Early Years and Child Care Division
Maureen Ennis, Director (A), Early Years and Child Care Programs & Service Integration
Branch
Shanley McNamee, General Manager, Children's Services, City of Toronto

2021 Rank	School	Panel	Trustee Ward	Partnership Opportunities (5) Expression of Interest (10) Written Agreement	Capacity - Amount of Portables in use (Portable Capacity as a Percentage of Total Capacity) 1% to 20% (3) 21% to 30% (6) 31% to 40% (9) 41% to 50% (12) > 50% (15)	Capacity - 2024-25 Utilization Rate >120% (10) >150% (15) >175% (20)	Capacity - Lack of space at nearby schools (OS-ES=2km, OS SS=5km, 2024) (10)	Property/Lot Size (ha) <2 ha (5) <1 ha (10)	Facility Condition Index 25% to 34% (3) 35% to 44% (6) 45% to 54% (9) 55% to 64% (12) > 65% (15)	Previous Completed Pupil Accommodation Review (unfunded Capital resolution) (5)	Previously Approved and Unfunded Top 10 Capital Priority (5)	Lack of Mechanical Ventillation Partial (3) No Ventillation (5)	Equity (Within City of Toronto Neighbourhood Improvement Area) (5)	Final Score*
1	NOTRE DAME	S	11		6	10	10	10	12		5	5		58
2	ST MONICA	E	11	5		10	10	10	12		5	3		55
3	ST CYRIL	E	5		3	10	10	10	12		5	5		55
4	ST RAPHAEL	E	5		6	10		10	9		5	5	5	50
5	OUR LADY OF THE ASSUMPTION	E	5		15	15		5	6		5	3		49
6	CHAMINADE	S	10		3	15	10		9		5		5	47
7	ST JEROME	E	5		6	20		5	3			5	5	44
8	ST MARTIN DE PORRES	E	12		9	10		5	9			5	5	43
9	ST MICHAEL/ST PAUL AT DUKE OF YORK	E	9					10	15	5	5		5	40
10	ST GREGORY	E	2		3	10	10	5	9					37

Note*: In instances where there is a tie in scoring following application of the matrix to all TCDSB schools, the utilization rate is used as the determining factor to resolve the statistical tie.

2022 Rank	School	Panel	Trustee Ward	Capacity - Amount of Portables in use (Portable Capacity as a Percentage of Total Capacity) 1% to 20% (3) 21% to 30% (6) 31% to 40% (9) 41% to 50% (12) > 50% (15)	Capacity - 2026-27 Utilization Rate >120% (10) >150% (15) >175% (20)	Facility Condition Index 25% to 34% (3) 35% to 44% (6) 45% to 54% (9) 55% to 64% (12) > 65% (15)	Lack of Mechanical Ventilation Partial (3) No Ventillation (5)	Final Score*
1	ST ELIZABETH	E	4	9	10	9	3	31
2	ST BARTHOLOMEW	E	8		10	15	3	28
3	FRANCIS LIBERMANN	S	8	6	10	6		22
4	HOLY SPIRIT	E	7	3	10	6	3	22
5	ST SYLVESTER	E	7	6		15		21
6	ST BENEDICT	E	1	3		12	5	20
7	ST THOMAS AQUINAS	E	9			15	5	20
8	ST JOHN BOSCO	E	6			15	5	20
9	ST MARY	E	9			15	5	20
10	IMMACULATE HEART OF MARY	E	12			15	5	20

Note*: In instances where there is a tie in scoring following application of the matrix to all TCDSB schools, the utilization rate is used as the determining factor to resolve the statistical tie.



REPORT TO

REGULAR BOARD

FLAG FLYING POLICY A.04 (NEW)

"Obey the government, for God is the One who has put it there. There is no government anywhere that God has not placed in power. So those who refuse to obey the law of the land are refusing to obey God, and punishment will follow." Romans 13:1-2

Created, Draft	First Tabling	Review
August 10, 2021	September 7, 2021	

Paul Matthews, General Legal Counsel

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director of Academic
Affairs and
Chief Operating Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report recommends a new policy on Flag Flying Protocols at the Toronto Catholic District School Board to conform with current legal requirements and policies. The policy has been amended to add that the Board of Trustees may direct that flags be flown at half-staff. The Governance and Policy Committee previously requested that staff develop operational procedures to address the request for multiple flags being flown at the same time. Further the Indigenous Education Advisory Committee met on September 27, 2021 and advised that it is considering which Indigenous themed flag will be flown on a go forward basis. **The Operational Procedures have been drafted in consultation with the Indigenous Education Advisory Committee.**

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a new policy on Flag Flying Protocol.

C. BACKGROUND

1. At the Corporate Services Meeting on May 20, 2021, a motion was passed for staff to create a new policy on Flag Flying protocols.
2. This new policy reflects current legal requirements and alignment with related protocols:
 - (i) *National Flag of Canada Act S.C. 2012, c.12*
 - (ii) *Education Act – Ontario Regulation 298*
 - (iii) *Guidelines for National Symbols – Government of Canada*
3. At the Governance and Policy Committee meeting on October 5, 2021 the policy was referred back to staff to provide the Operational Procedures in Consultation with the Indigenous Education Advisory Committee.
4. This policy review was deferred at December 7, 2021 Governance and Policy Committee.

5. The report appeared and the January 11, 2022 Governance and Policy Committee where direction was given to staff to change and amend the draft policy. Those considerations and changes are presented.
6. A further report and draft policy was presented at the February 1, 2022 Governance and Policy Committee.

D. EVIDENCE/RESEARCH/ANALYSIS

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

This draft policy has been further updated to reflect language pertaining to the indoor display of flags at schools.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the newly created Policy on Flag Flying and Operational Procedures provided in Report Appendix A, be adopted.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: FLAG FLYING POLICY

POLICY NO: A.04

Date Approved:	Date of Next Review:	Dates of Amendments:
Cross References: <i>National Flag of Canada Act S.C.2012, c.12</i> <i>Education Act - Ontario Regulation 298</i> Guidelines for National Symbols – Government of Canada		
Appendix: Toronto Catholic District School Board Operational Procedure to Flag Flying Policy A.04		

Purpose:

The purpose of this policy is to prescribe procedures for flying the National Flag of Canada and other flags on Toronto Catholic District School Board properties.

Scope and Responsibility:

The Director of Education is responsible for this policy.

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 SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: FLAG FLYING POLICY

POLICY NO: A.04

Policy:

The Toronto Catholic District School Board's Flag Flying Policy will promote and maintain practices required by legislation on flying the National Flag of Canada and other flags on Toronto Catholic District School Board properties. This policy will ensure the proper protocols are followed to strengthen relationships, support organizations and activities of the Board, and to celebrate the values of Catholic education.

Regulations:

1. Ontario Regulation 298 under the *Education Act* requires that:
 - (i) S.5(1) *Every school shall fly both the National Flag of Canada and the Flag of Ontario on such occasions as the board directs.*
 - (ii) S.5(2) *Every school shall display in the school the National Flag of Canada and the Provincial Flag of Ontario.*
2. The National Flag of Canada shall be flown at the Catholic Education Centre, all schools and all Board facilities.
3. Where there are multiple flags displayed together, the National Flag of Canada shall be displayed above any other flag.
4. As Canada's paramount symbol of national identity, the act of flying the National Flag of Canada at half-staff is a dramatic visual statement that speaks to the shared sense of collective loss. All flags at Toronto Catholic District School Board schools and facilities shall be flown at half-staff upon the direction of the Board of Trustees or the Director of Education or designate. Flags are



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: FLAG FLYING POLICY

POLICY NO: A.04

flown at half-staff in recognition of the death of prominent public figures and other individuals.

5. Individual schools, at the direction of the principal and in consultation with their supervisory officer, may fly their flag at half-staff to recognize the death of a student or staff member.
6. On Remembrance Day, flags at all Toronto Catholic District School Board schools and facilities shall be flown at half-staff from 11:00am to the end of the instructional day as a symbol of respect.
7. All flags must be treated with dignity and respect at all times.
8. Flags should be regularly inspected for signs of wear and damage and shall be replaced when worn, noticeably faded or otherwise unfit for service. When a flag is worn and is no longer in a suitable condition for use, it should be destroyed in a dignified way.
9. When raised or lowered, a flag should be prevented from touching or falling to the ground.

Evaluation and Metrics:

The effectiveness of the policy will be evaluated on an as needed basis. The analysis and findings will be presented to the Board of Trustees on a five-year cycle to ensure compliance with current legislation and policies.

Toronto Catholic District School Board's Operational Procedure to Flag Flying Policy A.04

Except as otherwise indicated, the Toronto Catholic District School Board's Operational Procedure to Flag Flying Policy A.04 within the Toronto Catholic District School Board (TCDSB) will be as outlined by the Government of Canada.

School Principals should use their judgement and follow the procedure in the display of flags.

1. General

Flags shall be flown daily while the building is occupied by any staff member, including the holiday periods of Christmas, March and summer breaks. Other flags, banners or pennants can be flown as long as the Canadian flag is above all other flags on the mast. The Canadian flag should never be removed in order to fly another flag, banner or pennant. The Canadian flag must be the largest flag on the mast. The flying of any other flag, banner or pennant must be approved by the Director of Education. When a flag becomes worn, noticeably faded or otherwise unfit for services, a replacement should be ordered through the school office. When a flag is being handled, at no time should it touch the ground

2. Half-Staff

All flags at the TCDSB schools and facilities shall be flown at half-staff upon the direction of the Board of Trustees or the Director of Education or designate. Flags are flown at half-staff in recognition of the death of prominent public figures, students, employees and other individuals. Flags at the Catholic Education Center (CEC) and other central buildings of the Board will be flown at half-staff on the death of an elected member of the Board.

3. Other Flags

3.1 Indigenous Flag – A flag to be determined by the Indigenous Education Advisory Committee shall be flown at the CEC and all schools of the TCDSB throughout the year.

3.2 Pride Flag – The pride flag is to be flown at the CEC and all schools of the TCDSB throughout the month of June.

3.3 Indoor Flag Displays – Flags may be hung or displayed indoors at schools. Principals will make local decisions on the suitability of individual flags using professional judgement and discretion but all decisions must be made in accordance with Flag Flying Policy A.04.



REPORT TO

REGULAR BOARD

UPDATED REVISION OF THE DELEGATION AND PUBLIC PARTICIPATION POLICY T.14

*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	First Tabling	Review
May 26, 2021	June 1, 2021	
Paul Matthews, General Legal Counsel		
RECOMMENDATION REPORT		

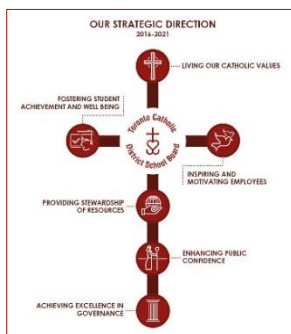
Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

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Associate Director of Academic
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Chief Operating Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

At the April 22, 2021 Regular Board meeting the changes to the Delegation Policy T.14 proposed by the Governance and Policy Committee were approved.

The policy requires revisions to a number of regulations to reflect directed amendments and to adjust the timeframe for delegates to provide their written submission and/or presentation to the Recording Secretary's Office.

The cumulative staff time required to prepare this report was 5 hours.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee as it recommends policy revision to selected Regulations.

C. BACKGROUND

1. This policy was originally drafted in November of 2010. The policy was last revised in April of 2021.
2. This report appeared at the June 1st session of the Governance and Policy Committee for minor revision of regulation 8.
3. This report appeared at the December 7, 2021 Governance and Policy Committee where staff were directed to amend several regulations. These are captured in the draft policy presented (Report – Appendix A).
4. The report appeared and the January 11, 2022 Governance and Policy Committee where direction was given to staff to change and amend the draft policy. Those considerations and changes are presented (Report – Appendix A).
5. Furthermore, the report was reviewed at the February 1, 2022 Governance and Policy Committee.

D. EVIDENCE

These proposed revisions are in keeping with Trustee direction.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Director, with the support of Legal Services.

F. IMPLEMENTATION

When finalized by the Committee, this revision will be presented to the Board of Trustees for its consideration and approval.

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the Board adopt the change to the recently revised Delegation and Public Participation T.14 policy.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

Date Approved: November 10, 2010 - Board	Date of Next Review:	Dates of Amendments: November 24, 2011 – Board December 13, 2012 – Board August 25, 2016 – Board April 22, 2021 - Board
Cross References: TCDSB Code of Conduct Policy, S.S.09 TCDSB Operating By-Law Number 175 <i>Ontario Human Rights Code</i> <i>Canadian Charter of Rights and Freedoms</i>		
Appendix A – Delegation Registration Form Appendix B – Delegation Registration Quick Fact Sheet		

Purpose:

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

Scope and Responsibility:

The policy applies to students, parents and community members making deputations to the Board or its committees, including public Statutory Committees, Standing Committees, Ad-Hoc Committees and Sub-Committees (“Committee(s)”) in accordance with the TCDSB By-Law Number 175. The Director of Education, with the assistance of the Recording Secretary, is responsible for this policy.

Page 1 of 12



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION
POLICY NO: T.14

Alignment with MYSP:

Living Our Catholic Values

Enhancing Public Confidence

Achieving Excellence in Governance

Policy:

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

Regulations:

Appropriate Forums for Delegations

1. Given the division of work between Board meetings and Committee meetings, the Chair of the Board, in consultation with the Director of Education, retains discretion to reasonably determine whether or not a delegation at Regular or Special Board meetings will be received. only if any of the criteria below are met:
 - (i) In exceptional circumstances; or
 - (ii) If the matter is deemed to be time sensitive; or



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

(iii) If a new item/report or new information has been placed on the agenda/addendum, that has not been dealt with at a Committee.

(iv) If a delegation is in regard to a recommendation from a Statutory Committee

2. Delegates may be heard at public Committees of the Board on an item on the agenda or concerning matters within the Committee's terms of reference. The topic of deputation will determine at which Committee the delegate will be heard. The Chairs of the Committees of the Board, in consultation with the Director of Education, retains discretion to reasonably determine whether or not a deputation will be received.
3. Delegates may be the subject of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff. (By-Law Section 10.9.11). A report may be requested following a delegation in special circumstances on a majority vote when:
 - (i) An item is deemed urgent;
 - (ii) At the recommendation of the Director of Education; or
 - (iii) The topic is time sensitive.
4. If any delegate requires assistance to submit their request to delegate, they should contact the Recording Secretary's Office. Any delegate with a disability will be accommodated by being provided assistance to submit their request to delegate.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION
POLICY NO: T.14

Submitting a Request to Delegate

5. No one may display signs or placards, applaud, or debate those who are making deputations or engage in other conversations or other behaviours that may disrupt the meeting.
6. The local Trustee will be notified if a delegate registers to make a deputation on a subject matter that is Ward specific.
7. Potential delegates shall submit a Delegation Registration Form to the Recording Secretary's Office no later than 12:00pm, two (2) business days preceding the meeting at which the individual or group intends to delegate.

If the meeting is on:	The Delegation Registration Form <u>MUST</u> be submitted by:
Monday	Thursday at 12:00pm
Tuesday	Friday at 12:00pm
Wednesday	Monday at 12:00pm
Thursday	Tuesday at 12:00pm
Friday	Wednesday at 12:00pm

8. All delegates must:
 - (i) submit a written copy of their deputation (verbatim speech, which should be separate from any possible PowerPoint



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION
POLICY NO: T.14

presentation/supporting materials) to the Recording Secretary's Office no later than two (2) business days preceding the meeting at which the individual or group intends to delegate.

(ii) Any visual or written presentation or materials a delegate intends to provide or project on screen during the deputation must be provided to the Recording Secretary of the Board no later than 12:00 pm, two (2) business days preceding the meeting at which the individual or group intends to delegate. The Board reserves the right to accept, reject or modify such materials, which notice of same provided to the delegate at least 24 hours before the meeting. Personal or private information included in the delegate's materials will be removed.

9. If a delegate requires accommodation to submit their request, they should contact the Recording Secretary's Office for assistance.
10. Any delegate who wishes to make their deputation by electronic means rather than in person, should contact the Recording Secretary's Office.
11. A deputation may be made on a topic only once to the Board or any Committee within a 12-month period, unless the subject matter of the delegation has changed substantially since the prior deputation was made.
12. A delegate may request that their deputation be made to the Board of Trustees or a Committee of the Board in private session if the matter involves the disclosure of intimate, personal or financial information in respect of a



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION
POLICY NO: T.14

member of the Board or Committee, an employee or prospective employee of the Board or a pupil of his or her parent or guardian. The Director, Board Chair or Chair of a Committee may determine at the Committee Agenda setting meeting to schedule a delegation in closed session if the matter is deemed to be of a confidential nature as per the *Education Act*.

Private Session or In Camera mean a meeting of the Board or any Committee of the Board which is closed to the public in accordance with the *Education Act*, when the subject-matter under consideration involves:

- (i) The security of the property of the TCDSB
- (ii) The disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of TCDSB or a pupil or his or her parent or guardian;
- (iii) The acquisition or disposal of a school site;
- (iv) Decisions in respect of negotiations with employees of the TCDSB;
- (v) Litigation affecting the TCDSB; or
- (vi) An ongoing investigation under the *Ombudsman Act* respecting the Board of Trustees.

13. If the number of oral delegation requests exceeds the maximum number of delegations permitted, the Recording Secretary in consultation with the Director or designate may request that potential delegates be contacted and propose that the potential delegate submit a written delegation instead of an oral delegation, or be advised of an alternate meeting date to delegate.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION
POLICY NO: T.14

If a Special Meeting is called to hear delegations, the corresponding agenda item will be deferred to that Special Meeting. The Recording Secretary will contact delegates as soon as possible informing them about the change in their delegation meeting date.

Delegation Requirements

14. There may be up to a maximum of ten (10) deputations per meeting

15. Priority for the right to delegation is given to a parent or guardian of a TCDSB student and Toronto resident Catholic electors.

16. A Delegate may only speak once at a particular meeting.

17. Delegates and their topic of deputation will be listed on the agenda of the meeting. Private information shall not be included.

18. Delegates will:

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

19. Delegates are not permitted to:

- (i) make negative or derogatory personal references, or
- (ii) ask questions or cross debate with other delegates, staff or Trustees of the Board.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

20. During a deputation, should the delegate use offensive language or the name/title/position of any person in a negative, critical, or derogatory fashion, directly or indirectly, the Chair of the meeting shall advise the delegate to cease using offensive language or refrain from negative or derogatory personal references. Should derogatory language or personal references continue to be made, the Chair has the authority to stop the delegate from proceeding.
21. The Board may decide to move a public deputation to a private session. During a deputation in a private session of a regular or special Board meeting or Committee meeting, should a situation arise where a delegate intends to refer to someone in a negative way then the following will apply:
- (i) Delegates intending to use the name/title/position of any person in a negative or critical fashion must indicate this intention at the time of registration and prior to presenting. The delegate will be required to address the Committee or Board in private session.
 - (ii) The Board shall inform staff if a delegate intends to speak about them at a Committee or Board meeting, in a negative or critical fashion. The staff member has the right to be present during the deputation and be represented by the agent of their choice.
22. The Chair of the meeting may expel or exclude any person including a delegate from the meeting should they engage in conduct contrary to the TCDSB Code of Conduct or Respectful Workplace Guidelines, or fail to comply with this Policy.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

23. The Chair of the Board or Committee and the Director of Education reserves the right to refuse any delegation request to ensure compliance with applicable law including, but not limited to, the *Ontario Human Rights Code*, the *Canadian Charter of Rights and Freedoms* and relevant privacy law. A person who is denied a request to delegate will be provided a written reason for the denial.
24. Commercial enterprises are prohibited from delegating before the Board of Trustees or a Committee of the Board for the purpose of promoting their product or service.
25. Board and some Committee meetings are recorded and broadcast live. The recording is retained as a public record of the proceedings. Delegates that are part of recorded proceedings are so advised and consent to being recorded.
26. At the conclusion of the deputation the Chair or Director will advise the delegate as to how the matter will proceed and the estimated timeline. Where an item has been referred to staff, staff will communicate follow-up actions to the delegate.

~~26. Priority for the right to delegate is given to:~~

- ~~(i) A parent/guardian of a Toronto Catholic District School Board student~~
- ~~(ii) Catholic voter/resident of Toronto~~



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

Delegations by Staff

27. Employees of the Board or representatives of employees are not permitted to delegate to the Board or Committee:

- (i) to express their views relative to their employment or professional interest;
- (ii) is a matter dealt with by the employee's professional association or under a Collective Agreement to which the Board is a party, such submission shall be dealt with in accordance with the provision of such Collective Agreement;
- (iii) a request for delegation from staff, regardless of topic, will be considered and may be accepted solely in the discretion of the Board or Committee in consultation with the Director of Education.

28. Delegates who are TCDSB employees shall disclose this information at the time of registering to delegate and at the beginning of their deputation.

Time Allotted for Delegation

29. The length of time allotted for a delegate speaking to the Board of Trustees or a Committee of the Board will be up to a maximum of three (3) minutes.

30. The delegation period shall be limited to a maximum of 60 minutes. The maximum time limit may be amended by a 2/3 vote of all members of the Board or Committee eligible to vote.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

31.A Trustee may ask up to two (2) clarifying questions of the delegate for a maximum of 3 minutes, which includes the delegate's response.

32. Questions asked by Trustees are limited to clarifying questions only. No questions of staff are permitted. The Director may clarify information.

Definitions:

Delegate

A delegate may include:

- (1) an individual speaking on his or her own behalf;
- (2) an official representative of a TCDSB committee;
- (3) an official representative of student government; or
- (4) a spokesperson for another group or organization.

Deputation

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

Receipt

Receipt is a motion of the Board of Trustees acknowledging that the deputation has been heard by the Board of Trustees and been made accessible to the public. A motion to receive or hear a delegation or presentation, or a motion to receive a communication or other matter shall not be construed as constituting the approval of the Board of Trustees.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION
POLICY NO: T.14

Receipt and Referral

Receipt and Referral to Staff is a motion of the Board of Trustees requesting staff to consider the presentation by the delegate and to communicate to the delegate appropriate action taken to ~~remedy~~ **address** the matter. All motions to refer require appropriate and succinct instruction for the receiving body.

Evaluation and Metrics:

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

Trustees and the Director shall review the process of delegation every three (3) years to ensure that it was fair, equitable and supported the goals of the TCDSB the Multi Year Strategic Plan.



REPORT TO

REGULAR BOARD

UPDATE TO POLICY ON GROUNDS – OUTDOOR PLAY ENVIRONMENTS B.G.01

*“I can do all things through him who strengthens me.”
Philippians 4:13 (nrsvce)*

Created, Draft	First Tabling	Review
December 13, 2021	February 1, 2022	

Lyn Northey, Senior Coordinator, Capital Development
 Morris Iafrate, Senior Coordinator, Asset Management & Renewal
 Milka Zlomislic, Superintendent, Capital Development, Asset Management & Renewal
 John Wujek, Superintendent, Area 5 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

A. Della Mora
 Associate Director of Academic
 Affairs and
 Chief Operating Officer

D. Boyce
 Associate Director of
 Facilities, Business and
 Community Development

R. Putnam
 Chief Financial Officer and
 Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current Policy on Grounds – Outdoor Play Environment B.G.01 to conform to current practice and policies.

The cumulative staff time required to prepare this report as associated documents was 30 hour.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Policy on Grounds – Outdoor Play Environment B.G.01 was first approved in March 1980 and has been amended in June 1986, October 1982, February 17, 2005, and November 24, 2016.
2. Changes to this policy reflect current practice and alignment with the following related policies added to this policy:
 - F. F. 02 Donation and Sponsorship Policy
 - T. 7 Community Engagement Policy
 - T.16 Logo Use Policy
 - TCDSB Playground and Schoolyard Revitalization Guidelines & Operating Procedures
3. Changes in the policy also reflect Capital Development, Asset Management & Renewal (CDAMR) and Environmental Support Services (ESS) staffing reorganization, it's Standard Guidelines and Operating Procedure and alignment with the Playground and Schoolyard Revitalization Fund.
4. This draft policy appeared to the Governance and Policy Committee on February 1, 2022.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the CDAMR, ESS, Finance, Planning and Development, Materials Management and Communications Departments, as well as Superintendents for Equity and Indigenous Education, Special Services, Accessibility, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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 POLICY ON GROUNDS – OUTDOOR PLAY ENVIRONMENTS B.G.01 provided with this report as Appendix A, and accompanying appendices, be adopted.



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: GROUNDS
POLICY NAME: OUTDOOR PLAY ENVIRONMENT
POLICY NO: B.G. 01

Date Approved: BM p 315, Mar 80.	Date of Next Review:	Dates of Amendments: BM p 126, 19 Jun 86 BM p 216, 21 Oct 82 February 17, 2005 – Board November 24, 2016- Board February 3, 2022 - Board
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Cross References:

Accessibility for Ontarians with Disabilities Act (AODA)

CSA Z614 Standard

F. P. 01 Purchasing Policy

F. F. 02 Donation and Sponsorship Policy

S. 25 Good Neighbour Policy

S.M. 04 Fund Raising Policy

T. 7 Community Engagement Policy**T.16 Logo Use Policy**

Education Act R.R.O. 1990 Regulation 298, Operation of School, s. 24 (1) & (2), s. 25(1) & (2).

TCDSB Playground and Schoolyard Revitalization Guideline & Operating Procures

TCDSB FDK Playground Standard

Appendices:**Appendix A – Playground and Schoolyard Revitalization Guidelines & Operating Procedures****Appendix B – Project Request Fund Application Form****Appendix C – Project Request Details Form****Purpose:**

To provide appropriate outdoor physical play environments that enhance the creative, social and physical development and well-being of students. Outdoor physical play environments include, but are not limited to, outdoor activity



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: GROUNDS
POLICY NAME: OUTDOOR PLAY ENVIRONMENT
POLICY NO: B.G. 01

equipment and play structures.

Scope and Responsibility:

This policy applies to all Board sites where an outdoor physical play environment is initiated and implemented. The Director of Education, supported by the Superintendent of Facilities **Superintendent of Capital Development, Asset Management & Renewal (CDAMR)** is responsible to implement the Outdoor Play Environment Policy. Principals are responsible to communicate with ~~Superintendent of Facilities~~ **CDAMR Superintendent** when considering initiating outdoor activity equipment.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Policy:

The Toronto Catholic District School Board (TCDSB) acknowledges that part of children's development occurs during periods of play. Accordingly, the TCDSB endorses appropriate outdoor physical play environments to enhance the creative, social and physical development and well-being of students.



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: GROUNDS
POLICY NAME: OUTDOOR PLAY ENVIRONMENT
POLICY NO: B.G. 01

Regulations:

1. Funding for the purchase and installation of outdoor activity equipment may be through ~~non-Facilities~~ **non-CDAMR** sources, such as the Catholic School Parents Council (CSPC), fund-raising or municipal development funds, other external grants or other funding sources identified by the Board. Guidelines and Procedure are provided at the following link:
<https://www.tcdsb.org/Board/Policies/Documents/PlaygroundandSchoolyardRevitalizationFund.pdf>
2. If applicable, in conjunction with a site improvement project such as asphalt re-surfacing, school yard improvements and/or a tree planting initiative, the site preparation work associated with a play structure installation and/or a school yard greening project, may be funded by the Board's School Renewal Program, administered through ~~Facilities—Services~~ **Capital Development, Asset Management & Renewal (CDAMR) or Environmental Support Services (ESS)**, and subject to Board approval of the funding through the School Renewal Program.
3. Implementation of exterior play environments shall comply with the TCDSB Purchasing Policy for consultant and contractor selection and where applicable be supervised by ~~Facilities—Services~~ **CDAMR/ESS** in consultation with the school community.
4. Consultation with the school community – **the Principal**, parents and staff, and where applicable the local community, will be undertaken as required as part of the project development.
5. **As part of the consultation and design process, which includes the Indigenous Education Department, it is important that Indigenous cultures and histories, as they relate to the site, be incorporated and recognized.**



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: GROUNDS
POLICY NAME: OUTDOOR PLAY ENVIRONMENT
POLICY NO: B.G. 01

6. The Principal will select a representative group of school community stakeholders to act as members of the Local Schoolyard Committee (LSC).
7. The Principal, in consultation with the ~~Facilities Services Department~~ **CDAMR/ESS Departments**, will approve the location of a new play structure or play area on the site, taking into account site supervision and safety, as well as site conditions, such as grading, under-ground services, fire route, other access routes **and ongoing operation and maintenance**.
8. Initiation of exterior play environments shall be requested through the Principal to ~~Facilities Services Department~~ **CDAMR**. ~~Facilities Services~~ **CDAMR/ESS** staff shall provide technical resources and administration of the project, from design through to procurement and construction.
9. ~~The services of a landscape architect, architect or geotechnical engineer may be required~~ **Professional consulting services, for example a landscape architect or geotechnical engineer, may be required** to address sub-base drainage or grading issues, as well as other design or installation considerations, specific to the site and the project. In such cases, the cost of the consultant, and any associated testing or surveys may be charged to the School Renewal Program, subject to available funding and approval through the School Renewal Program. Otherwise, the cost of the consultant, if required or recommended by ~~Facilities~~ **CDAMR** staff, shall be incorporated into the project budget.
10. Where outdoor activity equipment is being considered by a school community, the school's Superintendent of Education shall make the school community aware of the financial, safety, and social implications of such installation.
11. The Principal will highlight the safety and operational aspects of the playground equipment to the school community on an annual basis.

POLICY SECTION: BUILDINGS/PLANT/GROUNDS

SUB-SECTION: GROUNDS

POLICY NAME: OUTDOOR PLAY ENVIRONMENT

POLICY NO: B.G. 01

12. All playground equipment installed on a TCDSB site shall comply with Board specifications and other jurisdictional codes. The Board is responsible for the maintenance and inspection of the equipment and site.
13. **In addition to meeting the legislated requirements of AODA standards, all new playground equipment or improvements shall promote further inclusivity by considering the diverse physical, cognitive, social and learning needs of all students.**
14. Choice of surface materials shall comply with **Canadian Standards Association (CSA)** standards.
15. All outdoor activity equipment installed on TCDSB premises, upon Board approval, shall become the property of Toronto Catholic District School Board.
16. Where outside agencies such as the City of Toronto have proposed a cost sharing arrangement for the provision and installation of playground equipment, TCDSB shall have regard for City of Toronto criteria in selecting candidate sites for funding under this program.
17. **Any requests from external individuals or organizations wanting to be acknowledged for their contribution to a project will be governed by TCDSB Donations and Sponsorship F.F.02 (see Appendix A, Part III for details). All costs associated with a plaque must be funded by the project.**
18. **Elements added as memorials (ex. trees, benches) may commemorate the individual(s) with the addition of a plaque that meets TCDSB guidelines (see Appendix A, Part III for details). All costs associated with a plaque must be funded by the project.**



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: GROUNDS
POLICY NAME: OUTDOOR PLAY ENVIRONMENT
POLICY NO: B.G. 01

Evaluation and Metrics:

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

1. The safety of outdoor play environments will be monitored regularly by the **Environmental Support Services Department and accident reports by the Risk Management Department.**
2. Feedback will be obtained from parents on the usefulness of the policy.



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

PLAYGROUND AND SCHOOLYARD REVITALIZATION: STANDARD GUIDELINES & OPERATING PROCEDURE

Table of Contents

Part I: Administrative Procedure

Part II: Playground and Schoolyard Revitalization Fund

Part III: Plaques

Part IV: Frequently Asked Questions

Part V: Glossary of Terms



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

FACILITIES DEPARTMENT ADMINISTRATIVE PROCEDURE

Part I: Administrative Procedure

Step 1: Forming a Local Schoolyard Committee

Action for Principal (or school staff designate): Select members and form Committee

- 1.1 To begin an outdoor environment improvement initiative at your school, first, the school community, under the direction of the Principal, must form a an Outdoor Environment Committee **Local Schoolyard Committee (LSC)**. The Principal will oversee the Outdoor Environment Committee and act as the main point of contact between the Committee and the TCDSB's Landscape Supervisor. The Committee will include the Principal, parents, staff, and, optionally, students.
- 1.2 **The Principal will oversee the LSC and act as the main point of contact between the LSC and the TCDSB assigned staff. The LSC will include the Principal, parents, staff, Trustee, and students. The Principal may designate a school staff member as the Chair of the LSC.**
- 1.3 In consultation with the Area Service Quality Supervisor (SQS), the Outdoor Environment Committee **LSC** will determine the category of work as per Table 1 (found at the end of Appendix A).

Step 2: Completing the Project Request & Playground Reserve/Schoolyard Revitalization Fund Application Form (Appendix B)

Action for Principal (or school staff designate): Complete and submit Appendix B

1. The Principal and Area SQS will complete "Appendix B" and submit it to the Landscape Supervisor. **Sustainable Outdoor Environment (SOE) Team through the playgrounds@tcdsb.org e-mail.** The ~~completion and submission~~ of Appendix B confirms a request. Requests will be logged by the Landscape Supervisor and ordered by the date received. A Request Reference Identification number will be assigned at this point.
- 2.1 **The completion and submission of Appendix B confirms a request. Requests will be logged by the SOE Team and processed in order by the date received. A Request Reference Identification number will be assigned at this point, as well as supervising staff.**
- 2.2 ~~The Landscape Supervisor~~ **The SOE Team** will confirm receipt of the request and the category of work with the Principal and Area SQS.
- 2.3 ~~To apply for the Playground Reserve Funds~~ **Playground and Schoolyard Revitalization Fund,** be sure to indicate this in application accordingly in ~~Section A: Playground Reserve Application~~ **Appendix B, Section A: Playground and Schoolyard Revitalization Fund** as well as identifying the local trustee and ward of the school.
- 2.4 Refer to Table 1 for project categories.



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

- a. For Category 1 Projects, proceed directly to Step 6 – Category 1 Projects.
- b. For Category 2 and 3 Projects, proceed to Step 3 through Step 6 – Category 2 & 3 Projects.
- c. For Category 4 Projects, proceed to Step 3 through Step 6 – Category 4 Projects.

Step 3: Completing the Project Request Details Form (Appendix C)

Action for Principal: Work with LSC to Complete and Submit Appendix C

- 3.1 ~~The Landscape Supervisor~~ **The assigned TCDSB staff** will contact the Principal to schedule a meeting with the school's ~~Outdoor Environment Committee~~ **LSC** and provide ~~resources/guidance resources to assist the school in preparing their project request. Resources~~ to include:
 - i. Tools for gathering data from the school community (Sample school community surveys, design 'charrette'/workshop **outlines**, etc.)
 - ii. **Basic Site Plan for surveying and analyzing the school ground and brainstorming for future elements**
 - iii. Examples of landscape elements or features from TCDSB approved vendors
 - iv. ~~List of applicable grants and application requirements~~
 - v. ~~List of local schools with similar improvements~~
- 3.2 ~~The Outdoor Environment Committee~~ **The LSC** will engage the school community to determine project themes and gain **consensus** on project focus (with the use of survey data, design charrettes, etc.), the results of which will be submitted with Appendix C as part of Section D: Supporting Documents.
- 3.3 ~~The Outdoor Environment Committee~~ **The LSC**, Area SQS, and Head Caretaker complete the Appendix C package with the assistance of the ~~Landscape Supervisor~~ **SOE Supervisor**. This package outlines the details of the project, special considerations, maintenance, and curriculum and developmental objectives for the project.
- 3.4 Renewal Management and the ~~Landscape Supervisor~~ **SOE Supervisor** will review the completed Appendix C package, providing feedback and recommendations as required. *Note: Appendix C, Section D requires the submission of the following supporting documents:*
 - a. ~~A detailed site plan~~ **A detailed existing site plan (provided by staff) identifying areas where snow is piled******
 - b. A concept diagram, **sketch or drawing**
 - c. ~~Details or specifications of proposed structures~~ **Images or details of proposed structures or changes**
 - d. Photographs of the proposed site
 - e. The methods **and school community survey** results from school community engagement
 - f. Any additional documents in support of the school's proposed project



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

Step 4: Design Development

Principal Action: Ensure all required CSPC, Donated Funds or Grants have been provided to the TCDSB Finance Department

1. ~~When the project **requires** a Landscape Architect; the Outdoor Environment Committee will work with an external Landscape Architect or the internal Landscape Consultant on design development. A report will be written by the Landscape Supervisor to the required governing approval bodies to approve the budget is required if an approved project is not pre-existing. CSPC funding must be submitted to the TCDSB Finance Department prior to engaging a consultant. When required, an external consultant is to be engaged by the Landscape Supervisor not directly by the school. Note: Category 4 projects (those with a projected project of cost over \$100,000.00) will require an external Landscape Architect. The Internal Landscape Consultant will provide guidance on which category a project falls into as required.~~

4.1 All CSPC or other sources of project funding must be submitted to the TCDSB Finance Department prior to engaging a consultant.

4.2 When the project *requires* professional consulting services, for example, a Landscape Architect; the LSC will work with an external consultant on design development. A report will be written by the assigned Supervisor to the required governing bodies to approve the budget is required (and if an approved project is not pre-existing).

4.3 When required, an external consultant is not to be engaged directly by the school. TCDSB assigned staff will coordinate procurement of any vendor with the Materials Management and Finance Departments.

4.4 *Note: Category 4 projects (those with a projected project of cost over \$100,000.00) will require an external Landscape Architect. The Area SQS and SOE Team will provide guidance on which category a project falls into as required.*

4.5 When the project *does not require* a Landscape Architect; the Outdoor Environment Committee **LSC will work with the Internal Landscape Consultant on design development **as applicable**.**

Step 5: Final Project Approval & Tender Document Preparation

Principal Action (or staff designate): Communicate project updates from TCDSB staff to school community

- 5.1 The Senior Coordinator of Capital Development, Asset Management & Renewal (CDAMR) will approve Appendix C – Section J, providing sign off for the project. **Any changes to the plan after this point will require the school to start the process over again.**



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

- 5.2 The design is finalized by the external Landscape Architect or internal Landscape Consultant and construction documents are prepared.

Step 6.1 – Category 1 Projects: Project Award & Construction Completion

Principal Action (or staff designate): Communicate project updates from TCDSB staff to school community

- 6.1.1 Prior to acquiring final quotations from preapproved Board vendors for the project, the school must deposit the balance of project funds into the TCDSB account with the Finance Department via the Area SQS.

- 6.1.2 The Area SQS gathers quotations for the project as per TCDSB procurement guidelines.

- ~~1 The project is awarded to the vendor with the lowest, compliant quotation.~~

If the quotation is within the available budget:

- 6.1.3 The required staff will approve the quote and the project awarded to the vendor with the lowest, compliant quotation.

- 6.1.4 Finance sets up budget and a Purchase Order is generated.

- 6.1.5 The Area SQS oversees the project as it moves through the construction and post construction phases with consultation from the ~~Landscape Supervisor~~ **SOE Team** if/as required.

If the quotation exceeds the available budget:

- 6.1.6 The project may not proceed unless funding is available in the Renewal Contingency or additional CSPC funds/grants. A report requesting additional CDAMR funding must be written to the required governing bodies to approve a budget increase.

Step 6.2 – Category 2 & 3 Projects: Project Award & Construction Completion

Principal Action (or staff designate): Communicate project updates from TCDSB staff to school community

- 6.2.1 Prior to tendering to preapproved Board vendors for quotations for the project, the school must deposit the balance of project funds into the TCDSB account with the Finance Department via the Internal Landscape Consultant.

- 6.2.2 The Internal Landscape Consultant ~~submits~~ **will submit** the construction tender package to Materials Management staff and it will be issued as per TCDSB procurement guidelines.

- ~~1 The project is awarded to the vendor with the lowest, compliant quotation.~~

If the project is within the available budget:

- 6.2.3 A report is written to the required governing approval bodies, awarding the project to the lowest, compliant bidder.



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

- 6.2.4 Finance sets up budget and a Purchase Order is generated.
- 6.2.5 The Internal Landscape Consultant oversees the project as it moves through the construction and post construction phases.

If the project exceeds the available budget:

- 6.2.6 **The project may not proceed unless funding is available in the Renewal Contingency Allowance or through additional CSPC funds/grants. A report requesting additional CDAMR funding must be written to the required governing bodies to provide a budget increase and be approved.**

Step 6.3 – Category 4 Projects: Project Award & Construction Completion

Principal Action (or staff designate): Communicate project updates from TCDSB staff to school community

- 6.3.1 Prior to tendering the project for construction, the school must deposit the balance of project funds into the TCDSB account with the Finance Department via the Landscape Supervisor.
- 6.3.2 The Project Supervisor submits the construction tender package to Materials Management **staff** and it is issued as per TCDSB procurement guidelines.

If the project is within the available budget:

- 6.3.3 A report is written to the required governing approval bodies to award the contract to the lowest, compliant bidder and proceed with the project.
- 6.3.4 Finance sets up budget and a Purchase Order is generated.
- 6.3.5 The Landscape Architect supervises the contractor with support from the Landscape **Project Supervisor** as the project moves through the construction and post construction phases.

If the project exceeds the available budget:

- 6.3.6 **The project may not proceed unless funding is available in the Renewal Contingency Allowance or additional CSPC funds/grants. A report requesting additional CDAMR funding must be written to the required governing bodies to provide a budget increase and be approved.**



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

Table 1	Category 1	Category 2	Category 3		Category 4
Total Project Cost	Up To \$25,000	Up to \$25,000	\$25,000 - \$50,000	\$50,000 - \$100,000	\$100,000 +
Timeline	Approx. 6 months	Approx. 6 months - 1 year	Approx. 1-2 years	Approx. 2-3 years	Approx. 2-3 years
Examples	Site specific projects such as tree planting, food or habitat gardens, some kindergarten elements General, simple installations and small projects such as sports equipment, in-ground elements, and kindergarten elements	Site specific projects such as outdoor classrooms, in-ground elements, including some kindergarten elements Site specific projects that require design: examples include habitat gardens, tree planting, outdoor classrooms, in-ground elements, and kindergarten elements	Play structures, shade structures, larger scale in-ground elements. These projects may require significant asphalt removal and/or detailed design	Medium scale projects with multiple elements such as play structures, shade structures, larger scale in-ground elements and require detailed design	Larger scale projects with multiple elements such as artificial turf fields, complete site redevelopment and require professional design services
Consultant	Consultation provided by the Internal Landscape Consultant				Consultation provided by an external Landscape Consultant
TCDSB Project Lead	Area SQS	Landscape Supervisor Sustainable Outdoor Environment Supervisor			
Notes	Fundraising efforts may extend project timelines. Some larger projects may require or benefit from a master plan prepared by a Landscape Consultant to provide a unified vision and visual material for the Outdoor Environment Committee LSC and school community to utilize for fundraising. The Landscape Supervisor Area SQS or SOE Team will advise if this option is suitable for a school's project.				



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

Part II: Playground and Schoolyard Revitalization Fund

What is the Playground and Schoolyard Revitalization Fund ?

The Playground and Schoolyard Revitalization Fund is an internal fund made available from the annual School Renewal Plan, approved by the Board. The Playground and Schoolyard Revitalization Fund will allocate \$100,000.00 of funding per ward for a total of \$1.2 million.

How to Apply for the Playground and Schoolyard Revitalization Fund

1. To apply for Playground and Schoolyard Revitalization Fund, complete and submit Appendix B: Project Request & Playground and Schoolyard Revitalization Fund Application Form by email to play.ground@tcdsb.org as described in Part I, Step 2.

Selection Process

1. A Selection Committee will be formed for each ward with members consisting of the local trustee, a Business Supervisory Officer, an Academic Supervisory Officer and a parent council representative from a school that has not applied for the Playground and Schoolyard Revitalization Fund.
2. Decisions for awarding funds will be made by consensus. If a consensus cannot be reached, the Director of Education will make the final decision.
3. The criteria shown in Table 1 will be used to evaluate and rank submissions.

TABLE 1	Primary Criteria	Points
1	Socio-Economic Data	10
2	Existing Site Conditions	10
3	Existing Site Elements	10
4	Local School Planning Preparedness	10

4. Depending on the number of submissions received and a determination by the selection committee on whether to distribute the available funding to one or more schools, secondary criteria (listed in Table 2) will be used to further rank similarly high scoring schools being considered for funding.

TABLE 2	Secondary Criteria
1	Existing comparable play structure, outdoor sports court, play element, or other landscape element adjacent to the site
2	Community green space adjacent to the site
3	Access to shade on site
4	Access to natural features/play surfaces on site



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

5	Percentage of yard space that is hardscape versus softscape
6	Availability of partnerships/external funding

5. Projects will follow the implementation process as described in Part I.
6. Surplus funds, that are less than the value to fund the least costly outdoor element available, will be returned
7. Implementation timeline for all Playground and Schoolyard Revitalization Fund projects will be reflective of current staff capacity.



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

Part III: Plaques

Donor Plaques

Donors can be recognized for their contribution to projects with the addition of a plaque.

Approval from the Partnership Development Department is required.

Plaque Template

Size Requirements: 2" x 4" (INCLUDE CM)

Font Requirements: All plaques must follow TCDSB's [Corporate Branding Guidelines](#), using only approved TCDSB fonts: Century Gothic and/or Garamond.

Layout Requirements:



TCDSB Logo Usage: All plaques must include the TCDSB logo, and be consistent with the [Logo Use Policy T.16](#). This includes approval for the use of the TCDSB corporate logo being made to the TCDSB Communications Department.

Installation Requirements:

- A recognition plaque may be installed on or near a play element or in-ground element, provided it does not interfere with the safety, purpose, use or function of the element.
- Alternatively, plaques may be installed in the school.

Memorial Plaques

All memorial plaques to be designed in consultation with Board staff and requires staff approval.



Part IV: Frequently Asked Questions

General Questions

1. How does TCDSB facilitate and manage locally funded playground projects?

The TCDSB's process of managing playground projects is outlined in the Standard Operating Procedure (SOP) associated with the Improvements to Outdoor Play Environments Policy – B.G. 01. The Policy and SOP can be found [here](#).

2. What types of projects must follow this procedure?

Any permanent installation on TCDSB property must follow this initiative, including but not limited to, benches, planters, gardens, play structures or elements, sports equipment, tree plantings, etc.

3. Where is the information about Project Category? How does the LSC determine the accurate Project Category?

The project scale and available budget define the Project category. The categories are defined in Part I, Table 1. The SOE Team or Area SQS can advise on a project category. Note a Project Category may change due to available budget, fundraising efforts, or project costs.

4. Do all projects require the use of a Landscape Architect?

No, not all projects require the use of an external Landscape Architect. The SOE Team or Area Service Quality Supervisor can provide guidance on specific requirements for the project at your school.



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

5. What are Supporting Documents for the Appendix B: Project Request?

Supporting documents can include photographs of the site, a site plan or aerial image, survey questions and results, letters of support from stakeholders or donors, budget quotations/pricing, and/or any other record of planning, engagement and research that has taken place prior to the point of submission. Supporting documentation shows a LSC's local planning preparedness, a scoring criteria for the Playground and Schoolyard Revitalization Fund.

6. Who retains vendors for the project?

The TCDSB retains vendors (consultants, contractors and suppliers) for the project.

7. Who at the board can assist with completing the project request forms?

The SOE Team or Area SQS can assist with the Appendix B and Appendix C forms as their schedules permit.

8. How can we obtain a current site plan or aerial image of school site?

Through the school Principal, please contact the Area SQS or SOE Team for assistance with obtaining a site plan for your school

9. How do we engage our school community? Why do we have to?

As per the Community Engagement Policy T.7 (which can be found here), "The TCDSB will commit to ensuring that meaningful input from our school community members is considered to ensure initiatives, policies, and practices reflect our mission and meet the expectations of the communities served by the TCDSB." The Landscape Supervisor and/or consultants can help



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

schools engage their communities through suggested methods including but not limited to:

- Online or Offline Surveys
- Dot-mocracy surveys
- Design charrettes
- Local Schoolyard Committee Meetings

Playground and Schoolyard Revitalization Fund Application Questions

1. Are secondary schools eligible for Playground and Schoolyard Revitalization Funds?

Yes, all schools within the TCDSB are eligible to apply for the Playground and Schoolyard Revitalization Fund.

2. Where can applicants find quotes for the various types of equipment that can be included in playground reserve?

The TCDSB has several prequalified playground vendors, a list can be provided by staff. Please note, when reaching out to vendors, it must be made clear that the quotes being obtained are for budgetary purposes for a grant application.

3. Where can applicants find quotes or estimates for various surfaces that could be included in their playground reserve proposals?

Through the school Principal, please contact the Area Service Quality Supervisor (SQS) for the updated list of estimated unit prices for various surface treatments including tub-ground mulch, engineered wood fibre, limestone screening, rubberized surface, asphalt, and artificial turf.



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

4. Are there time limits for the use of the Playground and Schoolyard Revitalization Funds?

Requirements for the time limits of the Playground and Schoolyard Revitalization Funds will align with the Renewal Plan that funded said project.

Fundraising & Financial Questions

1. Who collects the funds raised for the project – either TCDSB or school's CSPC? How are the donations collected through Canada Helps?

All donated funds received are collected by the TCDSB Finance Department and are deposited in a separate account tied to the school, CSPC and project.

2. Can the school's CSPC issue tax receipts for these donations just like we do for our fundraising campaign?

Donation receipts will be issued upon receipt of funds.

3. If donations are made to TCDSB, will the Board issue tax receipts for donations?

Yes, donation receipts will be issued upon receipt of funds.

4. What funding sources are available to schools for Playground and Schoolyard Revitalization?

The Ministry of Education provides the TCDSB with a School Renewal Allocation annually, which is discretionary funding for projects like interior finishes, built-in furnishings, site work...etc. Subject to approval and available, School Renewal Allocation funds *may* be used for playground and schoolyard



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

revitalization (B.G.01). The TCDSB has implemented the Playground and Schoolyard Revitalization Fund (see Section B).

There may be funds available through

- Local Fundraising
- Private donations and partnerships
- Municipal sources (Section 37, Section 45)
- Government and Private Grants (Note that any grants that TCDSB staff are made aware of are circulated through the Communications Department's Weekly Wrap Ups.

5. How can TCDSB staff help schools seeking additional funding and applying for a grant?

Staff can assist schools with technical aspects of a grant application or provide supporting documents/expertise as available, through a request made by the Principal.

6. Who invoices payment to vendors (e.g. Architect, suppliers etc.)?

The TCDSB administrative staff pays invoices issued to TCDSB by vendors.

7. What are the TCDSB policies that speak to local fundraising?

TCDSB policies S.M.04 Fund Raising in Schools can be found here and F.P.01 Purchasing and can be found here.

8. What can the funds raised by the parents/CSPC be utilized for? What can the funds not be utilized for?

According to TCDSB Policy, all fundraising shall be carried out under the jurisdiction and supervision of the principal and may be a joint project with the local Catholic School Advisory Council and/or Student Council. Funds raised under this policy shall not be used to purchase textbooks, learning materials



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

and resources for regular classrooms which would normally be funded through Board and school-based budgets. With that, according to the Ministry of Education's Fundraising Guidelines, fundraising should reflect the values and expectations of the school community, including those of parents, students, staff, and school boards. It is important to consider the purposes and principles of public education, including diversity, accessibility, and inclusivity. It is also important that fundraising has a designated purpose and that the proceeds be used for the intended purpose.

9. At what point do funds raised by schools need to be deposited to the TCDSB?

All funds raised must be deposited to the TCDSB prior to obtaining final quotations, or tendering a project for a consultant.

10. Will the TCDSB keep the school's CSPC money for any reason and not return it to school's CSPC?

No, the only funds that would not be returned, are those spent on the project.

11. Can a school recognize donors in any way for a contribution to a project?

Yes, a school can recognize a donor with a plaque (as detailed in Part III) that can be displayed on or near a new element, or within the school.



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

Part V: Glossary of Terms

- **CDAMR:** Capital Development, Asset Management & Renewal
- **Charette:** A design brainstorming activity with a group of stakeholders.
- **Community Consultation:** The process of engaging the local school community to determine the wants and needs of the group.
- **Community Green Space:** Publicly accessible, open land that is entirely or partially covered in grass, trees, shrubs and/or other vegetation including parks and conservation areas.
- **Concept Diagram/Drawing:** A visual representation of a physical space that utilizes shapes, colours, lines, symbols and words to convey an idea.
- **ESS:** Environmental Support Services
- **Existing Site Condition:** This information will be provided through the Ministry building condition database. Existing site conditions in question (for example, hardscapes and softscapes) will be based on the percentage of the element's lifespan.
- **Existing Site Elements:** Site elements include play structures, outdoor sports courts, outdoor classrooms and play elements. These elements will be evaluated based on their presence (lower score) or lack thereof (higher score) and condition.
- **Hardscape:** Asphalt, concrete, unit pavers, gravel, limestone screening, or other hard, man-made surface material.
- **In-Ground Elements:** Individual play elements that require a footing and/or hard surface removal for installation (for example, basketball nets or shade umbrellas).
- **Indigenous Connection:** An effort made by LSC to learn more about the history of the land their project will occupy. For example, learning the Treaty Number that the school site occupies, recognizing Indigenous ways of knowing, or more about Indigenous Nations that reside or resided on the land.
- **Kindergarten Elements:** Play elements designed for early education curriculum support, including benches, sand boxes or shade umbrellas.
- **Local School Planning Preparedness:** This criterion refers to the thoroughness of a school's application and supporting documents provided). Thorough applications will be awarded up to 10 points toward the total score.



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix A

VERSION 7 – Feb.03.22

- **Play Element**: A singular structure that is designed for children to climb, run, play, balance, slide, swing, etc. on. These elements may be arranged in a group; for example, to create an obstacle course or larger play structure. Many play elements require a safety surface underneath and surrounding the structure to prevent injury from falls.
- **Play Structure**: A multi-element structure that is designed for children to climb, run, play, balance, slide, swing, etc. on. Play structures require a safety surface underneath and surrounding the structure to prevent injuries from falls. Typically, these structures are designed for a defined age group.
- **Outdoor Sports Court**: An outdoor facility with surface treatment (hard or soft surface) and equipment requirements for specific sports activities. For example, a paved surface and basketball nets constitutes a basketball court while a grass field with soccer goal posts constitutes a soccer field. In a school setting, often these facilities could be permitted for use by outside agencies.
- **SOE: Sustainable Outdoor Environment**
- **Socio-Economic Data**: The Board utilizes data from various factors (government transfer payments, low family income, single parent families, born outside of Canada, second language at home, parent unemployment, housing (rent versus own), and parent education) to create an *N-Tile Score* for assessment of local socio-economic status of school communities. *N-Tile Scores* range from 1-9 and 1 point will be added for schools that are part of the E-PAN (Equity-Poverty Action Network) initiative for a total of up to 10 points.
- **Softscape**: Grass, planting beds, mulch areas within a landscape. Typically, these surfaces are not accessible, except for engineered wood fibre (EWF) and mulch with a binder.

**PLAYGROUND AND SHCOOLYARD REVITALIZATION****Appendix B**

VERSION 7 – Feb.03.2022

**PROJECT REQUEST AND PLAYGROUND AND SCHOOLYARD REVITALIZATION
FUND APPLICATION FORM**

This form is to be completed by the school Principal and Area SQS on behalf of the Outdoor Environment Committee, and then, submitted to the Landscape Supervisor **Local Schoolyard Committee and submitted to the Sustainable Outdoor Environment Team at playgrounds@tcdsb.org** Requests will be logged based on the date Appendix B is received by the Renewal Department.

PLEASE NOTE: THIS IS NOT APPROVAL TO CONSTRUCT

SECTION A: Playground/Schoolyard Revitalization Fund Application Information	
Is this an application for the Playground Reserve Playground/Schoolyard Revitalization Fund?	
Trustee & Ward	
Playground Reserve Application Dollar Value Playground and Schoolyard Revitalization Fund Dollar Amount Request	\$

SECTION B: Contact Information			
School Name			
Address			
Phone Number			
Principal Name			
Principal E-mail			
Principal Signature		Date	
Area SQS			
Area SQS Signature		Date	
Submitted By			
<i>The Principal will be the primary contact person for any directions or communications from TCDSB staff.</i>			



PLAYGROUND AND SHCOOLYARD REVITALIZATION

Appendix B
VERSION 7 – Feb.03.2022

SECTION C: Project Request Description	
Project Category	
Project Name	
Location of Project on School Grounds	

SECTION D: Project Request Details	
Detailed Description of Project Provide as much detail as possible on the scope of work for this request. Include additional pages if required and list documents in Section E below.	
Anticipated Funding Source(s)	

SECTION E: Supporting Documentation		
If supporting documents have been included with this initial request (photos, drawings, projects outlines, partnership agreements, timeline details, special considerations etc.) please list below.		
Item No.	Document Description	Received (For Office Use Only)

SECTION F: Submission Confirmation (For Office Use Only)			
Received By		Date	



PLAYGROUND AND SHCOOLYARD REVITALIZATION

Appendix B

VERSION 7 – Feb.03.2022

Position	
Request Reference ID Number (For Office Use Only)	

**IMPROVEMENTS TO OUTDOOR ENVIRONMENTS****Appendix C**

VERSION 7 – Feb.03.2022

PROJECT REQUEST DETAILS FORM

This form is to be completed by the ~~Outdoor Environment Committee~~ **Local Schoolyard Committee**, with guidance from the ~~Landscape Supervisor Sustainable~~ **Outdoor Environment (SOE) Team** and submitted to the Senior Coordinator of Renewal for initial review. Appendix ~~D~~ **C** is required for all projects in Category 2 3 or 4.

PLEASE NOTE: THIS IS NOT APPROVAL TO CONSTRUCT

~~Specifications around locations, natural and built components of School Ground Greening projects are detailed in the Guidelines for School Ground Greening in the Toronto Catholic District School Board.~~

Request Reference ID Number	
------------------------------------	--

SECTION A: Contact Information Update

School Name			
Address			
Phone Number			
Principal Name			
Principal E-mail			
Principal Signature		Date	
Landscape Supervisor SOE Supervisor			
Supervisor Signature		Date	
Submitted By			

The Principal will be the primary contact person for any directions or communications from TCDSB staff.

SECTION B: Project Description

Project Type	
Project Name	
Location of Project on School Grounds	
Estimated Target Completion Date	



IMPROVEMENTS TO OUTDOOR ENVIRONMENTS

Appendix C

VERSION 7 – Feb.03.2022

SECTION C: Project Request Details	
Detailed Description of Project (In Addition to Appendix B) Provide as much detail as possible on the scope of work for this request.	
Estimated Project Budget	
Project to be Primarily Funded By	
Other Funding Sources (ex. Donors, Section 37...)	Select all that apply
Other Fees Estimates Other Project Costs (professional consultant, testing)	Select all that apply
Is a Contractor Required to Install Project?	YES/NO
*If not the answer is NO, explain in detail how the project is to be constructed please provide a detailed construction plan and provide this Supporting Document with final submission.	

SECTION D: Supporting Documentation		
The following documents are required for this submission to the Renewal Department		
Item No.	Document Description	Received (For Office Use Only)
1	A detailed site plan for the project including location of the project on a current site plan for the school showing property lines, potential portables, and/or additions, snow clearing and piling, drainage and utility locates, identification of hardscape materials (asphalt, sidewalks, parking, etc.)	
2	Concept drawing or diagram for proposed project	
3	Details or specifications of any proposed structures Images or details of any proposed structures	
4	Photos of proposed site	
5	Methods & Results of Community Engagement	
6	Detailed Construction Plan (if NO contractor is required)	



IMPROVEMENTS TO OUTDOOR ENVIRONMENTS

Appendix C

VERSION 7 – Feb.03.2022

7	Other (please specify)	
8	Other (please specify)	
SECTION E: Educational Goals & Curriculum Links		
Explain how your project supports the following (as applicable):		
Diverse Developmental Needs ex., physical, social, cognitive & emotional		
Inquiry-Based Learning for a Range of Abilities		
Health & Physical Fitness		
Indigenous Connection		
Curriculum Expectations		
Play, Recreational & Social Value		
Other Goals & Links		
Note: <i>Not all projects will meet all listed education goals and curriculum links.</i>		



IMPROVEMENTS TO OUTDOOR ENVIRONMENTS

Appendix C

VERSION 7 – Feb.03.2022

SECTION F: Safety Considerations	
Explain how your project has considered the following (as applicable):	
Surfacing (Slips & Falls)	
Materials	
Sight Lines	
Added Supervision Needs	
School Specific Playground Rules	
Daily Inspection for Safety Concerns (Damage, refuse, repair)	
<p>The following legislation pertaining to safety must be reviewed when undertaking a school ground project:</p> <ul style="list-style-type: none"> • OPHEA Ontario Physical Education Safety Guidelines • CAN/CSE-Z614-14 Children's Play Spaces & Equipment Standards • Accessibility for Ontarians with Disabilities Act, 2005 (AODA) • Integrated Accessibility Standards Regulation, O.Reg. 191-11 (Outdoor Play Spaces) • The Ontario Building Code 	

SECTION G: Mandatory Accessibility & Inclusion Considerations – Please initial each box to indicate understanding.	
Refer to: Integrated Accessibility Standards, O.Reg 191/11, s.80,18.80.20 for further details http://www.ontario.ca/laws/regulation/110191	
	Has your school consulted on the needs of children and caregivers with various abilities for this project?
	Has your school incorporated accessibility features such as sensory, passive and active play areas or components for children and caregivers with various abilities in the design of outdoor play spaces?
	Has your school ensured that outdoor play spaces have a ground surface that is firm, stable and has impact attenuating properties for injury prevention and sufficient clearance? (Children and caregivers with various abilities must be able to move through, in and around the outdoor play space.)
	The clearances and widths etc. of exterior paths, ramps, stairs, etc. are compliant with the requirements of O.Reg 191/11.



IMPROVEMENTS TO OUTDOOR ENVIRONMENTS

Appendix C

VERSION 7 – Feb.03.2022

SECTION H: Important Considerations – <i>Please initial each box to indicate understanding.</i>	
	Outdoor Play Environment Committees Local Schoolyard Committees are responsible for all aspects of the design, associated costs (not funded by the Board) and maintenance of the project.
	For larger scale projects, hiring the services of one of the Board's pre-approved Landscape Consultants is strongly encouraged as CAD drawings may be required. Project budgets, scope and timelines need to be planned accordingly and approved the by Facilities Department.
	<p>Before approving any project, the Renewal Department will consider a number of factors, including:</p> <ul style="list-style-type: none"> • Compliance with the TCDSB Greening Guidelines • Suitability with respect to school safety and environment • Impact to site operations such as snow removal/storage, drainage, grounds maintenance, etc. • The school's ongoing maintenance plan for weed control, litter removal, watering, etc.
This section must be completed by the Principal.	



IMPROVEMENTS TO OUTDOOR ENVIRONMENTS

Appendix C

VERSION 7 – Feb.03.2022

SECTION I: Outdoor Play Environment Maintenance Plan							
"Who is doing what, when?" (as applicable)							
	April	May	June	July	August	September	October
Inspection							
Weeding							
Watering							
Pruning							
Mulching							
Clean-Ups							
Vandalism							
Repairs							
Identify Source of Future Maintenance Funds:							
<i>It is highly recommended that a line item is included in the school's budget to cover maintenance and unforeseen costs each year. Maintenance Plan subject to approval.</i>							

Confirmation of Maintenance Plan Review			
Head Caretaker		Signature	
CSPC Chair		Signature	
Principal		Signature	
Area SQS		Signature	



IMPROVEMENTS TO OUTDOOR ENVIRONMENTS

Appendix C

VERSION 7 – Feb.03.2022

SECTION J: Project Approval & Sign Off	
Reference Request ID No.	
School Name	
Project Name	
Project Location	
Project Description	
Funding Source(s)	

<i>This is to acknowledge that I have reviewed and approved the drawings and scope of work.</i>			
Principal			
Signature		Date	
CSPC Chair			
Signature		Date	
Area SQS			
Signature		Date	
SOE Supervisor			
Signature		Date	
Academic Area Superintendent			
Signature		Date	
Renewal Sr. Coordinator			
Signature		Date	



REPORT TO

REGULAR BOARD

UPDATE TO POLICY ON INFORMATION AND COMMUNICATION TECHNOLOGY – HARDWARE AND SOFTWARE STANDARDS POLICY A.34

*For I am sure that he will follow my policy and will treat you with moderation and kindness.
2 Maccabees 9:27*

Drafted

February 1, 2022

Meeting Date

February 17, 2022

Steve Camacho, Executive Superintendent, Technology, Data & Strategic Transformation
Omar Malik, Senior Coordinator, Information and Communication Technology
Joe Di Fonzo, Senior Coordinator, IT Infrastructure and Operations, ICT

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
Director of Education

Adrian Della Mora
Associate Director of Academic
Affairs & Chief Operating Officer

Derek Boyce
Associate Director of Facilities,
Business & Community Development

Ryan Putnam
Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current Policy on Information and Communication Technology - Hardware and Software Standards Policy A.34 to conform to current practice and policies.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Policy on Information and Communication Technology - Hardware and Software Standards was first approved in April 2012 and has not been amended since.
2. Changes to this policy reflect current practice and alignment with related policies
 - Acceptable Use of Technology A.29
 - Freedom of Information and Protection of Privacy A.38
 - Purchasing Policy F.P.01
 - Disposal of Surplus or Obsolete Furniture, Fixtures and Equipment F.P.07
3. This draft policy was reviewed February 1, 2022 by the Governance and Policy committee.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from ICT Services, Curriculum, senior staff, and parent stakeholders.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

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 POLICY ON INFORMATION AND COMMUNICATION TECHNOLOGY – TECHNOLOGY STANDARDS POLICY A.34 provided in Report Appendix A be adopted.



POLICY SECTION: Administration

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: Information and Communication Technology
– Technology Hardware and Software Standards

POLICY NO: A.34

Date Approved:
April 4, 2012 – Board

Date of Next Review:

Dates of Amendments:
February 1, 2022

Cross References:

1. Acceptable Use of Technology (A.29)
2. Freedom of Information and Protection of Privacy (A.38)
3. Purchasing Policy (F.P.01)
4. Disposal of Surplus or Obsolete Furniture, Fixtures and Equipment (F.P.07)

Purpose:

The purpose of this policy is to establish adherence to technology standards that support educational and business objectives throughout the Toronto Catholic District School Board (“TCDSB” or “the Board”) schools and offices. The intent of this policy is to protect and service students and employees, to ensure adherence to all applicable laws and regulations, to ensure stewardship of Board resources, and public funds, and to maintain the integrity and quality of technology resources and services.

Scope and Responsibility:



POLICY SECTION: **Administration**

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: **Information and Communication Technology
– Technology Hardware and Software Standards**

POLICY NO: **A.34**

This policy and associated operational procedures apply to all employees (academic and business), students, trustees, stakeholders, and affiliates of the Board that are seeking or involved with the replacement, implementation, or disposal of technology at the Board for any purposes. Technology includes all types of electronic and digital tools, solutions, and services.

The Director of Education is responsible for the implementation of this policy in alignment with the Multi-Year Strategic Plan and with support of the Executive Superintendent, Technology, Data & Strategic Transformation, and Chief Information Officer. All employees share responsibility for compliance and adherence.

~~The *Joint Technology Team* is comprised of stakeholders representing schools, teachers, support staff, school administration, associations and curriculum and business departments of the Board. The role of this team is to advise and review recommendations for technology initiatives.~~

~~The *ICT Departments (Academic ICT, Technical Services, and Computer Services)* are responsible for provisioning, supporting and maintaining the Board's hardware and software computing infrastructure and providing professional learning opportunities on how to use the Board's technology environment to meet~~



POLICY SECTION: **Administration**

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: **Information and Communication Technology – Technology Hardware and Software Standards**

POLICY NO: **A.34**

~~the educational, school administrative and business requirements of the schools and departments.~~

~~-~~

~~The *Curriculum and Special Services Departments* are responsible for identifying opportunities within the curriculum that can be supported and benefit from the introduction and use of technology (hardware, software, and Internet resources), reviewing technology options and making recommendations and providing appropriate professional learning opportunities modelling the use of the technology.~~

Alignment with MYSP:

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Policy:

The Board shall set technology standards through a process consistent with the Mission, Vision, and Value statements of the Board and with the following objectives:

- 1. Support the entire system (academic and business) with standardized technology tools, solutions, and services.**



POLICY SECTION: **Administration**

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: **Information and Communication Technology – Technology Hardware and Software Standards**

POLICY NO: **A.34**

- 2. Align with current and developing technology standards for academic and business.**
- 3. Streamline processes for all types of technologies.**
- 4. Stewardship of Board technology resources.**
- 5. To ensure student safety, achievement, well-being, and privacy**

~~Within the context of the Multi-Year Strategic Plan and our Christ-focused mission and vision, the Board provides teachers and students access to technology in the schools to create an engaging and innovative learning environment, promote a positive impact on student achievement, improve the quality of learning, and support students with special needs. Administrative staff is provided access to technology to support administrative functions and improve organizational effectiveness. In order to leverage investment in technology, professional learning opportunities are necessary to enhance the learning and teaching environment, to promote the effective use of technology in the classroom and to increase administrative efficiency.~~

~~ICT standards are established to ensure supportability and maintainability of the technology, compatibility, integration between technologies, security of the network, the systems and the information contained within and the selection of cost effective hardware, software and other technologies that are appropriate for use in~~



POLICY SECTION: Administration

Report - APPENDIX A

SUB-SECTION:

**POLICY NAME: Information and Communication Technology
– Technology Hardware and Software Standards**

POLICY NO: A.34

~~the classroom to complement the curriculum and program delivery as well as support staff in the performance of their job responsibilities.~~

Regulations:

- 1. ICT Services in consultation and collaboration with Curriculum, Special Services, and business departments as well as in consultation with pertinent parent groups, schools, and union partners, will define Technology Standards for educational and administrative use.**
- 2. Technology Standards will be set with strong consideration for student safety, achievement, and well-being and privacy. Consideration will be given to financial feasibility, durability, compatibility with other technologies, IT system performance, and other legal requirements or regulatory requirements.**
- 3. New technology requested by schools (including Catholic School Parent Councils, CSPCs) or departments, that are not standardized, must adhere to an intake and review process to ensure it meets all pertinent requirements and resources are available to support the operation of this new technology.**
- 4. All technology, including technology purchase with CSPCs funds, shall be purchased in accordance with the Purchasing Policy (F.P.01).**



POLICY SECTION: Administration

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: Information and
Communication Technology
– Technology Hardware and Software
Standards

POLICY NO: A.34

5. To ensure student safety and the protection of Board data and systems only approved technologies may be used in schools and administrative settings.
6. To ensure student safety and the protection of Board data and systems, only technologies with vendor/manufacture security support (i.e., software patches, bug fixes, etc.) by established vendors shall be used. If a vendor ceases security support, the technology will be deemed obsolete and disposed of in accordance with this policy.
7. Technology standards will be published on TCDSB websites for ease of access by employees and CSPC Chairs.
8. Donated, used, or refurbished technology must comply with this policy and adhere to these regulations for review and for acceptance or nonacceptance. Accepted technology becomes the property of the Board for appropriate allocation, implementation, and equitable distribution.
9. Reassigning, repurposing, or relocating technology shall be done in coordination with and at the approval of ICT Services.
10. Technology deemed as obsolete, redundant, unsafe, or no longer fit for purpose, compatibility, integration, performance, privacy, or security will be replaced and/or disposed of depending on the circumstances and needs.
11. Disposals must comply with this policy and adhere to these regulations to ensure for return and/or sanitization of any sensitive information or data,



POLICY SECTION: **Administration**

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: **Information and
Communication Technology
– Technology Hardware and Software
Standards**

POLICY NO: **A.34**

**contractual obligations with suppliers and vendors, and stewardship of
technology resources.**

**12.All damage incidents, including theft, vandalism, water, and fire damage
are to be reported and maybe subject to a replacement fee.**

**13.Any discovery of technology that does not comply with this policy or
adhere to these regulations may be removed.**

**14.ICT Services may publish technology guidelines for personal technology
used by students or staff in a school environment.**

**15.Students may bring personally owned technology to school for the
purpose of supporting academic achievement. Such technology shall be
use used in accordance with the Acceptable Use of Technology Policy
(A.29) and be in line with published guidelines.**

**16.Select staff, as determined by ICT Services, may bring personally owned
devices to work for the purpose of supporting academic achievement in a
school setting. Such technology shall be use used in accordance with the
Acceptable Use of Technology Policy (A.29) and be in line with published
guidelines. No student personal identifiable information shall be
downloaded or stored on to staff personally owned devices,**

1. Hardware

-



POLICY SECTION: Administration

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: Information and Communication Technology – Technology Hardware and Software Standards

POLICY NO: A.34

~~(a) The ICT departments in consultation and collaboration with the schools, curriculum, special services and business departments define the hardware requirements and specifications as part of the process to establish hardware technology standards for educational and administrative use.~~

~~-~~

~~(b) The hardware technology standards must be supportable by the ICT departments and known to function properly in the Board's technology environment to meet end-user requirements.~~

~~(c) The hardware technology standards are established through a procurement process in accordance with the Purchasing policy as maintained by the Materials Management Department.~~

~~(d) The acquisition and purchase of hardware technology for use in schools and departments must be in conformance with these defined hardware technology standards and the Purchasing policy. This is applicable to all departments and schools regardless of funding sources including the use of school block funds, local agency funds or CSAC funds.~~

~~-~~

~~(e) The ICT Departments will establish and as required periodically revise and update what hardware technology is considered supportable. These hardware standards will be updated and published on a regular basis. Hardware technology~~



POLICY SECTION: Administration

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: Information and Communication Technology – Technology Hardware and Software Standards

POLICY NO: A.34

~~that is no longer under warranty, below the minimum configuration requirements and/or prohibitive to repair will not be supported and, in collaboration with the school or department, will be removed from the hardware inventory and deemed as obsolete. Any hardware technology deemed as obsolete will follow the Disposal Policy as maintained by the Materials Management Department.~~

~~-~~

~~(f) Only the established hardware technology standard will be supported by the ICT departments. The only exception is where a custom hardware configuration is required to meet a specific educational or administrative need. In this case the ICT Department must approve the hardware configuration and specify a support level which may be limited. The acquisition of non-standard hardware technology will not be supported by the ICT departments.~~

~~-~~

~~(g) Donated, used or refurbished computers will only be accepted if the computers meet the current minimum hardware configuration requirements and are received in working order with a properly licensed operating system. The Board will not accept any computers which may negatively impact the ICT Departments' remote computer management, computer system administration and automated software deployments and updates. Any donated, used or refurbished computers must be reviewed and approved by the ICT departments before being received at the school or department location and may only be connected to the Board's network using an approved computer software image installed by the ICT departments. Any needed~~



POLICY SECTION: Administration

Report - APPENDIX A

SUB-SECTION:

**POLICY NAME: Information and Communication Technology
– Technology Hardware and Software Standards**

POLICY NO: A.34

~~hardware repairs not covered under a warranty agreement will be funded by the school or department.~~

~~-~~

~~(h) The ICT Departments, with assistance and collaboration from the schools, will maintain an inventory of the school hardware technology.~~

~~-~~

~~(i) All allocations of new computers or relocation and movement of existing computers from their assigned placement to another location must be done as a request to and in consultation with the Technical Services Department. This is required to ensure the area where the computers are being located already have the necessary networking access (wired or wireless), electrical power and desk, table or counter space to properly accommodate the computers. The Technical Services Department will advise if the request significantly impacts the building thereby requiring further consultation from the Facilities Department. All costs related to adequately provisioning the area with networking, electrical power, millwork or desks will be the responsibility of the school unless approved as part of a project initiative.~~

~~-~~

~~(j) The installation, configuration, modification, system administration, upgrade and maintenance of the Board's hardware and software technology is restricted to authorized ICT Department staff or staff so designated and authorized by the ICT Departments.~~



POLICY SECTION: **Administration**

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: **Information and
Communication Technology
– Technology Hardware and Software
Standards**

POLICY NO: **A.34**

-

~~(k) The connecting of devices to the Board's internal network (wired or wireless) is restricted to devices approved in the hardware technology standard or authorized by the ICT Departments. Personal Electronic Devices (PEDs) are permitted to connect to the Board's Guest wireless (WiFi) network and remote access will be permitted through the Board's VPN (Virtual Private Network).~~

-

~~2. Software~~

-

~~(a) To meet the requirements of the various software use cases within the Board's technology environment, a set of software that supports those users will be established as the software technology standard that is deployed as the computer software image on new and existing computer hardware. The software technology standard is developed in a collaborative process between the ICT Departments and the users to ensure the software meets the educational or administrative needs of the user, can integrate and function properly within the Board's technology environment and is supportable. Support includes providing technical support and opportunities for professional learning.~~

-

~~(b) The ICT Departments are responsible for software technical support along with the initial deployment of the software and subsequent upgrades and updates to the software. The Program Coordinators, central resource staff and the local school~~



POLICY SECTION: Administration

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: Information and Communication Technology – Technology Hardware and Software Standards

POLICY NO: A.34

~~staff are responsible for providing “how to” software support and opportunities for professional learning with the objective to promote adoption and proper use of the software in the learning and teaching environment or for administrative functions.~~

~~-~~

~~(c) The software technology standard is comprised of licensed software obtained through the Ministry of Education from OSAPAC (Ontario Software Acquisition Program Advisory Committee), Board level software license agreements and central license agreements established by the curriculum, special services and business departments. Only software that is legally licensed and included in the software technology standard may be installed on the Board’s standard computer hardware.~~

~~-~~

~~(d) A school or department may locally license software specific to a site (site license) or set of computers within the site provided the software has been reviewed and authorized by the Software Review Team which includes the Program Coordinators and ICT departments. This review will be based on applicability to the curriculum, meets educational or business needs and hardware and software compatibility that the software will properly function in the Board’s technology environment. For locally licensed software, compliance to the licensing agreement, any costs for software licensing, software maintenance and upgrades, technical support and professional development is the responsibility of the local school or department.~~



POLICY SECTION: **Administration**

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: **Information and
Communication Technology
– Technology Hardware and Software
Standards**

POLICY NO: **A.34**

-

~~(e) Any discovery of software on Board-owned computers that is not legally licensed for use or has not been authorized by the ICT Departments and Software Review Team will be removed. This includes software licensed for home use only through OSAPAC or other licensing agreements.~~

Definitions:

Technology includes all types of electronic and digital tools, solutions, and services. Examples include but are not limited to desktops, laptops, tablets, smartphones, laptops, monitors and screens, printers, scanners, copiers, audio/visual equipment, hardware accessories, applications programs, or system software regardless of whether it resides as installed locally on computing devices or is hosted on a vendor's environment and accessed via the internet, software add-ins, plug-ins, functionality changes or new modules or features.

~~**Hardware technology** includes but is not limited to computers, mobile devices, servers, storage, networking equipment, telephone equipment, printers, peripherals, display devices, etc. and the associated connection devices and cabling.~~

-



POLICY SECTION: **Administration**

Report - APPENDIX A

SUB-SECTION:

POLICY NAME: **Information and
Communication Technology
– Technology Hardware and Software
Standards**

POLICY NO: **A.34**

~~Software technology includes software installed as a local installation, client server application, web application or hosted application on an internal or external infrastructure platform.~~

-

~~The Board's software requirements, that is the software use cases, includes but is not limited to students (classroom), teachers, special education (including student SEA claims), school administration, central administration staff and other users.~~

Evaluation and Metrics:

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

- 1. Streamlined intake, vetting, and approval process.**
- 2. Feedback from approval bodies, supervisory personnel and employees involved with the replacement, implementation, or disposal of technology.**

OUR MISSION

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

OUR VISION

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



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

HELD TUESDAY, JANUARY 11, 2022

PRESENT:

Trustees:

N. Crawford, Acting Chair
F. D'Amico, Ex-Officio, Virtual
M. Del Grande - Virtual
A. Kennedy, Ex-Officio, Virtual
I. Li Preti - Virtual
G. Tanuan - Virtual

Non-Voting Trustee: T. Lubinski - Virtual

Staff:

B. Browne
A. Della Mora
C. Fernandes
M. Farrell
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

5. Approval of the Agenda

MOVED by Trustee Li Preti, seconded by Trustee Tanuan, that the Agenda, as amended to reorder Item 13b) Update to Access Control Policy B.B.05 prior to Item 13a) Updated Revision to the Delegation and Public Participation Policy T.14; and Item 12a) Flag Flying Policy A.04 (New) after the new Item 13b), be approved.

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that the Minutes of the Meeting held December 7, 2021 be approved.

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Kennedy, seconded by Trustee Li Preti, that Item 13b) be adopted as follows:

- 13b) Update to Access Control Policy B.B.05** that the Governance and Policy Committee recommend to Board that the revised Access Control Policy (B.B.05) provided in Appendix A of the report be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Li Preti
Tanuan

The Motion was declared

CARRIED

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

- 13a) Updated Revision to the Delegation and Public Participation Policy T.14** received.

MOVED in AMENDMENT by Trustee Li Preti that Regulation 26 be removed from the policy.

There was no seconder.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that *remedy* be replaced with *address* in the Receipt and Referral definition, page 38.

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

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Li Preti
Tanuan

The AMENDMENT was declared

CARRIED

MOVED by Trustee Li Preti, seconded by Trustee Kennedy, that the Updated Revision to the Delegation and Public Participation Policy T.14 be referred back to Staff for a review of the wording in Regulation 26, page 36.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford	D'Amico
Kennedy	Del Grande
Li Preti	

The Motion was declared

CARRIED

Trustee Tanuan did not vote/respond.

12. Matters Referred or Deferred

MOVED by Trustee Kennedy, seconded by Trustee Li Preti, that Item 12a) be adopted as follows:

- 12a) Flag Flying Policy A.04 (New)** that the Governance and Policy Committee recommend to Board that the newly created Policy on Flag Flying and Operational Procedures provided in Report Appendix A, be adopted.

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that the Policy be referred back to Staff to include sections on displaying flags inside our schools and buildings.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
Del Grande
Kennedy
Tanuan

Opposed

Li Preti

The Motion was declared

CARRIED

16. Updating of Pending List

MOVED by Trustee Kennedy, seconded by Trustee D'Amico, that Item 16a) be adopted as follows:

- 16a) Monthly Pending List** received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Li Preti
Tanuan

The Motion was declared

CARRIED

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

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Li Preti
Tanuan

The Motion was declared

CARRIED

17. **Adjournment**

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Li Preti
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

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through witness, faith, innovation and action.*



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

HELD WEDNESDAY, JANUARY 19, 2022

PRESENT:

Trustees:

N. Crawford – Virtual
D. DiGiorgio - Virtual
A. Kennedy – Virtual

External Members:

George Wedge, Chair
Geoffrey Feldman, Vice-Chair - Virtual
M. DaCosta - Virtual
Wendy Layton – Virtual
Lori Mastrogiuseppe – Virtual
Lisa McMahon - Virtual
Tyler Munro - Virtual
Deborah Nightingale - Virtual
Mary Pugh - Virtual

Staff:

R. Putnam
A. Coke
V. Cocco
C. Fernandes
M. Gendron
M. Meehan
R. Macchia
J. Mirabella
D. Reid
P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary

3. Roll Call and Apologies

Melanie Battaglia sent her regrets.

4. Approval of the Agenda

MOVED by Deborah Nightingale, seconded by Trustee Crawford, that the Agenda be approved.

MOVED in AMENDMENT by Deborah Nightingale, seconded by Tyler Munro, that Items 18a) – 18d), as follows, be added to the Agenda:

- 18a) Inquiry from Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT) Testing for Grade 4 and Grade 5 Students;
- 18b) Inquiry from Tyler Munro regarding Anti-Discrimination Committee;
- 18c) Inquiry from Tyler Munro regarding Follow up on last month's question on transformation changes in Special Education and the Director's plans; and
- 18d) Inquiry from Tyler Munro regarding Follow up on last month's request for Inclusion report sent to the Ministry at the end of November.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

Trustee Kennedy joined the virtual meeting at 7:09 p.m.

5. **Declarations of Interest**

Trustee Kennedy declared an interest in Item 8a) Special Education Budget Overview - Ryan Putnam, Chief Financial Officer and Treasurer as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate in discussions nor vote on the Item.

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

MOVED by Tyler Munro, seconded by Trustee Kennedy, that the Minutes of the Meeting held December 1, 2022 be approved with the following amendment and suggestion:

1. Page 2 of 31 – Approval of Agenda should be numbered as *Item 5* instead of *Item 4*.
2. That all items being added to the Agenda at the time of approval be listed/bulleted on future SEAC Minutes to facilitate an easy read.

On the Vote being taken, the Motion was declared

CARRIED

Geoffrey Feldman joined the virtual meeting at 7:17 p.m.

Trustee Kennedy recused herself from the virtual meeting at 7:31 p.m. due to a Declaration of Interest in Item 8a), as previously indicated.

8. **Presentation**

MOVED by Tyler Munro, seconded by Trustee Crawford, that Item 8a) be adopted as follows:

- 8a) Special Education Budget Overview - Ryan Putnam, Chief Financial Officer and Treasurer received.**

Lisa McMahon joined the virtual meeting at 7:56 p.m.

On the Vote being taken, the Motion was declared

CARRIED

10. Consent and Review

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

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of January 19, 2022 – Deborah Nightingale;
- 11b) Special Education Plan Review - Update from Informal Working Group – Trustee Crawford;
- 12a) Special Education Superintendent Update - January 2022 – Trustee Crawford;
- 13a) From George Wedge, Representative of Easter Seals Ontario, regarding Rules of Order and Conduct Formalization and Familiarization – Tyler Munro;
- 18a) Inquiry from Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT) Testing for Grade 4 and Grade 5 Students – Deborah Nightingale;
- 18b) Inquiry from Tyler Munro regarding Anti-discrimination Committee – Tyler Munro;

- 18c) Inquiry from Tyler Munro regarding Follow up on last month's question on transformation changes in Special Education and the Director's Plans – Tyler Munro;
- 18d) Inquiry from Tyler Munro regarding Follow up on last month's request for Inclusion report sent to the Ministry at the end of November – Tyler Munro; and
- 19a) Pending List as at January 19, 2022 – Deborah Nightingale

Trustee Kennedy returned to the virtual meeting at 8:07 p.m.

11. Annual Calendar Items

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

- 11a) Special Education Advisory Committee Annual calendar as of January 19, 2022** received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Deborah Nightingale, that SEAC recommend to the Board that the Special Education Advisory Committee Policy A.23 be reviewed as soon as possible as new procedures to recruit members to SEAC and new Operating Procedures are presently being considered.

On the Vote being taken, the AMENDMENT was declared

CARRIED

Trustee Kennedy left the virtual meeting at 8:31 p.m.

MOVED in AMENDEMNT by Deborah Nightingale, seconded by Tyler Munro, that:

WHEREAS: Each year SEAC establishes Annual goals for the Committee; and

WHEREAS: The Committee would be better able to focus on its goals if they are easily referenced at each meeting.

BE IT RESOLVED THAT: SEAC Agenda for all monthly meetings include the list of the SEAC's Annual goals.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

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

- 11b) Special Education Plan Review - Update from Informal Working Group** received.

On the Vote being taken, the Motion was declared

CARRIED

12. Reports of Officials for Information by the Board/Other Committees

MOVED by Mary Pugh, seconded by Trustee Crawford, that Item 12a) be adopted as follows:

12a) Special Education Superintendent Update – January 2022 received.

On the Vote being taken, the Motion was declared

CARRIED

Mary Pugh left the virtual meeting at 9:02 p.m.

George Wedge relinquished the Chair to Geoffrey Feldman.

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

MOVED by George Wedge, seconded by Trustee Crawford, that Item 13a) be adopted as follows:

13a) From George Wedge, Representative of Easter Seals Ontario, regarding Rules of Order and Conduct Formalization and Familiarization

WHEREAS: SEAC is a Statutory Committee of the Toronto Catholic District School Board (TCDSB);

WHEREAS: SEAC member conduct is not governed by any specific TCDSB set of Bylaws;

WHEREAS: TCDSB Bylaws do not specify the exact Rules of Order to be utilized in official SEAC Public Meetings, although modified Robert's Rules of Order have been customarily used and accepted as "The Statutory Committee Rules of Order"; and

WHEREAS: The Board of Trustees in Public Session have called into question the Rules of Order and Process of SEAC.

THEREFORE BE IT RESOLVED THAT: SEAC recommend to the Board that Rules of Order and Rules of Conduct be established or adopted from existing Bylaws and formalized; and

BE IT RESOLVED THAT: SEAC members, both sitting and newly nominated, be provided training in document format and/or classroom setting and/or reviewable webinar format.

MOVED in AMENDMENT by Deborah Nightingale, seconded by George Wedge, that the motion be divided into two; one that deals with SEAC Meeting Procedures and the other that addresses SEAC Code of Conduct so that they can be discussed and voted on separately.

On the Vote being taken, the AMENDMENT was declared

LOST

Trustee Kennedy returned to the virtual meeting at 9:31 p.m.

MOVED IN AMENDMENT by George Wedge, seconded by Trustee Crawford that:

WHEREAS: SEAC is a Statutory Committee of the Toronto Catholic District School Board (TCDSB);

WHEREAS: SEAC member conduct is not governed by any specific TCDSB set of Bylaws;

WHEREAS: TCDSB Bylaws do not specify the exact Rules of Order to be utilized in official SEAC Public Meetings, although modified Robert’s Rules of Order have been customarily used and accepted as “The Statutory Committee Rules of Order”; and

WHEREAS: The Board of Trustees in Public Session have called into question the Rules of Order and Process of SEAC.

THEREFORE BE IT RESOLVED THAT: SEAC recommend to Board that a review of the Rules of Order and Rules of Conduct be performed.

On the Vote being taken, the AMENDMENT was declared

LOST

On the Vote being taken, the Motion was declared

CARRIED

George Wedge reassumed the Chair.

18) Inquires and Miscellaneous

- 18a) Inquiry from Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT) Testing for Grade 4 and Grade 5 Students** withdrawn by Deborah Nightingale at the will of the Assembly.

MOVED by Tyler Munro, seconded by Wendy Layton, that Item 18b) be adopted as follows:

- 18b) Inquiry from Tyler Munro regarding Anti-discrimination Committee** received.

On the Vote being taken, the Motion was declared

CARRIED

- 18c) Inquiry from Tyler Munro regarding Follow up on last month's question on transformation changes in Special Education and the Director's Plans** withdrawn by Tyler Munro at the will of the Assembly.

- 18d) Inquiry from Tyler Munro regarding Follow up on last month's request for Inclusion report sent to the Ministry at the end of November** withdrawn by Tyler Munro at the will of the Assembly.

19. Pending List

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 19a) be adopted as follows:

- 19a) Pending List as at January 19, 2022** received.

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment

MOVED by Tyler Munro, seconded by Geoffrey Feldman, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



Special Education Superintendent Update

January 2022



Upcoming events:

Transition Planning Workshop for Parents of Children with Autism in Grades 7 and 8 in a Multiple Exceptionalities/Developmental Disability (ME/DD) Intensive Support Program (ISP)
Tentative date: February 22nd

Transition Planning Workshop for Parents of Children with Autism in Grades 7 and 8 on the Credit Earning Pathway
Tentative date: February 24th



On December 3rd, the Social Work Department was engaged in continued equity work supported by the **Jesuit Forum for Social Faith and Justice**. Principles of Indigenous teaching applicable to all groups will continue to inform our practice.



Throughout the holiday season, and ongoing, the Social Work Department distributed gifts and donations to the neediest families with the support of generous donors and *The Angel Foundation for Learning*.

We continue to serve the system with a variety of supports including counselling, crisis response, prevention and early intervention and consultation to all staff despite school closures.



The TCDSB has received Ministry funding to offer **Enhanced Autism Training** through the Geneva Centre. This is an opportunity for staff to take one of two courses, *Charting a Path to Success in Your Classroom*, or *Registered Behaviour Training (RBT)* 40-hr Online Training Course.



The Speech-Language Pathology department hosted a half-day professional development presentation on November 19, 2021 to 40 Educational Assistants working with students who use **Augmentative & Alternative Communication (AAC)**, specifically picture boards, Flip n' Talks, iPads with communication apps in the classroom. The focus was on how to model core language with these students to increase their comprehension and self-expression in class.

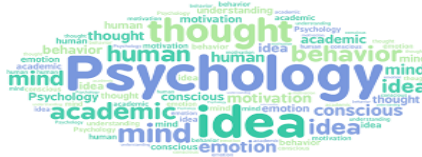


SPECIAL SERVICES

Deaf and Hard of Hearing

Audiology provided an in-service on December 10, 2021 to the Deaf/Hard of Hearing (D/HH) itinerant Teachers on new updates to hearing equipment to help support student needs.

The department facilitated the distribution of clear window PPE medical grade *Humasks* to all D/HH Itinerant teachers and students on their caseloads and their classroom teachers.



For this month's Pastoral Day of Care, Dr. Saeid Chavoshi from our Psychology Department presented ***Dancing in the storm: Being there for our students and ourselves during a global pandemic***. The presentation focused on the prominent role of technology, digital media, and remote education during the pandemic, and its impact on student learning and wellbeing, as well as the wellbeing of educators and front-line education staff.

The Psychology Department continues to serve students, families and the school community. This includes in-person psychoeducational assessments, counselling and mental health supports, school team consultation, and psychology education for school staff and community.



The Mental Health Team promoted mental health activities and resources throughout the system with the following activities:

- Provided a workshop on ***How to Create a Mentally-Healthy Classroom*** to 14 New Teachers being hired at the TCDSB.
- Facilitated Staff Well-Being workshop for the Pastoral Day of Care for about 128 secondary school administrators and Chaplains. This session provided information and strategies regarding staff wellbeing; provide stress management strategies to staff; classroom resources to support student well-being: ***Fostering our Own Resiliency During COVID-19***.
- Facilitated a workshop to 22 social work and psychology staff members on ***Brief Digital Interventions*** to better support students' mental health.
- Launched the ***January Wellness Calendar*** providing classroom ready Social Emotional Learning activities for easy implementation in the classroom to all School Administrators for distribution to educators.
- Provided the ***LivingWorks START Suicide Response*** training (asynchronous) plus live session on TCDSB Suicide Intervention Guidelines to 25 elementary support staff.
- Through ***Strong Minds Strong Kids***, provided a ***Masterclass in Stress Management*** focusing on stress management strategies to about 100 elementary support staff.
- Distributed a ***Holiday Wellness Guide*** providing well-being strategies and community resources to parents.



SPECIAL SERVICES



TCDSB Holiday Wellness Guide 2021



MAKE ROOM FOR EMOTIONS

We often have expectations of a holiday season filled with smiles and laughter. But let's face it, things aren't always merry and bright. Some people experience more anxiety, stress, and frustration at this time of year. **Take time to check in with yourself and with your children/youth.**

Allow yourself (and them) to feel a range of emotions. When we acknowledge and name our feelings it helps calm us. We can help our children with this by using statements such as "I see you are frustrated" or "You seem worried, do you want to talk about it?"



JUST BREATHE



Deep breathing really works! It calms our bodies and our minds, making emotions feel less intense. Once we are calm we are able to think more clearly and problem solve. Check out [this resource](#) for family-friendly activities that teach us important coping skills like breathing. Teens may wish to check out the [Youth Mental Health Resource Hub](#) or [Anxiety Canada](#) for more stress management ideas. **Remember that spending time in prayer can also help calm our minds and ease our worries.**



MAINTAIN ROUTINE



Routine allows us to predict what's coming next which can give us a sense of control and help ease anxiety. **Be sure to build in time for self-care.** Check out these tip sheets: [Take Care of Yourself](#); [Self-Care 101 for Youth](#).



MAKE TIME FOR PLAY



At any age, play can reduce stress and help us cope with big emotions. **Holidays can be hectic, but try to schedule some unstructured downtime to allow for free play to occur.** While individuals can engage in play solo, it's also a great opportunity to connect. [Click here](#) for inspiration.



NOTICE MENTAL HEALTH CONCERNS



The following resources can help you notice potential concerns:

- [Noticing Mental Health Concerns for Your Child](#)
- [Quick Reference for Youth Suicide Prevention](#)



REACH OUT

- **School mental health supports** are available during school hours through your child's teacher or administrator.
- **Outside of school hours or during holidays, you or your child can contact community resources:**
 - **Kids Help Phone:** 24/7 support in English, French, or Arabic. Call 1-800-668-6868 or text CONNECT to 686868 ANYTIME.
 - **What's Up Walkin':** Free Virtual Mental Health Counselling. Call 1-866-585-6486 Mon to Sat, check website for hours.
 - **Multilingual Distress Line:** Support available in English, Cantonese, Mandarin, Portuguese, Spanish, Hindi, Punjabi, and Urdu. Call 905-459-7777. Check website for hours.

In case of emergency: call 911 and ask for mental health response team, or attend your local hospital emergency rm.

MERRY CHRISTMAS FROM TCDSB MENTAL HEALTH SERVICES



MARIE-JOSÉE GENDRON PHD, C.PSYCH
CHIEF OF MENTAL HEALTH STRATEGY & STAFF WELL-BEING
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MENTAL HEALTH LEAD
EMAIL: MELISSA.HANLON@TCDSB.ORG



MASTER PENDING LIST AND ROLLING CALENDAR TO FEBRUARY 17, 2022

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1.	November-2021 Corporate Services	TBC	Regular Board	<p>That the security surveillance camera technology plan be brought to Board for consideration prior to the approval of next year's (2022-2023) annual renewal plan;</p> <p>That the security surveillance camera technology plan include:</p> <ol style="list-style-type: none"> 1. Estimated timeframe for implementation; 2. Estimated costs for implementation; 3. Recommended allocation of annual dollars in future renewal plans; and 4. Information on possible alternative technologies, other than CCTV (e.g. wireless, etc.) that would assist in reducing the cost of implementation <p>(Renewal Plan 2021-2022 and Three-Year Forecast (All Wards))</p>	<p>Director of Education & Associate Director of Facilities, Business & Community Development & Chief Financial Officer & Treasurer</p>
2.	December-2021 Regular Board	March 2022	Regular Board	<p>Received and Referred to Staff for a report to come back at the February 17, 2021 Regular Board Meeting.</p> <p>(That the attendance system be updated to track all Exclusions, including formal and soft exclusions;</p> <p>- A formal exclusion is defined as under Section 265 (1) (m) of the Education Act.</p> <p>- A Soft Exclusion is defined as a Principal's</p>	<p>Director of Education & Associate Director of Academic Affairs and Chief Operating Officer</p>

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
3.				<p>request to keep a child home for all or part of a day.</p> <ul style="list-style-type: none"> • SEAC further recommend to the Board that the Progressive Discipline Application be updated to keep records associated with both types of Exclusions as required for a Ministry audit and those records should also be kept in a Student's Ontario Student Record (OSR); • SEAC further recommend to the Board that a Policy be created that will instruct staff on the appropriate use of Exclusions, record keeping and appeal provisions; and • SEAC further recommend reporting of both types of Exclusions in the Annual Safe Schools report and it indicate the numbers of special needs students affected along with total students) [Consideration of Motion from Melanie Battaglia, representative of Autism Ontario regarding Exclusion Tracking and Reporting] 	& Associate Director of Facilities, Business & Community Development
	June-2020 Special Board	TBC	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic. (Computers for Students in Need)	Associate Director of Facilities, Business & Community Development

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Corporate Services	Annual Chief Financial Officer Overview	Chief Financial Officer and Treasurer
2	February (Q)	Corporate Services	Financial Status Update Report #1	Chief Financial Officer and Treasurer
3	March (A)	Corporate Services	Budget Framework and Consultation Plan	Chief Financial Officer and Treasurer
4	March (A)	Corporate Services	Consensus Student Enrolment Projections	A.D. Facilities, Business, Community Development
5	March (A/P)	Corporate Services	Transportation Annual Report and S.T.01 Transportation Policy Metric	A.D. Facilities, Business, Community Development
6	March (P)	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	Ministry Funding Overview	Chief Financial Officer and Treasurer
8	May (Q)	Corporate Services	Financial Status Update Report #2	Chief Financial Officer and Treasurer
9	May (A)	Corporate Services	Preliminary Budget Estimates	Chief Financial Officer and Treasurer
10	June (P)	Corporate Services	B.R.01 Rental of Surplus School Space & Properties Policy Metric	A.D. Facilities, Business, Community Development
11	June (A)	Corporate Services	Recommended Budget Estimates	Chief Financial Officer and Treasurer
12	June (A)	Corporate Services	Delegated Authority Report	Chief Financial Officer and Treasurer
13	September (Q)	Corporate Services	Financial Status Update Report #3	Chief Financial Officer and Treasurer
14	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

15	September (A)	Corporate Services	Delegated Authority Update Report	Chief Financial Officer and Treasurer
16	October (A)	Corporate Services	Trustee Honorarium Report	Chief Financial Officer and Treasurer
17	October (A)	Corporate Services	Budget Update: Enrolment and Staffing	Chief Financial Officer and Treasurer
18	November (P)	Corporate Services	Preliminary Enrolment Reports and S.A.01 Admission and Placement Policy Metric	A.D. Facilities, Business, Community Development
19	November (A)	Corporate Services	Legal Fees Report	Chief Financial Officer and Treasurer
20	November (A/Q)	Corporate Services	Audited Financial Statements and Financial Status Update #4	Chief Financial Officer and Treasurer
21	November (A)	Corporate Services	Capital Renewal Program Report	A.D. Facilities, Business, Community Development
22	December (A)	Corporate Services	Revised Budget Estimates	Chief Financial Officer and Treasurer
23	December (A)	Corporate Services	Annual Investment Report	Chief Financial Officer and Treasurer
24	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
25	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
26	June (P)	Regular Board	A.06 Advocacy Policy Metric	Chief Financial Officer and Treasurer
27	August (P)	Regular Board	T.19 Electronic Participation in Board and Committee Meetings Policy Metric	Director of Education
28	August (P)	Regular Board	H.M. 19 Conflict Resolution Department	Associate Director Academic Services
29	October (P)	Regular Board	H.M.33 Acceptance of Hospitality or Gifts Policy Metric	Chief Financial Officer and Treasurer

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

30	October (A)	Regular Board	Ongoing Exit and Entry Student Survey	A.D. Facilities, Business, Community Development
31	October (A)	Regular Board	Equity Action Plan Annual Report	Director of Education
32	November (A)	Regular Board	Multi Year Strategic Plan Annual Report	Director of Education
33	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
34	December (A)	Regular Board	Director's Annual Report	Director of Education
35	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
36	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
37	January (P)	Student Achievement	A.35 Accessibility Standards Policy Metric	Associate Director Academic Services
38	February (P)	Student Achievement	S. 19 External Research Policy Metric	Associate Director Academic Services
39	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
40	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
41	June (P)	Student Achievement	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services
42	September (A/P)	Student Achievement	Annual Safe Schools Report and S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
43	September (P)	Student Achievement	H.M. 40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
44	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
45	September (P)	Student Achievement	T.07 Community Engagement Policy Report	Director of Education

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

46	September (P)	Student Achievement	A.37 Communications Policy Metric	Director of Education
47	October (A)	Student Achievement	Student Trustees: Voices that Challenge - CSLIT	Associate Director Academic Services
48	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
49	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics (EQAO); and the OSSLT Assessment	Associate Director Academic Services
50	October (A)	Student Achievement	S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report (combined)	Associate Director Academic Services
51	October (A)	Student Achievement	Board Improvement & Equity Plan (BIEP)	Associate Director Academic Services
52	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
53	November (A)	Student Achievement	CPIC Annual Report	Associate Director Academic Services
54	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report ECSLIT	Associate Director Academic Services
55	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report	Associate Director Academic Services
56	December (A/P)	Student Achievement	Accountability Framework for Special Education and S.P.01 Special Education Programs and Services Policy Metric	Associate Director Academic Services
57	December (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

58	December (A)	Student Achievement	Staff CPIC Annual Report	Associate Director Academic Services
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