

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA MARCH 24, 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

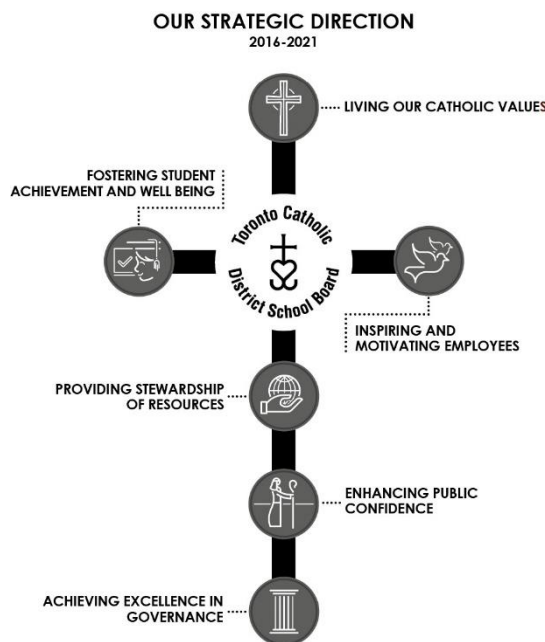
Teresa Lubinski
Trustee Ward 4

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.



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

Angela Kennedy, Chair Frank D'Amico, Vice Chair

Thursday, March 24, 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 & 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 February 3, 2022	1 - 5
10.b. Regular Board Held February 17, 2022	6 - 30

11. Presentations	
11.a. From the Chair of the Board	31
11.b. From the Director of Education	32 - 34
11.c. From the Student Trustee(s)	35 - 40
12. Delegations	
13. Consideration of Motions for which previous notice has been given	
13.a. From Trustee Lubinski regarding February 1, 2023 to be recognized as Honourable Dr. Jean Augustine Day at the Toronto Catholic District School Board and every year thereafter	41 - 42
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	
18. Matters referred/deferred from Committees/Board	
<u>From the February 17, 2022 Regular Board Meeting</u>	
18.a. From the Governance and Policy Committee: Update to Policy on Grounds - Outdoor Play Environments B.G.01 (Recommendation) (Held by Trustee Rizzo)	43 - 79
18.b. From the Governance and Policy Committee: Updated Revision of the Delegation and Public Participation Policy T.14 (Recommendation) (Held by Trustee Rizzo)	80 - 94
19. Reports of Officials for the Information of the Board of Trustees	
19.a. 2022-2023 Preliminary Teacher Staffing Projections	95 - 100
19.b. Response to the Motion from the Special Education Advisory Committee (SEAC) regarding Exclusions	101 - 109

19.c.	Form the By-Law Review Ad Hoc Committee: Proposed Changes to the Toronto Catholic District School Board Operating By-Law Number 175	110 - 115
20.	Reports of Officials Requiring Action of the Board of Trustees	
20.a.	Trustee Ward Alignment Review 2022	116 - 125
20.b.	From the Governance and Policy Committee: Update to Opening and Closing Exercises Policy S.S.02	126 - 136
20.c.	From the Governance and Policy Committee: Policy A.16 Emergency School Closure	137 - 142
20.d.	From the Governance and Policy Committee: Update to Meta Policy M.01	143 - 161
21.	Reports from External Committees / Organizations	
22.	Listing of Communications	
22.a.	From the Special Education Advisory Committee: Approved Minutes of Meeting Held February 9, 2022	162 - 174
22.b.	From the Governance and Policy Committee: Approved Minutes of Meeting Held February 1, 2022	175 - 184
23.	Inquiries and Miscellaneous	
24.	Updating of Pending Lists	
24.a.	Master Pending List and Rolling Calendar	185 - 187
24.b.	Annual Report	188 - 192
25.	Closing Prayer	
26.	Adjournment	

OUR MISSION

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

OUR VISION

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



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

HELD THURSDAY, FEBRUARY 3, 2022

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

A. Kennedy, Chair of the Board - Virtual
F. D'Amico, Vice-Chair of the Board– Virtual
N. Crawford, Chair of the Committee - In Person
M. Del Grande, Vice-Chair of the Committee - Virtual
I. Li Preti - Virtual
T. Lubinski - 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
C. Caldwell (on behalf of P. Matthews)

D. Chen
F. Cifelli
G. Danfulani
L. DiMarco
K. Dixon
M. Meehan
R. Peterson
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

5. Roll Call and Apologies

Trustees Di Giorgio and Di Pasquale were absent.

8. Declarations of Interest

In PRIVATE Session, Trustees Del Grande and Kennedy declared an interest in Items regarding central bargaining while Trustees Li Preti and Rizzo declared an interest in some sections as they have family members who are employees of the Board.

Trustees Del Grande, Kennedy and Rizzo did not participate in discussions nor vote on the respective Items while Trustee Li Preti participated in discussions, having declared a non-pecuniary conflict of interest, but did not vote on the Item.

In PUBLIC Session, there were none.

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

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Kennedy relinquished the Chair to Trustee D'Amico and recused herself from the virtual room at 9:19 pm due to a Declaration of Interest in Items in PRIVATE Session, as earlier indicated.

Trustees Del Grande, Li Preti and Rizzo recused themselves from voting due to a Declaration of Interest in Items in PRIVATE Session, as earlier indicated.

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

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Lubinski
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 virtual room at 9:23 pm.

MOVED by Trustee Tanuan, seconded by Trustee Rizzo, 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
Kennedy
Li Preti

Lubinski
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

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

OUR VISION

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



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

HELD THURSDAY, FEBRUARY 17, 2022

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon
S. De Castro

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. Hinds-Barnett, Assistant Recording Secretary

External Guest:

J. Fullan, Director of Maximum City (for Item 11d)
A. Robertson, Parliamentarian

1. Call to Order

On behalf of the Board of Trustees, in celebration of African Canadian Heritage Month at the Toronto Catholic District School Board (TCDSB) Trustees de Domenico and Rizzo contributed, as follows:

- a. Trustee de Domenico acknowledged a Saint and two noble persons namely:

- i. Saint Martin de Porres who worked on behalf of the poor throughout his life and was canonized in 1962 during the heights of the Civil Rights Movement;
 - ii. Sister Thea Bowman who was invited to be the Special Consultant for the Catholic church in the United States and gave presentations around the country aimed at bridging cultural and racial divides; and
 - iii. Bishop James Healy, the first African American Roman Catholic Priest and Bishop in the United States and oversaw the establishment of 60 new churches, 68 missions, 18 convents and 18 schools.
- b. Trustee Rizzo shared a clip from City News Toronto featuring a significant event at St. Jerome's Catholic School where Staff and students designed a "Hallway of Heroes" in honour of notable African Canadians with a message of hope and inspiration.

5. Roll Call and Apologies

Trustee Di Giorgio was absent.

6. Approval of the Agenda

MOVED by Trustee de Domenico, seconded by Trustee Martino, that the Agenda, as amended to include the Addendum and removal of Item 13a) Consideration of Motion from Trustee de Domenico regarding Request to the Minister of Education to Pause EQAO (Education Quality and Accountability Office) Testing at all Elementary and Secondary Schools until the 2022-23 School Year, be approved.

The Motion was declared

CARRIED

7. Reports from Private Session

There was no PRIVATE Session.

MOVED by Trustee de Domenico, seconded by Trustee Crawford, that the following reports from Trustee D'Amico, from the PRIVATE Session of the February 10, 2022 Special Board Meeting, be received:

- a) Discussed ongoing labour negotiations matter; and
- b) A human resource-related matter regarding the Board's Legal Department

Trustees Del Grande, Kennedy and Rizzo declared a conflict of interest in the labour negotiation matter (refer Item 9 below).

Trustee Rizzo requested that the Question be split.

Trustees Del Grande and Rizzo recused themselves from voting.

Results of the Vote taken on Part a) of the Motion, as follows:

In Favour

Opposed

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

Part a) of the Motion was declared

CARRIED

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

Results of the Vote taken on Part b) of the Motion, as follows:

In Favour

Opposed

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

Part b) of 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 Lubinski, seconded by Trustee Tanuan, that Item 8a) be adopted as follows:

- 8a) From Trustee Lubinski regarding February 1, 2023 to be recognized as Honourable Dr. Jean Augustine Day at the Toronto Catholic District School Board (TCDSB) and every year thereafter** that this be considered at the March 24, 2022 Regular Board Meeting:

WHEREAS: In December 1995, the House of Commons officially recognized February as Black History Month in Canada following a motion introduced by the first African Canadian woman elected to Parliament, the Honourable Dr. Jean Augustine. The House of Commons carried the motion unanimously;

WHEREAS: Hon. Dr. Jean Augustine, was a Member of Parliament for Etobicoke-Lakeshore;

WHEREAS: Hon. Dr. Jean Augustine was a Teacher and Principal of The Metropolitan Separate School Board now named the Toronto Catholic District School Board;

WHEREAS: February is African-Canadian Heritage Month at the TCDSB; and

WHEREAS: Hon. Dr. Jean Augustine has donated funds for the establishment of the Jean Augustine Scholarship at George Brown College in Toronto. The award is available to students in all programs who are graduating. To be eligible for the scholarship, students must demonstrate that they are sole support parents who have overcome obstacles in achieving their educational goals;

THEREFORE BE IT RESOLVED THAT: February 1, 2023 is recognized as Honourable Dr. Jean Augustine Day at the TCDSB and every year thereafter.

9. Declarations of Interest

In PRIVATE Session of the February 10, 2022 Special Board Meeting, Trustees Del Grande, Kennedy and Rizzo declared a conflict of interest in an Item regarding labour negotiations as they have family members who are employees of the Board.

Trustees Del Grande, Kennedy and Rizzo did not participate in discussions nor vote on that Item.

10. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Martino, seconded by Trustee de Domenico, that Items 10a), 10b) and 10c) be adopted as follows:

10a) Special Board (Student Achievement) held January 13, 2022 approved;

10b) Special Board (Corporate Services) held January 20, 2022 approved; and

10c) Regular Board Held January 27, 2022 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

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

11. Presentations

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

11a) From the Chair of the Board received.

The Motion was declared

CARRIED

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

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

11b) From the Director of Education received.

The Motion was declared

CARRIED

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

11c) From the Student Trustees received.

The Motion was declared

CARRIED

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

11d) 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) received.

The Motion was declared

CARRIED

13. Consideration of Motions for which Previous Notice Has Been Given

13a) 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 with the consent of the Assembly, Trustee de Domenico withdrew the Item (refer Item 6).

14. Consent and Review

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

- 17a) Recommendations to Board from the Special Education Advisory Committee (SEAC): SEAC Annual Calendar (Draft) as of January 19, 2022; and Consideration of Motion from SEAC regarding Rules of Order and Conduct Formalization and Familiarization– Trustee Rizzo;
- 19b) Online Activity and School Challenges – Trustee Rizzo;
- 20b) New Multi-Year Strategic Plan 2022-2025 – Trustee Rizzo;
- 20d) Capital Priorities 2022-23 (All Wards) – Trustee Rizzo;
- 20f) From the Governance and Policy Committee: Updated Revision of the Delegation and Public Participation Policy T.14 – Trustee Rizzo; and
- 20g) From the Governance and Policy Committee: Update to Policy on Grounds - Outdoor Play Environments B.G.01– Trustee Rizzo

MOVED by Trustee Martino, seconded by Trustee Di Pasquale, 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

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

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 19a) **Child Medical Masks - American Society for Testing and Materials (ASTM) Level 3;**
- 19c) **Response to Special Education Advisory Committee (SEAC) Motion Regarding Clear Masks;**
- 20a) **2022-2023 School Year Calendar** that the Board of Trustees approve:
 - i. 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 of the report; and
 - ii. The communication plan outlined in this report in Section D.
- 20c) **Monthly Procurement Approvals** that the Board of Trustees approve all procurement activities/awards listed in Appendix A of the report;
- 20e) **From the Governance and Policy Committee: Flag Flying Policy A.04 (New)** that the newly created Policy on Flag Flying and Operational Procedures, provided in Report Appendix A, be adopted;
- 20h) **From the Governance and Policy Committee: Update to Policy on Information and Communication Technology - Hardware and Software Policy A.34** that the revised Policy on Information and Communication

Technology – Hardware and Software Standards Policy A.34 provided in Report Appendix A be adopted;

- 22a) **Communication from the Governance and Policy Committee: Approved Minutes of Meeting Held January 11, 2022;**
- 22b) **Communication from the Special Education Advisory Committee: Approved Minutes of Meeting Held January 19, 2022;**
- 24a) **Master Pending List and Rolling Calendar; and**
- 24b) **Annual Report**

17. Matters Recommended by Statutory Committees of the Board

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

17a) Recommendation to Board from the Special Education Advisory Committee (SEAC) that the Board receive the following recommendations:

- i. 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; and

- ii. WHEREAS: SEAC is a Statutory Committee of the 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.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford, that the recommendations be referred to Staff.

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

In Favour

Opposed

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

The AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

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 Crawford, seconded by Trustee Crawford, that Item 19b) be adopted as follows:

19b) Online Activity and School Challenges 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

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

Urgent Item

The Director of Education reviewed the Order Page, as requested, and advised that Item 20d) Capital Priorities 2022-23 (All Wards) was deemed urgent.

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

MOVED by Trustee de Domenico, seconded by Trustee Crawford, that Item 20b) be adopted as follows:

20b) New Multi-Year Strategic Plan 2022-2025 (Refer Item 11d) that the Board of Trustees approve the newly developed TCDSB Multi-Year Strategic Plan 2022-2025.

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

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

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

20d) Capital Priorities 2022-23 (All Wards) received.

MOVED in AMENDMENT by Trustee de Domenico, seconded by Trustee Di Pasquale, that Staff be directed to submit the schools to the Ministry

based on the criteria in Appendix D of the report and on the Ministry's directive.

MOVED in AMENDMENT to the AMENDMENT by Trustee Tanuan, seconded by Trustee de Domenico, that the words *of the three resubmitted schools in the 2021/2022 list* be added after the word *directive*.

Student Trustees Baybayon and De Castro left the meeting at 9:51 pm.

Time for business expired.

Time was *not* extended, as per the will of the Assembly, to complete debate on the AMENDMENT to the AMENDMENT, as follows:

Results of the Vote taken on Extension, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Lubinski
Rizzo
Tanuan

de Domenico
Del Grande
Di Pasquale
Kennedy
Martino

Trustee Li Preti did not vote/respond.

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

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Tanuan

D'Amico
Del Grande
Kennedy
Lubinski
Martino

Rizzo

The AMENDMENT to the AMENDMENT was declared

FAILED

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

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Tanuan

D'Amico
Del Grande
Kennedy
Lubinski
Martino
Rizzo

The AMENDMENT was declared

FAILED

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

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Lubinski
Tanuan

de Domenico
Di Pasquale
Li Preti
Martino
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that the Item be reconsidered.

Results of the Vote taken on Reconsideration, as follows:

In Favour

Opposed

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

de Domenico
Martino
Rizzo

The Motion to Reconsider was declared

CARRIED

MOVED by Trustee Li Preti, seconded by Trustee Rizzo, that this Item be deferred to a Special Board Meeting within the next five days.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee de Domenico, that the words *within the next five days* be replaced with *Tuesday, February 22, 2022*.

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

In Favour

Trustees de Domenico
Li Preti
Martino
Rizzo

Opposed

Crawford
D'Amico
Del Grande
Di Pasquale
Kennedy
Lubinski
Tanuan

The AMENDMENT was declared

FAILED

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

In Favour

Trustees de Domenico
Di Pasquale
Li Preti
Martino
Rizzo

Opposed

Crawford
D'Amico
Del Grande
Kennedy
Lubinski
Tanuan

The Motion to Defer was declared

FAILED

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, 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

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee de Domenico, that the Chair send a communication to the Minister thanking him for past support of capital projects at our Board, stating that we are disappointed in not receiving support last year and request additional consideration of school communities that have been on the top 10 list for several years.

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

In Favour

Trustees de Domenico
Li Preti
Di Pasquale
Rizzo

Opposed

Crawford
D'Amico
Del Grande
Kennedy
Lubinski
Martino
Tanuan

The AMENDMENT was declared

FAILED

MOVED in AMENDMENT by Trustee Tanuan that Capital Priority list be assessed based strictly on the Ministry emphasized categories of accommodation pressures and replacing schools in poor condition.

The AMENDMENT was ruled out of order.

Trustee Tanuan challenged the Chair.

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

In Favour

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

Opposed

de Domenico
Rizzo
Tanuan

The Chair's Ruling was upheld.

Time for business expired.

Time was not extended, as per the will of the Assembly, to complete debate on the Item, as follows:

Results of the Vote taken on Extension, as follows:

In Favour

Trustees de Domenico
Di Pasquale
Rizzo

Opposed

Crawford
D'Amico
Del Grande

Tanuan

Kennedy
Li Preti
Lubinski
Martino

Results of the Vote taken on the Main Motion (Staff Recommendations), as follows:

In Favour

Opposed

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

de Domenico
Martino
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Li Preti, that the Items not discussed be deferred/referred to the next available meeting.

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

ITEMS NOT DISCUSSED AS CAPTURED IN ABOVE MOTION

- 20f) From the Governance and Policy Committee: Updated Revision of the Delegation and Public Participation Policy T.14 (Held by Trustee Rizzo); and
- 20g) From the Governance and Policy Committee: Update to Policy on Grounds - Outdoor Play Environments B.G.01 (Held by Trustee Rizzo)

26. 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

Trustees Crawford
D'Amico

Opposed

Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee de Domenico did not vote/respond.

SECRETARY

CHAIR



Chair's Monthly Report

March 2022

Highlights from March include:

- Participating in the **Day of Ashes** Celebration of the Eucharist - **Prayer and Worship for Ukraine** – Livestream
- Along with the Director, delivering remarks at the **International Women's Day Virtual** event hosted by the Religion/Family Life Department
- Had the honour of delivering opening remarks at the **Stand with Ukraine Flag Raising Ceremony** at the CEC
- Delivering remarks at the **Pastoral Plan Virtual Event** – Walking with Christ with eyes of Faith and Hope
- Participating and delivering opening remarks at the **Virtual Indigenous Parent Engagement Evening**
- Participating in **monthly calls with the Minister of Education**, School Board Chairs and Directors of Education from across the province



Director's Monthly Report

March 2022

The world has changed dramatically over the past two years. In March 2020, we were thrust into a world of lockdowns, anxiety, and uncertainty. As we shifted from remote to in-person learning and back again, we learned to navigate the world differently and adapt to the public health crisis that is the pandemic. The realities of the impacts continue to be felt throughout our schools and communities as we look ahead to a future beyond the pandemic. As I write this in March 2022, we are optimistic about the road ahead as a school community and society at large. The province has made significant announcements about the easing of the restrictions, processes, and policies that we have grown accustomed to, and we appreciate that this will be processed differently throughout our community. We will support and partner to help walk through this next important phase of this on-going pandemic as some are ready to move on, and some believe we are moving too quickly. When we commit to walking together as a Catholic community, we know we will be able to do so successfully.

We encourage everyone to remain connected and to reach out for support each step of the way. While we can all agree that we look forward to a time in which this pandemic is in our rearview mirrors, we understand that getting there will look different for individuals. The ways in which we are respectful, compassionate, and caring for each other is what will see us through to the end. As always, if there is any way we can support, please don't hesitate to reach out locally so we can work together.

The "March Break" is a significant milestone in every academic year, and this year more than any other, given the pandemic realities we have collectively navigated, we wish every member of our Toronto Catholic community the opportunity to rest and rejuvenate as we prepare for the final stretch of the academic year. We are looking forward to the opportunity to gather together again for celebrations and activities this spring, so we hope the rest associated with the March Break has allowed everyone to prepare for these important opportunities for school communities.

We collectively watch in horror at the events in Ukraine and continue to offer our uncompromising support for all those affected both here in Toronto and in Ukraine. We are so proud of the connection we have with our Ukrainian communities and our three Ukrainian Eastern Rite schools, and we stand with them and all Ukrainians and those impacted by war. The Toronto Catholic District School Board has mobilized in so many compassionate and service-oriented ways to support those who are displaced, impacted, and struggling during this crisis, doing so as Catholics committed to living out our call to service, sacrifice, and care. We are proud of our communities as they provide living examples of Christ through their actions.

Thank you to our incredible staff throughout the system who continue to go above and beyond to support students and families in these most difficult of times, and to our parents and caregivers who partner in support and collaboration. With the best interests of our students at the forefront at all times, we continue to influence our students in the most positive and encouraging ways.

Highlights from March include:

Celebrating **Forgiveness as the Virtue of the Month** and recognizing important observances such as: Black Mental Health Week, Celtic Canadian Heritage Month, National Engineering Month, Women's History Month, Nutrition Month, and National Social Work Week, as well as Shrove Tuesday, Ash Wednesday and the beginning of Lent, World Wildlife Day, World Day of Prayer, Education Support Staff Appreciation Day, International Women's Day, Sikh New Year, Clear Monday and the beginning of Great Lent, Purim, St. Patrick's Day, Solemnity of Saint Joseph—Spouse of the Blessed Virgin Mary, Nawruz (Baha'i New Year), World Down Syndrome Day, International Day for Elimination of Racial Discrimination, World Water Day, Solemnity of the Annunciation of the Lord, Purple Day—Epilepsy Awareness, Earth Hour, Holi—Festival of Colours, and Pesach/Passover. March Break takes place between March 14 and 18.

- Visiting St. Jerome Catholic Elementary School to engage in their student installation of the **“Hallway of Heroes”** – celebrating and recognizing Black and Indigenous Canadians who have made significant contributions to Canadian society
- Visiting **Josyf Cardinal Slipyj, St. Demetrius and St. Josephat Catholic Elementary Schools** in solidarity with our Ukrainian staff, students, and community
- Participating in the **Day of Ashes** Celebration of the Eucharist - **Prayer and Worship for Ukraine** – Livestream
- Supporting the **St. Demetrius Catholic Elementary School** community in prayer with faith leaders from **St. Demetrius** and with **Minister Lecce**
- Delivering remarks at the **International Women’s Day Virtual** event hosted by the Religion/Family Life Department
- Participating in the **African Canadian Heritage Month Webinar**
- Participating in the **Parents of Black Children Report on Anti-Black Racism in Ontario Schools** meeting

- Attending a liturgy at **St. Teresa Catholic Church** for intentions for Lent, Peace and the coming together for spiritual support for those affected by the war in Ukraine
- Attending **Stand with Ukraine Flag Raising Ceremony** at the CEC
- Connecting with Principals at the **K-12 Principals' Meeting**
- Participating in the **library re-opening celebration at St. Elizabeth Catholic Elementary School**
- Delivering remarks at the **Pastoral Plan Virtual Event – Walking with Christ with Eyes of Faith and Hope**
- Delivering remarks at the **Virtual Indigenous Parent Engagement Evening**
- 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 **March 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

March Student Trustee Board Report

Update from the Student Trustees:



- Keith gave remarks for the Ministry of Education's announcement on Ontario's Learning Recovery Action Plan, emphasizing the importance of investing in mental health.
- Keith sent a memorandum alongside the OSTA-AECO 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.
- Keith and Stephanie hosted the February CSLIT General Assembly Meeting, where we highlighted Black History Month. We planned engaging activities and invited student panellists to speak on their experience of being a black youth in TCDSB.
- Keith was invited to join the Information and Privacy Commissioner's Strategic Advisory Council, with a focus on "Children and Youth in a Digital World."
- Keith joined a meeting with the Deputy Minister of Education, Yael Ginsler, to talk about the Ministry's directives on which online courses should be focused upon when it comes to developing and updating.
- Keith and Stephanie attended the OSTA-AECO March Executive Council Meeting to work on ongoing initiatives.
- Stephanie is working on a collaboration with CIVIX which is the organization that provides the Canada Student Vote experience in schools to enhance student involvement and information distribution in the upcoming provincial election.
- Stephanie met with *Peace of Mind Toronto* to collaborate on their upcoming mental health joint letter in support of better mental health resources and access to both secondary and post-secondary levels.

- Stephanie was featured in two articles on the Toronto Star where she talked about student opinions on the mask mandate and the recent announcement of graduations and proms getting a green light from school boards around the province.
- Keith and Stephanie released student trustee applications for Grade 10 students interested in applying. Applications are set to close on March 25th at 6 pm.
- Stephanie joined other student leaders on an International Women's Day student panel to speak about experiences as a girl, perspectives and empowerment as women, and the importance of gender equity.
- Stephanie and Keith attended OSTA-AECO's Board Council Conference online where they listened to various guest speakers including Stephen Lecce and OCSTA. It was a great opportunity to collaborate with other OSTA-AECO members.

CSLIT Executive Council

Elementary Affairs

Audri and Mara have continued fulfilling their action plans as per their pillars of focus by hosting their March ECSLIT GA. This meeting's theme focused on equity and the beauty of diversity. The directors held a panel discussion with their guest speakers, the Hip Hop HeadUcators. The panellists were asked questions about leadership, diversity, and Hip Hop. The educators provided insightful advice and insights that will inspire all young leaders. Like all ECSLIT meetings, this month also included these 3 segments: Mental Health Toolbox, 7 Grandfather Teachings, and highlighting one cultural leader. Mara and Audri would like to thank Mr. Caccamo for attending and for his continuous support. The directors are continuing to plan for their next ECSLIT GA which will be focused on Indigenous Education.

Social Affairs

Tuesday, March 8th marks International Women's Day and the Social Affairs subcommittee decided to celebrate by hosting an art exhibition where student leaders are able to submit art pieces dedicated to empowering women and the successes they've had in history. At the end of the month, the art pieces will be

compiled into a slideshow and showcased to students on social media and at a future CSLIT general assembly meeting. In addition, the Social Affairs subcommittee has also put together fun facts and trivia where students can test their knowledge to see how much they truly know while celebrating all the amazing accomplishments of women throughout history and the present. With COVID mandates starting to relax, the Social Affairs Committee is now planning our annual CSLIT BBQ and CSLIT Gala and movie night. The students are extremely excited.

Social Justice

On March 10th, The Social Justice Subcommittee held a student-led conference to celebrate World Day of Social Justice. The theme of the conference was putting our Catholic Faith into action through social justice. 30 high school classes from across the TCDSB joined the conference, with approximately 700 students.

Luke Stocking, Deputy Director of Public Engagement at *Development and Peace* joined as the keynote speaker. Director of Faith, Roy Bou Abboud also joined the conference to provide opening prayers and other assistance.

The conference was entirely student-led. Members of the committee facilitated 4 workshops: Youth Homelessness in Toronto, Indigenous Truth, Reconciliation & Restoration, Climate Justice, and Conflict and Crisis in Kashmir. These topics were chosen as they include issues that are present locally, nationally, and internationally. The students worked tirelessly to create these presentations and initially linked each one with our Catholic Social Teachings. Overall, the conference was a great success and everything has been recorded for teachers and students to use as a future resource throughout the year.

Equity

Adekunbi proceeded to work alongside the Equity Subcommittee to put together and facilitate a black history month panel. The Director of Faith, Roy Boy Abboud was present to say the opening, closing prayer, and the land acknowledgment. The panellists present were Andre Fullerton, Tanika Riley, Matthew Ray Jones, Stephen Mensah, Dr. Danielle Hylles, Natasha Okpi, Tesean Hamilton, and Julissa

Perez. It was a very powerful discussion on the current state of equity and what we need to do as a community to create a better future.

On International Women's day, Adekunbi was a guest on the Break The Bias panel discussion to promote empowerment for women and female students across the board and gave detailed insight into living as a woman while overcoming obstacles and social barriers.

The members of the Equity subcommittee have started planning a food drive. Each committee member will select one of their classes to donate non-perishable foods, hygiene products, and toiletries to be distributed to youth homeless shelters.

Adekunbi is collaborating with Health and Phys-ed resource teacher Ms. Karen Enns regarding menstrual maturity awareness in schools across the TCDSB which includes developing an effective means of distributing menstrual products.

Faith

The Director of Faith, Roy Bou Abboud, has prepared opening and closing prayers for each monthly CSLIT and ECSLIT online meeting. With the help of the Faith Subcommittee, Roy will host the second Let's Talk Faith webinar of 2022 on Wednesday, March 23rd with two guest speakers from the Office of Catholic Youth. The Faith Subcommittee has been meeting on a weekly basis planning upcoming Let's Talk Faith webinars as well as our annual Faith Camp. With Covid restrictions being relaxed, the subcommittee hopes to have Faith Camp in person like it once did. Events will start Friday after school and end on Palm Sunday with mass and putting Faith in Action activities.

In addition, this subcommittee has set the goal of creating two additional faith-based initiatives before the end of the year, with more details to come. Roy has also put together a team of four subcommittee members in order to create a new Instagram account for the Faith Subcommittee, which is set to go public by the end of the month.

Charity

Nicole and Julissa continue to work diligently to get students more involved with giving back to their own communities, and throughout the month of March, they continue to do so! This year on International Women's Day, Nicole and Julissa were featured on the Break The Bias panel where they gave insight on what it is like to be a woman in today's society. They have also been promoting several of their upcoming initiatives. The We Share Life poster campaign contest was first introduced at the end of February and the lucky winner will be announced during the March CSLIT General assembly. One of the elements needed for the poster competition is to incorporate recyclable materials. This campaign is doing a great job at raising awareness across TCDSB secondary schools on what Sharelife does for our community. Nicole and Julissa are currently also in constant contact with the charity Meagan's Hug. The girls will be helping prepare for the Meagan's Hug annual crane ceremony taking place in April. CSLIT students from across the board will be asked to create handmade origami cranes as a symbol of solidarity with the Meagan's Hug Heroes and their families.

Lastly, Nicole and Julissa recently launched the creation of the A-Team, which will comprise 2 students per TCDSB high school. The A in A-team represents the Angel Foundation for Learning. The girls are excited to host their first A-Team meeting after March Break.

Public Relations

This February the public relations team has been working on getting important information out to the students of our board. One event in specific is the Student Trustee elections for the term 2022 to 2024. Other promotional materials include posters for Work on Wealth, International Women's Day and the promotion of various Social Affairs events mentioned above.

Administrative Affairs

Junette continues to fulfill her responsibilities as Director of Administrative Affairs. She has assisted with the February General assembly meeting. All the online activities, slideshows, polls, attendance, and prizes are all organized by Junette. She is in constant communication with our CSLIT moderator Michael Consul, executive members, student trustees and general assembly regarding current and upcoming events. Junette is in the process of fulfilling the Indigenous

Education and Immersion pillar by organizing a fundraiser along with the Director of Social Justice and the co-directors of ECSLIT. Now with Covid 19 restrictions being lifted, the plan is to have our next CSLIT general assembly meeting in person right here in the boardroom like CSLIT used to have 2 years ago. Our next general assembly meeting is on Tuesday, March 29th at 4:30 pm. This is perfect timing to finally bring back in-person meetings since our March meeting is always designated as “meet the student trustee candidates” night.

We invite all of you to join any and all of our events. We would love to have you. And our student leaders look forward to the possibility of finally being able to run the following in-person events:

- Voices That Challenge (April)
- Faith Camp (April)
- Olympia Leadership Camp (May)
- Indigenous Leadership Camp (May)
- CSLIT Gala (June)
- CSLIT BBQ (June)

Catholic Student Leadership - Get Involved!



Teresa Lubinski
Trustee Ward 4

E-mail: Teresa.Lubinski@tcdsb.org

Voicemail: 416-512-3404

To: Regular Board Meeting, March 24, 2022

From: Teresa Lubinski, Trustee Ward 4

Subject: Consideration of Motion regarding February 1, 2023 to be recognized as Honourable Dr. Jean Augustine Day at the Toronto Catholic District School Board (TCDSB) and every year thereafter.

MOVED BY: **Teresa Lubinski**, Toronto Catholic District School Board

WHEREAS: In December 1995, the House of Commons officially recognized February as Black History Month in Canada following a motion introduced by the first African Canadian woman elected to Parliament, the Honourable Dr. Jean Augustine. The House of Commons carried the motion unanimously;

WHEREAS: Hon. Dr. Jean Augustine, was a Member of Parliament for Etobicoke-Lakeshore;

WHEREAS: Hon. Dr. Augustine was a Teacher and Principal of The Metropolitan Separate School Board now named the Toronto Catholic District School Board;

WHEREAS: February is African-Canadian Heritage Month at the TCDSB; and

WHEREAS: Hon. Dr. Jean Augustine has donated funds for the establishment of the Jean Augustine Scholarship at George Brown College in Toronto. The award is available to students in all programs who are graduating. To be eligible for the scholarship, students must demonstrate that they are sole support parents who have overcome obstacles in achieving their educational goals;

THEREFORE BE IT RESOLVED THAT: February 1, 2023 is recognized as Honourable Dr. Jean Augustine Day at the Toronto Catholic District School Board and every year thereafter.

Teresa Lubinski

Trustee, Ward 4



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 17, 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 and associated documents was 30 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 Grounds – Outdoor Play Environment B.G.01 was first approved in March 1980 and was amended in October 1982, June 1986, 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 on the Governance and Policy Committee Order Paper on February 1, 2022.
5. This draft policy appeared at Regular Board on February 17, 2022, where this item was deferred/referred to the next available meeting.

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
--	-----------------------------	--

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:	GROUND
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**



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

recognized.

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	Category 5
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.

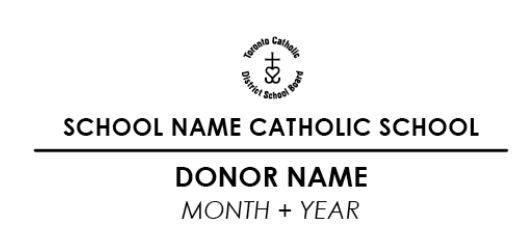
Approval from the Partnership Development Department is required.

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 SCHOOLYARD 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 SCHOOLYARD REVITALIZATION

Appendix B

VERSION 7 – Feb.03.2022

SECTION C: Project Request Description	
Project Category	Choose an item.
Project Name	
Location of Project on the school property on School Grounds	

SECTION D: Project Request Details	
Detailed Description of Project Provide as much detail as possible in point form or sentences on the scope of work for this request. Include additional pages if required, and list documents in Section E below. Description is not required to be technical, but enough information to describe the intended project.	
Anticipated Funding Source(s)	

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



PLAYGROUND AND SCHOOLYARD REVITALIZATION

Appendix B

VERSION 7 – Feb.03.2022

SECTION F: Submission Confirmation (For Office Use Only)			
Received By		Date	
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			
<i>The Principal will be the primary contact person for any directions or communications from TCDSB staff.</i>			

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)	
7	Other (please specify)	
8	Other (please specify)	



IMPROVEMENTS TO OUTDOOR ENVIRONMENTS

Appendix C

VERSION 7 – Feb.03.2022

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: Not all projects will meet all listed education goals and curriculum links.	



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

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	February 17, 2022	
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

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 and 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 February 1, 2022 Governance and Policy Committee.
6. This draft policy appeared at Regular Board on February 17, 2022, where this item was deferred/referred to the next available meeting.

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

2022-2023 PRELIMINARY TEACHER STAFFING PROJECTIONS

"MAY THE GOD OF HOPE FILL YOU WITH ALL JOY AND PEACE IN BELIEVING, SO THAT BY THE POWER OF THE HOLY SPIRIT YOU MAY ABOUND IN HOPE"
ROMANS 15:13

Drafted

March 4, 2022

Meeting Date

March 24, 2022

L. Coulter, Executive Superintendent of Human Resources, Leadership and Equity
J. Genova, Human Resources Coordinator of Staffing & ICT

INFORMATION REPORT

Vision:

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

Mission:

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



Brendan Browne
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 has been prepared to inform the Board on the budget planning and review process for TCDSB as it relates to the 2022-2023 preliminary school staffing projections for teachers.

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

B. PURPOSE

This report will present to the Board the estimated enrolment and program funding impacts on total school staffing, as enrolment is the critical driver of Grants for Student Needs (GSN) funding provided to the Toronto Catholic District School Board. On March 10, 2022, the Corporate Services, Strategic Planning and Property Committee received the consensus enrolment projections. Staff have prepared and are acting upon the preliminary staffing numbers to meet collective agreement staffing timelines.

C. BACKGROUND

1. **January - February 2022** - Consensus student enrolment projections were determined in collaboration with the planning department, school principals, and area superintendents. Trend data and COVID observations were utilized to predict staffing projections ahead of the release to school boards of Grants for Student Needs (GSN) funding.
2. **March 2022** – Elementary school tentative staffing models are being developed for schools as per the Toronto Elementary Catholic Teachers (TECT) and TCDSB collective agreement. All declarations of surplus teachers must be made no later than March 31, 2022. This deadline may be subject to a variance with TECT considering the continuing affects of the pandemic.
3. **March 10, 2022** – At the Corporate Services meeting, the Board received the consensus student enrolment projections for the 2022-2023 school year.
4. **April 2022** – Secondary school tentative staffing models are developed in accordance with the Toronto Secondary Union (TSU) and TCDSB collective agreement. All declarations for surplus teachers, if any, must be made no

later than April 15, 2022. This deadline may be subject to a variance with TSU considering the continuing affects of the pandemic.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ASSUMPTIONS – Preliminary Staffing Projections

Student enrolment projections for 2022-2023 are approximately (56,686 + 26,803) 83,489 pupils representing an overall decrease of 4,167 (87,656 - 83,489) students. The pupil count is converted to an Average Daily Enrolment (ADE) to determine required teacher staffing levels.

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

2. After numerous consultation meetings with elementary and secondary principals, area superintendents, Information & Communication Technology staff and Human Resources, the Average Daily Enrolment (ADE) projections for 2022-2023 are reported at 83,489:

2022-2023 AVERAGE DAILY ENROLMENT PROJECTIONS

PANEL	2021-2022 ADE PRELIMINARY	2022-2023 ADE PRELIMINARY	PROJECTED ADE VARIANCE
Elementary	60,829	56,686	-4,143
Secondary	26,827	26,803	-24
TOTAL:	87,656	83,489	-4,167

3. Staffing decisions use a set of parameters to arrive at school-based staff allocations. These include the Ministry of Education's Primary Class Size (PCS) requirements and historical board-wide class size averages. The staffing allocations must also adhere to legislative requirements, including collective agreements in place with TECT and TSU.
4. Staff affected directly by enrolment changes include teachers, early childhood educators, principals, vice-principals, and other school-based support staff, all funded by various Grants for Student Needs (GSN), a function of student enrolment projections. The various grants include the Pupil & School Foundations, Special Education, Language (English and French as a Second

Language), Teacher Qualification and Experience, and Priorities and Partnership Funding.

5. Schools with low enrolment, as well as some schools with specialty programs, will also affect the staffing levels within our elementary and secondary schools. Smaller class sizes affect the overall number of teachers that are required throughout the system.
6. The key parameters for staffing include:
 - a) Full-Day Kindergarten classes will require average class sizes of 26 to 1, with a class size maximum of 29 students.
 - b) Grades 1-3 classes are capped at 20 students to 1 teacher for 90% of classes and between 21-23 students for 10% of classes.
 - c) Board must achieve an average class size for all grade 4-8 classes of 24.5 to 1 to reflect the legislative requirements consistent with the Education Act (Regulation 132/12, s.7).
 - d) Special Education teacher requirements are determined annually based on identified student needs in the Individual Education Plans (IEP).
 - e) Board must comply with TECT and TCDSB collective agreement Appendix G parameters, which dictate an elementary compliance target of 135:1 (Total Enrolment divided by the total number of Special Education Teachers).
 - f) Elementary Program Specialty Teacher requirements for the provision of planning and preparation time for teachers are based on the total number of school-based teachers.
 - g) The Board must achieve a funded secondary school class size average of 23 students to 1 teacher on aggregate by September 2022.

7. TCDSB 2022-2023 Preliminary School-Based Staff Projections

TCDSB collective agreements require the Board to make decisions before March 31, 2022, for school staffing levels in September 2022.

This deadline may be subject to a variance with TECT and TSU considering the pandemic.

The charts on the following page summarize the projected net open/surplus positions for elementary and secondary panels. Any surplus for teachers and

other school-based staff will be addressed through the staff allocation processes embedded in the Board's collective agreements.

2022-2023 Preliminary Teacher Staffing Projections

Elementary Panel Staffing Projections		
Revised 2021/2022 Staffing FTE		3728.59
Less: Projected decrease in positions attributable to enrolment decrease (0.0068 x 3728.59)	(253.54)	
Special Education (Appendix G Overage)	(45)	
PST Overage	(83.7)	
Net decrease in projected staffing		(382.24)
Total projected staffing 2022/2023		3346.35

Note: When factoring in a five-year trend analysis, the board is projecting that **100** elementary teachers will be retiring. The **382.24** position loss due to an enrolment decrease may be mitigated through this attrition and utilizing LTO assignments in the 2022 – 2023 school year.

Secondary Panel Staffing Projections		
Revised 2021/2022 Staffing FTE		1846.05
Less: Projected decrease in positions attributable to enrolment decrease (0.00089 x 1846.05)	(1.65)	
Net decrease in projected staffing		(1.65)
Total projected staffing 2022/2023		1844.40

Note: When factoring in a five-year trend analysis, the board is projecting that **90** secondary teachers will be retiring. The **1.65** position loss due to an enrolment decrease will be covered through this attrition.

E. CONCLUDING STATEMENT

1. Enrolment increases/decreases in September 2022 will further affect the staffing levels.
2. Any additional reductions in GSN funding or other budgetary pressures will also further affect the staffing levels for September 2022. These potential staffing changes will be considered as part of the 2022-2023 Budget consultation process and will be collaboratively discussed with our union partners.
3. Staff will bring a supplementary staffing update via the budget reporting cycle in April to address enrolment changes and deficit mitigating strategies.



REGULAR BOARD

RESPONSE TO THE MOTION FROM THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) REGARDING EXCLUSIONS

*Wisdom is radiant and unfading, and she is easily discerned by those who love her,
and is found by those who seek her. Wisdom 6:12*

Drafted

February 7, 2022

Maria Meehan, Superintendent, Special Services
Michael Caccamo, Superintendent, Safe Schools

Meeting Date

March 24, 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 maintaining a safe learning environment for all staff and students.

School Principals are required, by law, to comply with the *Education Act* in the exercising of their professional judgement and duties. School Principals are leaders who are responsible for student safety, well-being, and learning.

The *Education Act*, in section 265(1)(m), permits a School Principal to refuse to admit a student to the school or a class. The exclusion of students from school or a class is the focus of this report.

The cumulative staff time required to prepare this report was 40 hours.

B. PURPOSE

This report responds to motions and recommendations from the TCDSB's Special Education Advisory Committee ("**SEAC**"), including but not limited to:

- a **motion** made by the representative of *Autism Ontario*, recommended at the **November 17, 2021, SEAC meeting** and carried at the December 9, 2021, Regular Board meeting;
- a **motion** made at the **March 27, 2019, SEAC meeting** and carried at the April 24, 2019, Regular Board meeting.

November 17, 2021, SEAC Motion:

This report will address the following items from the November 17, 2021, SEAC recommendations. SEAC recommends that:

- a. The TCDSB attendance system be updated to track all exclusions, including Formal and Soft exclusions as previously defined.
 - i. "*Formal Exclusion*" is defined in section 265 (1) (m) of the *Education Act* (see below for definition – Part C).
 - ii. "*Soft Exclusion*" is defined as a School Principal's request to keep a child home for all or part of a day.

- b. The TCDSB 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);
- c. A Policy be created that will instruct staff on the appropriate use of Exclusions, record keeping and appeal provisions; and
- d. 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.

March 27, 2019, SEAC Motion:

This report will also address the following items from the March 27, 2019, SEAC recommendations.

The subcategory of students listed as Excluded from: 1) December 2013 up to and including February 2016; and 2) March 2016 up to and including December 2018, as follows:

- a. Students not in receipt of Special Education services;
- b. Students with an Individualized Education Program (IEP);
- c. By exceptionality (using the Ministry's 14 categories of exceptionalities); and
- d. Whether the exclusion was due to police direction/court order or the Principal's discretion;
- e. Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions, and expulsions;
- f. Whether the exclusions listed were documented as "safety" exclusions or "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:

"The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which School Principals are mandated to

adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school.”
(p. 5);

- g. Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified in the chart, and if so to provide a copy of the Policy to SEAC; and to advise whether the Policy is publicly available on the School Board's website and, if so, to provide a copy of the web page;
- h. How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day;
- i. Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e., how many hours of academic instruction per day;
- j. Is there a written Policy or procedure for when and how long the Board/Principal may exclude under Section 265(1)(m) – If so provide a copy to SEAC. Is it available on website? If so, provide a copy of webpage.

C. BACKGROUND

- 1. School Principals are required, by law, to comply with the *Education Act* in the exercising of their professional judgement and duties.
- 2. The *Education Act*, in section 265(1)(m), permits a School Principal to refuse to admit a student to the school or a class:
 - subject to an appeal to the Board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the Principal's judgment be detrimental to the physical or mental well-being of the pupils.

3. SEAC has requested data, along with detailed operational and student personal information, related to how this section of the *Education Act* is applied at the TCDSB.

D. EVIDENCE/RESEARCH/ANALYSIS

The following is provided in response to the November 19, 2019, and March 27, 2019, SEAC Motions.

1. Duty of the Principal

In addition to the duties of a Principal articulated in the *Education Act*, the Ministry of Education Enrolment Register Instructions for Elementary and Secondary Schools 2021 document further defines the required documentation and data that School Boards are required to record.

2. Attendance Record

Students who are excluded due to section 265(1)(m) of the *Education Act* are documented as “excused” on the daily attendance record collected through the Student Information System application, for the duration of the exclusion. The reason for the student being excused is noted as “exclusion”.

3. Types of Exclusions

The TCDSB generally employs two (2) different types of exclusions.

- a. Exclusion relating to safety of students as a result of an emergency, or an incident (or series of incidents) requiring a “pause”.
 - b. Exclusion as a result of a police investigation.
4. In all circumstances, exclusions are not considered disciplinary.
 5. The TCDSB does not practice “soft exclusion”, as referenced in the 2021 motion, and “disciplinary” exclusions noted in the 2019 motion. These distinctions do not exist in law, and they are not consistent with section 256(1)(m) of the *Education Act*.
 6. At times, School Principals, and parents/guardians, in collaborative dialogue, may determine a plan that has the student home from school for a limited period of time for reasons that are distinct from those that may result in an exclusion (as outlined above).

7. Tracking Exclusions

Although exclusions are not disciplinary and fall outside of the TCDSB's approach to progressive discipline, the TCDSB's online Progressive Discipline application is currently being used to electronically document information related to exclusions.

8. A hard copy of an exclusion letter is kept in the student's Ontario Student Record (OSR) file.

9. TCDSB Exclusion Process

When an exclusion is being considered at the TCDSB, the following steps are taken:

- The School Principal advises the Area Superintendent that an exclusion is being considered.
 - The Area Superintendent, in consultation with the Superintendent of Safe Schools, the Superintendent of Special Services, and, as required, the Superintendent of Equity, Diversity and Indigenous Education, and General Legal Counsel, reviews the circumstances that have resulted in the consideration of an exclusion.
 - Safe Schools, Special Services and Corporate Services staff support the Principal with the school exclusion process as necessary.
 - All exclusion notifications to parents are copied to the Area Superintendent, the Superintendent of Safe Schools and the Superintendent of Special Services, General Legal Counsel, Chief of Communications, Senior Manager of Occupational Health and Safety, and the Director of Education.
10. Exclusion protocols are reviewed with Principals via Principal meetings and email communications.
 11. Principals do not require parental permission to exclude a student. Parents do have the right to appeal an exclusion. The TCDSB present practice is that all exclusion notification letters are accompanied by an explanation of the exclusion appeal process.
 12. An exclusion is a temporary measure. The exclusion notification letter includes the conditions that must be met for the exclusion to end. The conditions for each exclusion are unique and specific to each individual situation. The length of an exclusion reflects the individual conditions that must be met for the student to return to school.

13. The Principal remains in regular communication with the parent(s)/guardian(s) of excluded students throughout the duration of the exclusion, supporting and documenting the articulated steps outlined in the exclusion letter with the goal of returning the student to school as soon as possible.
14. Students are provided work packages by the school so that the student can continue their education during the exclusion.
15. If there is a Social Work referral in place, or if a referral is made during the exclusion, social work services are available to support the student and family.

16. Ministry of Education Reporting Requirements

Pursuant to the Ministry of Education Enrolment Register Instructions for Elementary and Secondary Schools 2021 document, School Boards are responsible for collecting the following information for each exclusion:

- a. Documentation that shows the reason for the exclusion.
 - b. Documentation of successful notification of exclusion and the response between the School Board and the pupil (if the pupil is an adult) or the pupil's parent or guardian.
 - c. Documentation of the plan (signed by the Principal) to re-integrate the pupil into the education system.
 - d. Documentation of communication with other parties involved with re-engaging the pupil (e.g., social agencies).
 - e. Data on the number of students who have been excluded during the school year (including the name of student, OEN, length of exclusion, and reason for exclusion).
17. As school exclusion data is distinct from Progressive Discipline data, it is not included in the Safe Schools Annual Report.
 18. The Ministry of Education *Aggregate Exclusions Reporting Template* was completed by the TCDSB and submitted on November 26, 2021. All required data was provided. Data submitted included the reason for the exclusion, the number of students excluded, total number of days students were excluded, and indication of whether the student was receiving special education services.

19.Data Production

- a. SEAC requested the exclusion data from the 2021 submission to the Ministry of Education. The Superintendent of Special Services consulted with the Senior Manager of Archives and Records Management and determined that the students represented in the data may allow for the identification of individual students, and as such was not shared publicly to protect student privacy.
- b. Through consultation with the Ministry of Education, it has been determined that the Ministry of Education will not be publishing the provincially collected data, at this time.

20.Request for Historical Data

SEAC requested historical data related to exclusions for two time periods:

- a. December 2013 to February 2016
 - There were 21 exclusion records available between December 2013 and February 2016.
 - Of the total, 15 students did not have an Individual Education Plan (IEP) and six students did have an IEP.
 - The exceptionality data was not available.
 - There were four exclusions as a result of a police investigation.
 - There were 17 students who had a progressive discipline record that included suspensions or expulsions.
- b. March 2016 to December 2018
 - There were 172 available exclusion records.
 - The total included 124 students without an IEP and 48 students with an IEP.
 - Exceptionality data was not available.
 - Of the total, 111 were related to police investigations and 169 students had a progressive discipline record that included suspensions or expulsion.

E. METRICS AND ACCOUNTABILITY

- School Boards have been directed to retain records and documentation related to exclusions.
- The Ministry of Education required the submission of *the Aggregate Exclusion Data Template* for the 2020-2021 school year.
- It is anticipated that School Boards will be requested to submit the same data for the 2021-2022 school year.

F. CONCLUDING STATEMENT

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



REPORT TO

REGULAR BOARD

FROM THE BY-LAW AD HOC COMMITTEE – PROPOSED CHANGES TO TCDSB OPERATING BY- LAW NUMBER 175

For it is not the hearers of the law who are righteous before God, but the doers of the law who will be justified.
Romans 2:13

Drafted

February 24, 2022

Meeting Date

March 24, 2022

Paul Matthews, General Legal Counsel
Eric Roher, Borden Ladner Gervais LLP

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

This report provides an invitation to Trustee Colleagues from the Committee to the process of updating the Toronto Catholic District School Board Operating By-Law 175 (as amended on April 21, 2016), for their input and additional recommendations for the committee to continue its work updating the Toronto Catholic District School Board Operating By-Law 175 (as amended on April 21, 2016).

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

B. PURPOSE

The purposed of this report is to provide the Board with an update on the current work and proposed revisions to the Toronto Catholic District School Board Operating By-Law 175 (as amended on April 21, 2016). It is an invitation to Trustees who are not on the By-Law Ad Hoc committee to provide additional recommendations.

C. BACKGROUND

1. The *Ad-hoc By-Laws Review Committee* met to discuss and review various articles of the Toronto Catholic District School Board Operating By-Law 175 (as amended on April 21, 2016) and instructed staff to review matters discussed at the meeting and report back to the committee.
2. **February 24, 2022** – The By-Law committee reviewed the proposed changes and recommended that the draft changes be reviewed by the Board by the end of March 2022. Some recommended changes are also to be reviewed by the Integrity Commissioner and the Governance and Policy Committee
3. Due to the addition of some proposed articles the new numbering has been indicated where possible.

4. The Committee is pleased to report good ideas and proposals have been recommended, however further recommendations from other Board committees are ongoing. Once input from Board committees and the Board itself have been incorporated and discussed a final draft proposal will be submitted to the Board for approval.

D. EVIDENCE/RESEARCH/ANALYSIS

At the February 24, 2022 By-Law Ad-Hoc Committee Meeting there were proposed changes to the current Toronto Catholic District School Board Operating By-Law 175 (as amended on April 21, 2016). Those changes are described in Appendix A of the report. Once the By-Law Ad-Hoc Committee has made final changes the draft Toronto Catholic District School Board Operating By-Law 175 (as amended on April 21, 2016) will be presented to the Board for final review.

E. CONCLUDING STATEMENT

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

APPENDIX A – PROPOSED CHANGES TO DRAFT TORONTO
CATHOLIC DISTRICT SCHOOL BOARD OPERATING BY-LAW
175 (AS AMENDED ON APRIL 21, 2016)

Proposed Section Change	Proposed Change
Proposal: <u>Add new sections: Purpose of Bylaws (NEW ARTICLE 2)</u>	<ol style="list-style-type: none"> 1. These By-laws are enacted by the Board of Trustees with support of the Director of Education or designate; 2. The By-laws govern the actions of Trustees in Board and Committee meetings and promote democratic decision-making through debate; and 3. The By-laws will be in adherence with applicable legislation, including the <i>Education Act</i>, <i>Municipal Act</i>, and <i>Municipal Conflict of Interest Act</i>.
Proposal: Acknowledgement of Traditional Lands (NEW ARTICLE 5.1)	All Board and Committee meetings will include an acknowledgement of the Traditional Territories/Ancestral Lands of Aboriginal peoples recited by the Chair or Vice-Chair of Committees.
Proposal: Review Cycle (NEW ARTICLE 17.2)	The By-laws will be updated as required and reviewed at a minimum every four (4) years.
Proposal: Audio/Video Recording of Meetings	Every Committee/Board meeting (private and public) shall be recorded.
Proposal: Add to Definitions	“Code of Conduct” means the Trustee Code of Conduct for the Toronto Catholic District School Board.

	<p>“Conflict of Interest Registry” means the registry of Trustees’ conflict of interest declarations, established in accordance with the Municipal Conflict of Interest Act.</p> <p>“Integrity Commissioner” means the Integrity Commissioner appointed by the Board of Trustees.</p>
Proposal: <i>Add Attendance at Meetings</i> (NEW ARTICLE 5.3.2)	A Trustee may be absent for 20 consecutive weeks or less, if the absence is a result of the Trustee’s pregnancy, the birth of the Trustee’s child or the adoption of a child.
Proposal: <i>5.6 Composition of Ad-Hoc Committees</i> (NEW ARTICLE 6.6)	<p>that it is strongly recommended, line 3, be added as follows:</p> <p>...To the extent possible the Board of Trustees shall ensure equitable distribution of Trustees on Committees and it is strongly recommended that ...</p>
Proposal: <i>10.10.17 Inquiries and Miscellaneous</i> (NEW ARTICLE 11.10.17)	<p>that <i>of an urgent nature</i> be removed, 1st line:</p> <p>...only of an urgent nature, which may be the subject only of a motion for receipt...</p>
Proposal: <i>10.8 Member of a Committee Placing Matter/Notice of Motion on Agenda of Meeting</i> (NB NEW 11.8.9)	10.8.9 Any recommended changes to policy, program or services from SEAC shall stand referred to staff for a report to the Board of Trustees.
Proposal: <i>10.8.10 Items on Order Paper of Committee Meetings</i> (NB NEW 11.8.10)	Any recommended changes to policy, program or services from CPIC shall stand referred to staff for a report to the Board of Trustees; and

	<p>Any matter dealing with recommended changes to parent involvement/ engagement policy of services shall, if adopted, stand referred to the Catholic Parent Involvement Committee (CPIC) where applicable, prior to submission to the Board of Trustees for consideration; and the staff report, along with any CPIC response, shall be submitted to the appropriate committee for review prior to submission to the Board of Trustees.</p>
<p>Proposal: <i>Indemnification (NEW ARTICLE 19.1)</i></p>	<p>18.1 Reimbursement for Costs and Expenses Relating to Municipal Conflict of Interest Proceedings that upon receipt of a formal documented request, in consultation with the Board of Trustees, the TCDSB shall pay on behalf of or reimburse, irrespective of any awarded costs, all reasonable costs and expenses, as agreed or taxed, incurred by a Trustee who has been found not to have contravened Article 5 of the Municipal Conflict of Interest Act.</p>



REPORT TO

REGULAR BOARD

TRUSTEE WARD ALIGNMENT REVIEW 2022

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

March 8, 2022

Meeting Date

March 24, 2022

J. Howley, Sr. Manager, Planning and Accountability

B. Leporati, Sr. Coordinator, Planning Services

M. Loberto, Superintendent, Planning and Development Services

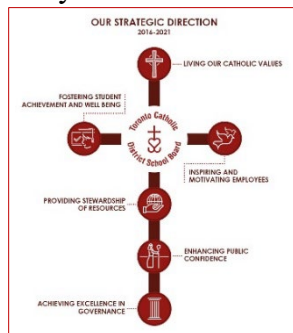
RECOMMENDATION REPORT

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

In an election year, *Ontario Regulation 412/00* provides guidance in determining the eligible number of Board members for each jurisdiction and an opportunity for realignment of Trustee Wards with a focus on equitable distribution of eligible Catholic Supporters.

Based on guidance in the *Ontario Regulation 412/00*, Trustee seats will remain at 12. Therefore, ***Trustees are not required to change the ward configuration, however, it is the only opportunity to do so under the Education Act prior to the 2022 election.***

No later than March 31 of an election year, the Board is required to determine the number of members to the Board in accordance with the formula set out in *Section 3 of Ontario Regulation 412/00: Elections To And Representation On District School Boards*.

The cumulative staff time required to prepare this report was 14 hours

B. BACKGROUND

1. ***Before February 15*** in an election year, the Municipal Property Assessment Corporation (MPAC) is required to determine the population of the Board's electoral group using data as of January 1st of that year.
2. ***No later than March 31 of an election year***, the Board is required to determine the number of members to the Board in accordance with the formula set out in *Section 3 of Ontario Regulation 412/00: Elections To And Representation On District School Boards*.

C. EVIDENCE/RESEARCH/ANALYSIS

1. ***On February 14, 2022, staff received the Population of Electoral Groups (PEG) Report from the Municipal Property Assessment Corporation.*** Before each general municipal election, every Board of Trustees determines the number of Trustee positions required for their board and distributes these positions across the board's area of jurisdiction.
2. This process is known as Trustee determination and distribution. ***By March 31, 2022, school boards are required to complete a report showing their***

determination and distribution calculations. By April 3 of the election year, school boards must submit their report to:

- The Ministry of Education;
 - The election clerks for all municipalities within the board’s jurisdiction; and
 - The secretary of every other board that is wholly or partially within the board’s area of jurisdiction
3. The process of re-aligning Trustee Ward boundaries is governed by the *Education Act (Sec. 58.1)* and *Ontario Regulation 412/00 Elections to and representation on District School Boards*.
4. In establishing Trustee boundaries, **two key criteria** must be considered:
- ***Electoral Quotient*** – represents the ***equitable distribution of eligible Catholic supporters*** in each Trustee Ward, as outlined in the *Education Act, Ontario Regulation 412/00*.
 - Trustee Ward boundaries can combine but ***not split municipal wards***.
5. The Electoral Quotient is the method used to determine the proportion of eligible Catholic supporters per Trustee Ward.

$$\text{Electoral Quotient} = \frac{a \times b}{c}$$

Where,

- **a** - is the number of eligible Catholic supporters within each Trustee Ward
 - **b** - is the total number of Trustee Wards
 - **c** - is the total number of eligible Catholic supporters in the City of Toronto
6. Based on the aforementioned process and information contained in *Ont. Reg. 412/00*, Trustee seats remain at 12. Therefore, ***Trustees are not required to change the ward configuration, however, it is the only opportunity to do so under the Education Act prior to the election.***
7. ***This report presents the result of the application of the Electoral Quotient on the current Trustee Ward configuration as well as additional options for consideration*** which provide the balance of eligible voters as indicated in the

legislation with the aim to achieve as close as possible an Electoral Quotient calculation of 1.0 per Ward.

- *Appendix 'A' – Side by Side numeric data*
- *Appendix 'B' – Maps*
- *Appendix 'C' – School Gain and Loss Tables*

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

8. A copy of this report and decision will be provided
 - (a) the Minister;
 - (b) the school board election clerks for the City of Toronto; and
 - (c) the secretary of every other board located within the area of jurisdiction of the board.
9. The agreed upon All impacted schools will be notified upon approval of the report and Trustee Ward boundary changes will be reflected on the Board's website and directory.
10. Communications will be issued on multiple social media platforms.

E. STAFF RECOMMENDATION

1. That the Board of Trustees approve a Trustee Ward configuration for the October 2022 Municipal Election based on the options provided in this report.

Status Quo

Ward	# of Supporters	Quotient	# of Schools
1	33115	0.70	12
2	43650	0.93	14
3	40856	0.87	13
4	53600	1.14	18
5	73879	1.57	27
6	41178	0.88	13
7	40731	0.87	14
8	40719	0.87	22
9	45343	0.96	18
10	45755	0.97	10
11	64379	1.37	23
12	40862	0.87	18

Option 1 - Most Balanced Electoral Quotient

Ward	# of Supporters	Change in Supporters	Quotient	# of Schools	Change in Schools
1	33115	0	0.70	12	0
2	43650	0	0.93	14	0
3	40856	0	0.87	13	0
4	53600	0	1.14	18	0
5	48560	-25319	1.03	18	-9
6	50149	8971	1.07	16	3
7	48646	7915	1.03	24	10
8	43335	2616	0.92	18	4
9	51193	5850	1.09	18	0
10	45755	0	0.97	10	0
11	59492	-4887	1.27	23	0
12	45716	4854	0.97	18	0

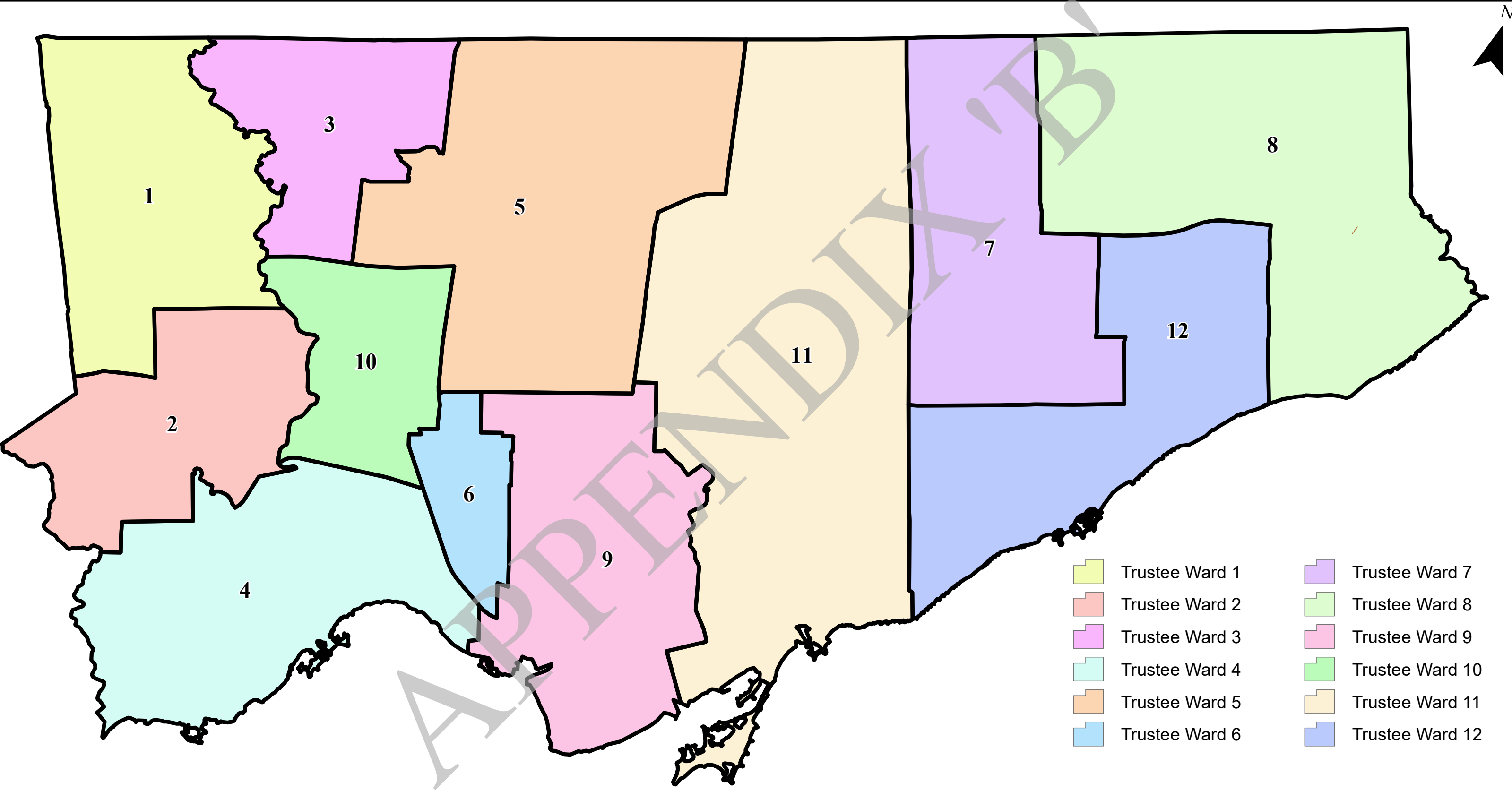
Option 2 - Closest to Status Quo with Slight Rebalancing

Ward	# of Supporters	Change in Supporters	Quotient	# of Schools	Change in Schools
1	33115	0	0.70	12	0
2	43650	0	0.93	14	0
3	40856	0	0.87	13	0
4	53600	0	1.14	18	0
5	63945	-9934	1.36	24	-3
6	41178	0	0.88	13	0
7	40731	0	0.87	14	0
8	40719	0	0.87	22	0
9	45343	0	0.96	18	0
10	45755	0	0.97	10	0
11	60275	-4104	1.28	21	-2
12	54900	14038	1.17	23	5

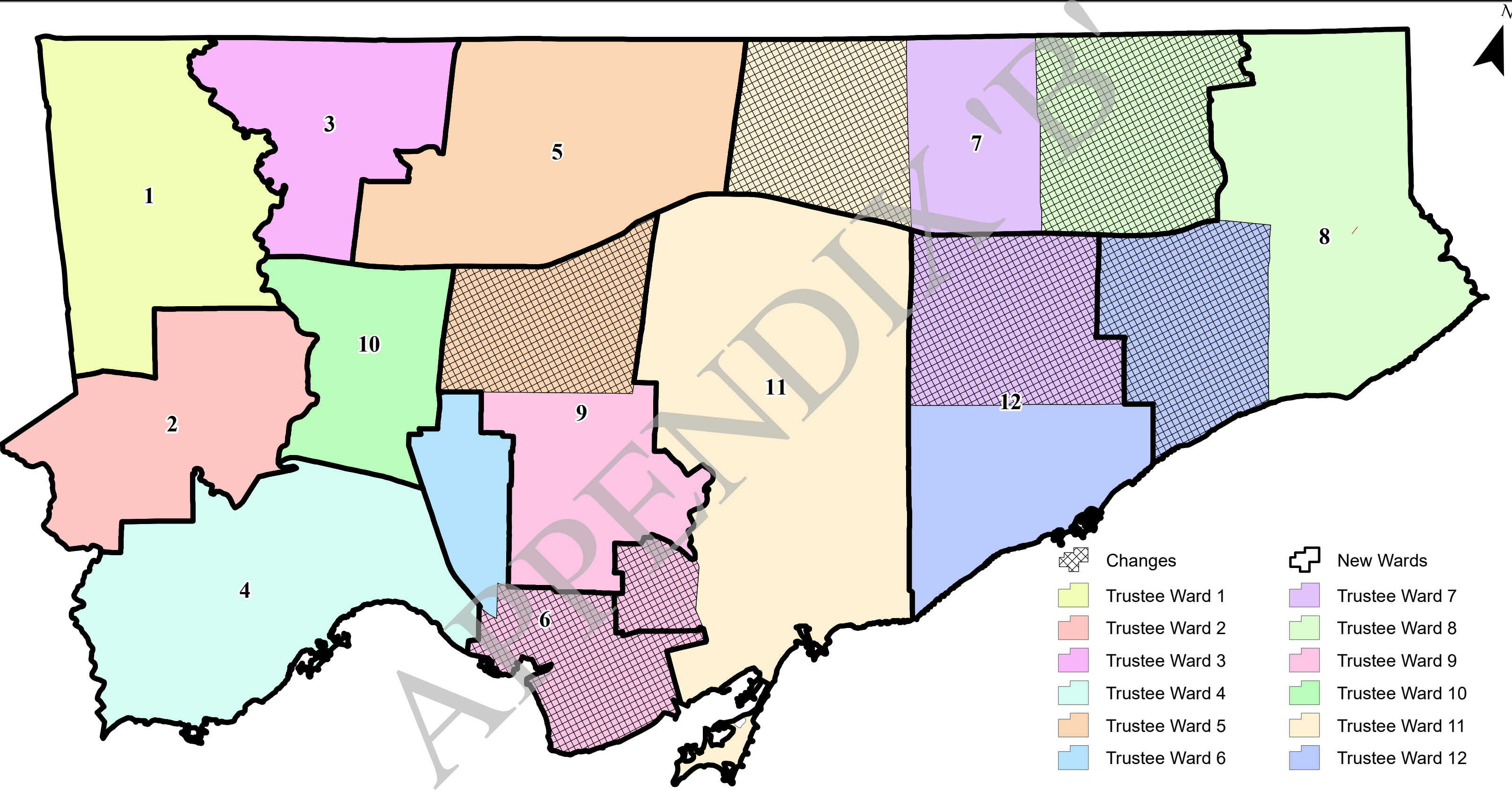
Note:















- 1) Tables reflect current school locations, including temporary sites.
- 2) All alternative learning centres are the responsibility of Trustee Ward 9. The nine sites are excluded from the total count above.
- 3) The aim is to achieve an Electoral Quotient calculation closest to 1.0 for each Trustee Ward.

Trustee Ward Realignment - Status Quo

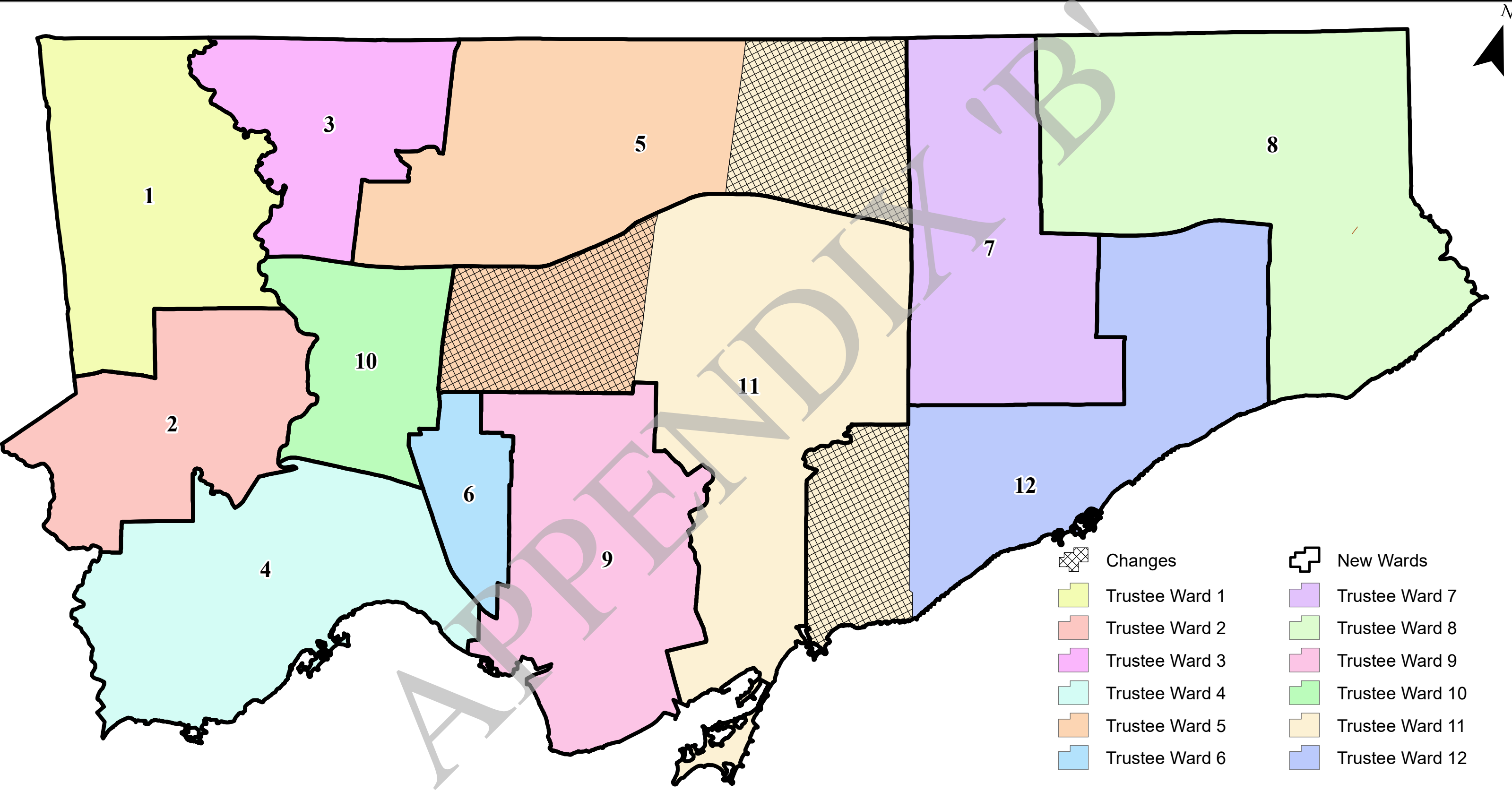


Trustee Ward Realignment - Option 1



- | | |
|--|---|
|  Changes |  New Wards |
|  Trustee Ward 1 |  Trustee Ward 7 |
|  Trustee Ward 2 |  Trustee Ward 8 |
|  Trustee Ward 3 |  Trustee Ward 9 |
|  Trustee Ward 4 |  Trustee Ward 10 |
|  Trustee Ward 5 |  Trustee Ward 11 |
|  Trustee Ward 6 |  Trustee Ward 12 |

Trustee Ward Realignment - Option 2



OPTION 1

Trustee Ward 1 - Joseph Martino		
School Name	Panel	Changes
St Maurice	E	
Dante Alighieri Academy (Temp. Site)	S	
Msgr Percy Johnson	S	
St Stephen	E	
St Benedict	E	
Holy Child	E	
St Dorothy	E	
Father Henry Carr	S	
St John Vianney	E	
St Andrew	E	
Msgr John Corrigan	E	
St Angela	E	

Trustee Ward 2 - Markus de Domenico		
School Name	Panel	Changes
St Clement	E	
Our Lady of Peace	E	
Nativity of Our Lord	E	
Michael Power/St Joseph	S	
Josyf Cardinal Slipyj	E	
St Gregory	E	
Mother Cabrini	E	
St Marcellus	E	
Holy Angels (Temp. Site)	E	
St Demetrius	E	
All Saints	E	
Father Serra	E	
Transfiguration	E	
St Eugene	E	

Trustee Ward 3 - Ida Li Preti		
School Name	Panel	Changes
St Simon	E	
St Andre	E	
St Basil the Great College	S	
St Jude	E	
St Jane Frances	E	
Blessed Margherita of Citta Castello	E	
St Roch	E	
St Francis de Sales	E	
Venerable John Merlini	E	
St Wilfrid	E	
St Charles Garnier	E	
James Cardinal McGuigan	S	
St Augustine of Canterbury	E	

Trustee Ward 4 - Teresa Lubinski		
School Name	Panel	Changes
St Leo (Temp. Site)	E	
Father John Redmond	S	
The Holy Trinity	E	
St Josaphat	E	
St Ambrose	E	
St Louis	E	
Bishop Allen Academy	S	
St Mark	E	
St Elizabeth	E	
Holy Family	E	
St Vincent de Paul	E	
St Vincent de Paul, Bldg. 2	E	
Our Lady of Sorrows	E	
St Pius X	E	
Bishop Marrocco/Thomas Merton	S	
St Cecilia	E	
James Culnan	E	
St James	E	

Trustee Ward 5 - Maria Rizzo		
School Name	Panel	Changes
Sts Cosmas and Damian	E	9
Marshall McLuhan	S	9
Regina Mundi	E	9
St Charles	E	9
Our Lady of the Assumption	E	9
Blessed Sacrament	E	9
St Raphael	E	
St Margaret Annex	E	9
Madonna	S	
St Conrad	E	
St Norbert	E	
St Margaret	E	9
St Martha	E	
Loretto Abbey	S	9
St Jerome	E	
St Robert	E	
St Edward	E	
Cardinal Carter Academy for the Arts	E	
Cardinal Carter Academy for the Arts	S	
St Gabriel	E	
St Antoine Daniel	E	
St Cyril	E	
St Paschal Baylon	E	
St Joseph Morrow Park	S	
St Agnes	E	
Brebeuf College	S	

Trustee Ward 6 - Frank D'Amico		
School Name	Panel	Changes
St Helen	E	
St Mary Catholic Academy	S	
St Sebastian	E	
St Luigi	E	
St Anthony	E	
St Rita	E	
St Mary of the Angels	E	
St Paul VI	E	
Loretto College	S	
St Clare	E	
Stella Maris	E	
St Nicholas of Bari	E	
St John Bosco	E	
Bishop Macdonell	E	9
St Mary	E	9
St Michael	E	9

Trustee Ward 7 - Michael Del Grande		
School Name	Panel	Changes
St Joan of Arc Catholic Academy	S	12
Precious Blood	E	12
St Albert	E	12
St Nicholas	E	12
St Lawrence	E	12
St Kevin	E	12
Our Lady of Wisdom	E	12
St Victor	E	12
Holy Spirit	E	
St Aidan	E	
Epiphany of Our Lord Academy	E	
St Sylvester	E	
St Henry	E	
Mary Ward	S	
St Elizabeth Seton	E	8
St Bartholomew	E	8
St Barnabas	E	8
St Ignatius of Loyola	E	8
Francis Libermann	S	8
St Marguerite Bourgeoys	E	8
Our Lady of Grace	E	8
St Gabriel Lalemant	E	8
St Rene Goupil	E	8
The Divine Infant	E	8
Prince of Peace	E	8
Blessed Pier Giorgio Frassati	E	8
St Timothy	E	11
St Gerald	E	11
St Kateri Tekakwitha	E	11
Blessed Trinity	E	11
Our Lady of Guadalupe	E	11
St Matthias (Temp. Site)	E	11

Trustee Ward 8 - Garry Tanuan		
School Name	Panel	Changes
St Malachy	E	
St Brendan	E	
St Elizabeth Seton	E	7
St Bartholomew	E	7
Cardinal Leger	E	
St Barnabas	E	7
St Dominic Savio	E	
St Florence	E	
St Jean de Brebeuf	E	
St Ignatius of Loyola	E	7
St Columba	E	
Francis Libermann	S	7
St Marguerite Bourgeoys	E	7
St Mother Teresa Catholic Academy	S	
Our Lady of Grace	E	7
Sacred Heart	E	
St Gabriel Lalemant	E	7
St Bede	E	
St Rene Goupil	E	7
The Divine Infant	E	7
Prince of Peace	E	7
Blessed Pier Giorgio Frassati	E	7
St Ursula	E	12
St Rose of Lima	E	12
St Barbara	E	12
St Martin De Porres	E	12
St Richard	E	12
St Thomas More	E	12
St Edmund Campion	E	12
St John Paul II	S	12

Trustee Ward 9 - Norm Di Pasquale		
School Name	Panel	Changes
Bishop Macdonell	E	6
St Mary	E	6
St Michael	E	6
Pope Francis	E	
St Michael's Choir Sr.	S	11
St Michael's Choir Jr.	E	11
St Paul	E	11
St Francis of Assisi	E	
St Josephs College	S	
Msgr Fraser College (OLO Lourdes)	E	11
Our Lady of Lourdes	E	11
Msgr Fraser College - Isabella North	S	11
St Bruno-St Raymond	E	
St Alphonsus	E	
Holy Rosary	E	
Our Lady of Perpetual Help	E	
D'Arcy McGee	E	
St Thomas Aquinas	E	
Sts Cosmas and Damian	E	5
Marshall McLuhan	S	5
Regina Mundi	E	5
St Charles	E	5
Our Lady of the Assumption	E	5
Blessed Sacrament	E	5
St Margaret Annex	E	5
St Margaret	E	5
Loretto Abbey	S	5

Trustee Ward 10 - Daniel Di Giorgio		
School Name	Panel	Changes
St Oscar Romero	S	
St Matthew	E	
Santa Maria	E	
Our Lady of Victory	E	
Immaculate Conception	E	
St Bernard	E	
St John the Evangelist	E	
Chaminade College	S	
St Francis Xavier	E	
St Fidelis	E	

Trustee Ward 11 - Angela Kennedy		
School Name	Panel	Changes
St Joseph	E	
St Denis	E	
Holy Name	E	
St Patrick	S	
St John	E	
Notre Dame	S	
St Brigid	E	
Holy Cross	E	
Canadian Martyrs	E	
St Anselm	E	
St Monica	E	
St John XXIII	E	
St Bonaventure	E	
St Catherine	E	
Senator O'Connor College	S	
Annunciation	E	
St Isaac Jogues	E	
St Timothy	E	7
St Gerald	E	7
St Kateri Tekakwitha	E	7
Blessed Trinity	E	7
Our Lady of Guadalupe	E	7
St Matthias (Temp. Site)	E	7
St Michael's Choir Sr.	S	5
St Michael's Choir Jr.	E	5
St Paul	E	5
Msgr Fraser College (OLO Lourdes)	E	5
Our Lady of Lourdes	E	5
Msgr Fraser College - Isabella North	S	5

Trustee Ward 12 - Nancy Crawford		
School Name	Panel	Changes
Neil McNeil	S	
St Dunstan	E	
Immaculate Heart of Mary	E	
Our Lady of Fatima	E	
St Joachim	E	
St John Henry Newman	S	
St Theresa Shrine	E	
St Agatha	E	
St Maria Goretti	E	
St Boniface	E	
St Ursula	E	8
St Rose of Lima	E	8
St Barbara	E	8
St Martin De Porres	E	8
St Richard	E	8
St Thomas More	E	8
St Edmund Campion	E	8
St John Paul II	S	8
St Joan of Arc Catholic Academy	S	7
Precious Blood	E	7
St Albert	E	7
St Nicholas	E	7
St Lawrence	E	7
St Kevin	E	7
Our Lady of Wisdom	E	7
St Victor	E	7

Note: Tables reflect current school location, including temporary sites.

Note: All Alternative Learning Centres fall within the responsibility of Ward 9.

Schools Lost
School Gain
School Remain

OPTION 2

Trustee Ward 1 - Joseph Martino		
School Name	Panel	Changes
St Maurice	E	
Dante Alighieri Academy (Temp. Site)	S	
Msgr Percy Johnson	S	
St Stephen	E	
St Benedict	E	
Holy Child	E	
St Dorothy	E	
Father Henry Carr	S	
St John Vianney	E	
St Andrew	E	
Msgr John Corrigan	E	
St Angela	E	

Trustee Ward 2 - Markus de Domenico		
School Name	Panel	Changes
St Clement	E	
Our Lady of Peace	E	
Nativity of Our Lord	E	
Michael Power/St Joseph	S	
Josyf Cardinal Slipyj	E	
St Gregory	E	
Mother Cabrini	E	
St Marcellus	E	
Holy Angels (Temp. Site)	E	
St Demetrius	E	
All Saints	E	
Father Serra	E	
Transfiguration	E	
St Eugene	E	

Trustee Ward 3 - Ida Li Preti		
School Name	Panel	Changes
St Simon	E	
St Andre	E	
St Basil the Great College	S	
St Jude	E	
St Jane Frances	E	
Blessed Margherita of Citta Castello	E	
St Roch	E	
St Francis de Sales	E	
Venerable John Merlini	E	
St Wilfrid	E	
St Charles Garnier	E	
James Cardinal McGuigan	S	
St Augustine of Canterbury	E	

Trustee Ward 4 - Teresa Lubinski		
School Name	Panel	Changes
St Leo (Temp. Site)	E	
Father John Redmond	S	
The Holy Trinity	E	
St Josaphat	E	
St Ambrose	E	
St Louis	E	
Bishop Allen Academy	S	
St Mark	E	
St Elizabeth	E	
Holy Family	E	
St Vincent de Paul	E	
St Vincent de Paul, Bldg. 2	E	
Our Lady of Sorrows	E	
St Pius X	E	
Bishop Marrocco/Thomas Merton	S	
St Cecilia	E	
James Cullhan	E	
St James	E	

Trustee Ward 5 - Maria Rizzo		
School Name	Panel	Changes
Sts Cosmas and Damian	E	11
Marshall McLuhan	S	11
Regina Mundi	E	11
St Charles	E	11
Our Lady of the Assumption	E	11
Blessed Sacrament	E	11
St Raphael	E	5
St Margaret Annex	E	11
Madonna	S	5
St Conrad	E	5
St Norbert	E	5
St Margaret	E	11
St Martha	E	5
Loretto Abbey	S	11
St Jerome	E	5
St Robert	E	5
St Edward	E	5
Cardinal Carter Academy for the Arts	E	5
Cardinal Carter Academy for the Arts	S	5
St Gabriel	E	5
St Antoine Daniel	E	5
St Cyril	E	5
St Paschal Baylon	E	5
St Joseph Morrow Park	S	5
St Agnes	E	5
Brebeuf College	S	5
St Timothy	E	11
St Gerald	E	11
St Kateri Tekakwitha	E	11
Blessed Trinity	E	11
Our Lady of Guadalupe	E	11
St Matthias (Temp. Site)	E	11

Trustee Ward 6 - Frank D'Amico		
School Name	Panel	Changes
St Helen	E	
St Mary Catholic Academy	S	
St Sebastian	E	
St Luigi	E	
St Anthony	E	
St Rita	E	
St Mary of the Angels	E	
St Paul VI	E	
Loretto College	S	
St Clare	E	
Stella Maris	E	
St Nicholas of Bari	E	
St John Bosco	E	

Trustee Ward 7 - Michael Del Grande		
School Name	Panel	Changes
St Joan of Arc Catholic Academy	S	
Precious Blood	E	
St Albert	E	
St Nicholas	E	
St Lawrence	E	
St Kevin	E	
Our Lady of Wisdom	E	
St Victor	E	
Holy Spirit	E	
St Aidan	E	
Epiphany of Our Lord Academy	E	
St Sylvester	E	
St Henry	E	
Mary Ward	S	

Trustee Ward 8 - Garry Tanuan		
School Name	Panel	Changes
St Maichy	E	
St Brendan	E	
St Elizabeth Seton	E	
St Bartholomew	E	
Cardinal Leger	E	
St Barnabas	E	
St Dominic Savio	E	
St Florence	E	
St Jean de Brebeuf	E	
St Ignatius of Loyola	E	
St Columba	E	
Francis Libermann	S	
St Marguerite Bourgeoys	E	
St Mother Teresa Catholic Academy	S	
Our Lady of Grace	E	
Sacred Heart	E	
St Gabriel Lalemant	E	
St Bede	E	
St Rene Goupil	E	
The Divine Infant	E	
Prince of Peace	E	
Blessed Pier Giorgio Frassati	E	

Trustee Ward 9 - Norm Di Pasquale		
School Name	Panel	Changes
Bishop Macdonell	E	
St Mary	E	
St Michael	E	
Pope Francis	E	
St Michael's Choir Sr.	S	
St Michael's Choir Jr.	E	
St Paul	E	
St Francis of Assisi	E	
St Josephs College	S	
Msgr Fraser College (OLO Lourdes)	E	
Our Lady of Lourdes	E	
Msgr Fraser College - Isabella North	S	
St Bruno-St Raymond	E	
St Alphonsus	E	
Holy Rosary	E	
Our Lady of Perpetual Help	E	
D'Arcy McGee	E	
St Thomas Aquinas	E	

Trustee Ward 10 - Daniel Di Giorgio		
School Name	Panel	Changes
St Oscar Romero	S	
St Matthew	E	
Santa Maria	E	
Our Lady of Victory	E	
Immaculate Conception	E	
St Bernard	E	
St John the Evangelist	E	
Chaminade College	S	
St Francis Xavier	E	
St Fidelis	E	

Trustee Ward 11 - Angela Kennedy		
School Name	Panel	Changes
St Joseph	E	11
St Denis	E	12
Holy Name	E	11
St Patrick	S	11
St John	E	12
Notre Dame	S	12
St Brigid	E	12
Holy Cross	E	11
Canadian Martyrs	E	12
St Anselm	E	11
St Monica	E	11
St John XXIII	E	11
St Bonaventure	E	11
St Catherine	E	11
Senator O'Connor College	S	11
Annunciation	E	11
St Isaac Jogues	E	11
St Timothy	E	5
St Gerald	E	5
St Kateri Tekakwitha	E	5
Blessed Trinity	E	5
Our Lady of Guadalupe	E	5
St Matthias (Temp. Site)	E	5

Trustee Ward 12 - Nancy Crawford		
School Name	Panel	Changes
Neil McNeil	S	
St Dunstan	E	
Immaculate Heart of Mary	E	
Our Lady of Fatima	E	
St Joachim	E	
St John Henry Newman	S	
St Theresa Shrine	E	
St Agatha	E	
St Maria Goretti	E	
St Boniface	E	
St Ursula	E	
St Rose of Lima	E	
St Barbara	E	
St Martin De Porres	E	
St Richard	E	
St Thomas More	E	
St Edmund Campion	E	
St John Paul II	S	
St Denis	E	11
St John	E	11
Notre Dame	S	11
St Brigid	E	11
Canadian Martyrs	E	11

Note: Tables reflect current school location, including temporary sites.

Note: All Alternative Learning Centres fall within the responsibility of Ward 9.

Schools Lost
School Gain
School Remain



REPORT TO

REGULAR BOARD

UPDATE TO OPENING AND CLOSING EXERCISES POLICY S.S.02

This is the confidence we have in approaching God: that if we ask anything according to his will, he hears us. 1 John 5:14

Created, Draft	First Tabling	Review
March 1, 2022	March 24, 2022	

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 updating the current Policy on Opening and Closing Exercises S.S.02 to conform to current practice and policies.

The cumulative staff time required to prepare this report was 5 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 Opening and Closing Exercises was first approved in September 2001, and has been amended 3 times since.
2. Changes to this policy reflect current practice and alignment with related policies Ministry of Ontario Regulation 298, O.Reg 435/00, PPM 119 and Toronto Catholic District School Board Policies; S. 23 Prayer in Schools, S. 22 Religious Accommodation and H.M. 24 Catholic Equity and Inclusive Education.
3. This draft policy revision appeared at the Governance and Policy Committee meeting held on March 1, 2022.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Facilities and Communications Departments, 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 Opening and Closing Exercises Policy S.S. 02 provided in Report Appendix A, and the accompanying Forms in Appendix A and B of the Policy, be adopted.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

Date Approved:

September 6, 2001

Date of Next**Review:****Dates of Amendments:**

September 6, 2001;
 November 14, 2002;
 August 27, 2015;
 January 26, 2017

Cross References:

Ministry of Ontario Regulation 298 Operation of Schools

Ministry of Ontario Regulation 435/00 Opening or Closing Exercises

TCDSB Policy S. 23 Prayer in Schools

TCDSB Policy S. 22 Religious Accommodation

TCDSB Policy H. M. 24 Catholic Equity and Inclusive Education Policy

Ontario Ministry of Education PPM 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario

Appendix

Appendix A: Exemption Request Form: Parent/Guardian

Appendix B: Exemption Request Form: Student

Purpose:

This Policy provides direction on opening and closing exercises in schools in the Toronto Catholic District School Board which are reflective of the board's commitment to Living Our Values and developing school communities formed by Catholic beliefs and traditions.

Scope and Responsibility:

The policy governs all schools within the TCDSB. The Director of Education is responsible for this policy.



POLICY SECTION: Safe Schools
SUB-SECTION:
POLICY NAME: OPENING AND CLOSING EXERCISES
POLICY NO: S.S. 02

Alignment with MYSP:

Living Our Catholic Values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Inspiring and Motivating Employees

Policy:

The Toronto Catholic District School Board is committed to living the values of our Catholic faith and to supporting the development of school communities formed by Catholic beliefs and traditions, while also fostering national pride. Each principal of a school within the Toronto Catholic District School Board will ensure that daily opening and closing exercises include public prayer and the singing of O Canada.

Regulations:

1. The principal shall, in annual consultation with the Catholic School Parent Council, establish procedures for opening and closing exercises. These procedures will be reviewed at the beginning of each school year.
2. In respect of the national anthem, students will sing O Canada a cappella or with musical accompaniment, as deemed appropriate.
3. Consistent with the Board's Multi Year Strategic Plan and the Ontario Catholic School Graduate Expectations, and Board policy S. 23, *Prayer in Schools*, prayers and/or scriptural **scripture** readings will form an integral part of each opening or closing exercise.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

4. The principal may decide, after consultation with the ~~school council~~ **Catholic School Parent Council**, to include the Pledge of Citizenship *in the opening or closing exercise*. The version recited will be the one set out in **O. Reg 435/00** ~~regulation~~ as follows:
"I affirm that I will be faithful and bear true allegiance to her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian Citizen."
5. A pupil is not required to sing O Canada or recite the pledge of citizenship in the following circumstances:
 - a. In the case of a pupil who is less than 18 year old, if the pupil's parent or guardian applies in writing to the principal to be exempted from doing so. (Appendix A)
 - b. In the case of a pupil who is at least 18 years old, if the pupil applies in writing to the principal to be exempted from doing so. (Appendix B)
6. Any pupil exempted under regulation 5, will follow locally established school procedures for respecting the singing of O Canada ~~a cappella, or with musical accompaniment, as deemed appropriate,~~ and/or the recitation of the Pledge of Citizenship. ~~; for example: stop, stand respectfully, remove hat, etcetera.~~
7. Consistent with **Policy S. 23** ~~S. 22~~, Prayer in Schools, TCDSB will, at all times, seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

8. It is understood that all students registered in TCDSB schools acknowledge that the school community proclaims, celebrates and cherishes its Catholic identity and traditions and that staff will teach the curriculum from a Catholic perspective. At the same time, the school is enriched and is committed to providing an environment that is inclusive, safe and free of barriers based on religion.
9. In respect of religious accommodation, TCDSB acknowledges that all students, in accordance with what the Catholic Church offers in its teachings and reflective practice, are entitled to their rights and responsibilities under the Ontario Human Rights Code.
10. The TCDSB stands in solidarity with Indigenous peoples of Canada and acknowledges that all stakeholders live, work, play and learn on Indigenous lands. The following daily acknowledgement will be incorporated into each school's Opening Exercises:
Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories. The territories include the Wendat, the Anishinabek (a-ni-shna-bek) Nation, the Haudenosaunee (hohDee-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 Nations, and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Metis, and Inuit people in Ontario and the rest of Canada.
11. Prior to the commencement of classes in September, the principal shall communicate to all classroom teachers in writing the local expectations congruent with ~~the~~ **this** Policy regarding the scheduling of Opening Exercises.



POLICY SECTION: Safe Schools
SUB-SECTION:
POLICY NAME: OPENING AND CLOSING EXERCISES
POLICY NO: S.S. 02

Definitions:

Accommodation

An adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of **any** the prohibited grounds.

Religious Accommodation

An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.

Ontario Human Rights Code, Section 19

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the constitution Act, 1867 and the Education Act.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

Evaluation and Metrics:

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

1. Implementation of the Opening and Closing Exercises policy is the responsibility of the school principal, in consultation with the Area Superintendent.
2. The consistent application of religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

APPENDIX A: EXEMPTION REQUEST FORM: PARENT

The principal will exempt students from the singing of "O Canada" and the recitation of the Pledge of Citizenship upon annual application, if the parent/guardian of a student under 18 years of age applies in writing to the principal for an exemption; or a student who is at least 18 years of age, applies in writing to the Principal to be exempted.

Please be advised I am requesting that my child, a student less than 18 years of age:

Name: _____

Date of Birth: _____

Be exempt from:

- ☐ The singing of O Canada
- ☐ The Recitation of the Pledge of Citizenship

For the current school year.

Parent/Guardian signature

Month: _____ Day: _____ Year: _____



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: OPENING AND CLOSING EXERCISES

POLICY NO: S.S. 02

APPENDIX B: EXEMPTION REQUEST FORM: STUDENT

The principal will exempt students from the singing of “O Canada” and the recitation of the Pledge of Citizenship upon annual application, if the parent/guardian of a student under 18 years of age applies in writing to the principal for an exemption; or a student who is at least 18 years of age, applies in writing to the Principal to be exempted.

Please be advised I am **a** student at least 18 years of age.

Name: _____

Date of Birth: _____

I am requesting that I be exempt from:

- ☐ The singing of O Canada
- ☐ The Recitation of the Pledge of Citizenship for the current school year.

Signature

Month: _____ Day: _____ Year: _____



REPORT TO

REGULAR BOARD

POLICY A.16 EMERGENCY SCHOOL CLOSURE

“God is our refuge and strength, an very present help in trouble” Psalm 46:1

Created, Draft	First Tabling	Review
March 1, 2022	March 24, 2022	

M.Farrell, Superintendent Environmental Support Services

RECOMMENDATION REPORT

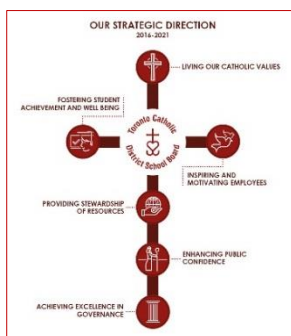
Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

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 A.16 EMERGENCY SCHOOL CLOSURE to conform to current practice and policies.

The cumulative staff time required to prepare this report was 4 hours.

B. PURPOSE

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

C. BACKGROUND

1. This policy was last amended on October 19, 2017.
2. Changes to this policy reflect current practice and alignment with related policies.
3. This draft policy appeared at Governance and Policy Committee on March 1, 2022.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Facilities and Communications Departments, 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 A.16 EMERGENCY SCHOOL CLOSURE provided in Report Appendix A, be adopted.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: EMERGENCY SCHOOL CLOSURE

POLICY NO: A.16

Date Approved: June 19, 1986- Board	Date of Next Review: October 2021	Dates of Amendments: June 2006 October 19, 2017
---	---	--

Cross References:

TCDSB School Emergency Response Plan, Third Edition

Province of Ontario Emergency Response Plan, 2019

The City of Toronto Emergency Plan, December, 2021

Provincial Nuclear Emergency Response Plan, January, 2019

TCDSB's Inclement Weather Protocol

Education Act R.S.O. 1990, c.E.2

R.R.O. 1990, Reg, 298: Operation of Schools – General

Emergency Management and Civil Protection Act, R.S.O 1990, c. E. 9

O.Reg 205/20: Education Sector

Appendix**Purpose:**

This policy affirms and provides information regarding the To provide requirements regarding the closing of schools **buildings** as the result of an emergency.

Scope and Responsibility:

This policy applies to all TCDSB facilities. The Director of Education is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening **Enhancing** Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: EMERGENCY SCHOOL CLOSURE

POLICY NO: A.16

Inspiring and Motivating Employees

Achieving Excellence in Governance

Policy:

A School or schools **buildings** may be closed for a temporary period in case of an emergency arising out of inclement weather, fire, flood, public health concerns, breakdown of heating plant, the failure of an essential utility or a similar emergency, when the health, welfare or safety of the school community is in jeopardy or compromised.

This procedure will apply only after all efforts have ~~failed~~ **been exhausted** to keep the school or schools open or **and** to provide alternate accommodation or programs for ~~the~~ **a** temporary period.

Regulations:

1. One school may be temporarily closed upon the authority of the Director of Education, when the emergency affects that school.
2. Where the emergency affects more than one school, the schools may be temporarily closed ~~upon~~ **with** the authority of the Director of Education.
3. If the Director of Education makes the decision to close schools as a result of inclement weather and the decision is made in the morning before the school day begins, the Communications Department will ~~inform the media and TCDSB community.~~ **notify the TCDSB community using various communication channels including school messenger, web, and social media.**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: EMERGENCY SCHOOL CLOSURE

POLICY NO: A.16

4. The Area Superintendent or designate will notify the local Trustee of the school closure.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following: ~~Trustees will be notified of all school closures.~~

Trustees and the Director shall review the effectiveness of this policy every 5 years to ensure new information provided by regulatory bodies are is updated.



REPORT TO

REGULAR BOARD

UPDATE TO META POLICY M.01

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

Created, Draft	First Tabling	Review
February 22, 2022	March 1, 2022	

Paul Matthews, General Legal Counsel, Corporate Services
John Wujek, Superintendent of Education, 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 Meta Policy M.01 to conform to current practice and policies.

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 and Policy Committee as recent updates to the Toronto Catholic District School Board's Multi-Year Strategic Plan must be reflected in any ongoing policy creation and revision going forward.

C. BACKGROUND

1. The Policy on Meta Policy was first approved in February 1983 and its most recent amendments occurred in February 2016.
2. The suggested changes to this policy reflect the TCDSB recent adoption of the new Multi-Year Strategic Plan 2022-25 at the February 17, 2022 Regular Board Meeting. (Report Appendix D)
3. This draft policy and its recommendation appeared at Governance and Policy Committee on March 1, 2022.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This policy has been amended in consultation with staff Leading the MYSP, Legal Services and Senior Staff.
2. The significant changes to this policy are found in the "Alignment with MYSP" section. (Report Appendix A)

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.
3. Following adoption, future policies will reflect alignment with the new pillars and strategic directions of the Multi-Year Strategic Plan. (Report Appendix B)
4. The MONITORING METHODOOOGY from the New MYSP (Report Appendix C), will be included as the source resource for policy writing for staff referral.

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 META POLICY M.01 provided in Report Appendix A be adopted.



POLICY SECTION: META POLICY

Report – Appendix A

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Date Approved: February 17, 1983	Date of Next Review: December, 2025	Dates of Amendments: December 10, 2020- Board February 24, 2016- Board March 20, 2012-Board January 26, 2012- Board
Cross References:		

Purpose:

The purpose of this Policy is to guide the development, review, revision and implementation of all policies, guidelines and procedures of the Toronto Catholic District School Board.

Scope and Responsibility:

This Policy applies to all policies, guidelines and procedures of the Toronto Catholic District School Board. The Board of Trustees is responsible for development of policy and the Director of Education is responsible for the implementation of policy.

Alignment with Multi Year Strategic Plan:

~~Living Our Catholic Values~~

~~Enhancing Public Confidence~~

~~Fostering Student Achievement and Well-Being~~

~~Achieving Excellence in Governance~~

~~Providing Stewardship of Resources~~

~~Inspiring and Motivating Employees~~



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Learning – Growing in Knowledge

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

Equity – Growing in Knowledge with Justice

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

Well-Being – Growing in Knowledge With Justice and Hope

Strengthen an environment rooted in Gospel values that nurtures hope.

Policy:

The Toronto Catholic District School Board shall adopt a process of policy development, implementation, reporting and review which will provide for thoroughness and consistency in approach, formulation and format.

Resultant policies will:

1. reflect the mission and vision of the Toronto Catholic District School Board;
2. reflect and promote Catholic values
3. align with the Multi-Year Strategic Plan
4. be broad enough to admit discretionary action in meeting day-to-day situations yet be specific enough to provide clear guidance, and
5. include provision for the purpose of the policy, scope and responsibility, alignment with the Multi-Year Strategic Plan, policy statement, regulations, definitions, and evaluation and metrics,
6. be legally compliant; and
7. be compliant with the principles of equity.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Regulations:

1. Identification of policy issues / Potential New Policy

Policy issues may be initiated or identified by the following:

- a) Ontario Ministry of Education,
- b) Toronto Catholic District School Board trustees,
- c) Toronto Catholic District School Board students,
- d) Toronto Catholic District School Board ratepayers,
- e) Toronto Catholic District School Board employees,
- f) municipal authorities,
- g) organizations and associations,
- h) legislative changes,
- i) Catholic institutions, or
- j) as a result of regular risk and opportunity environmental scans completed by staff by submitting policy concerns to the office of the Director of Education and Secretary or the Board of Trustees directly.

The Director of Education shall submit a report for those policy issues brought to the attention of the Director to the appropriate Board committee(s) with the rationale and recommendation(s) concerning the plan to develop a policy in the area of concern.

The Director will ensure that the initiator of the issue and the Board are informed of the process as appropriate,

2. Policy Consultation

Where required, a draft policy may be subject to consultation from relevant stakeholders for the purpose of obtaining their perspective on the policy as written, or to consider suggestions about how the policy might be revised.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

3. Policy Development Process

Upon the approval of the Board to develop a new policy, the Director shall formulate a policy recommendation report for Board approval.

The following are report elements for consideration:

- 1) scope
- 2) rationale for policy development
- 3) research and feasibility studies, including practices and policies in other jurisdictions.
- 4) critical impacts (e.g., other policies impacted, operational, cost, legal,)
- 5) policy precedents
- 6) policy alternatives
- 7) recommended Policy
- 8) recommended engagement and communication
- 9) reference to which Multi Year Strategic Plan or other goals are being supported
- 10) plan for implementation
- 11) Policy owner
- 12) timelines for implementation completion

The recommended draft policy and associated regulations shall:

- 1) reflect the Board mission and vision,
- 2) reflect and promote catholic values
- 3) outline policy objectives,
- 4) outline policy evaluation procedures and metrics to be reported on to determine level of effectiveness, and
- 5) outline ongoing policy review and Board reporting timelines.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

4. Policy Refinement and Approval

The Governance and Policy Committee may provide input regarding the draft policy.

The Governance and Policy Committee shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.

If adopted by the Board of Trustees, with or without modification, the policy shall be the official policy of the Toronto Catholic District School Board.

5. Implementation of Approved Policy

Subsequent to Board approval, the Director shall:

- a) Code the policy and distribute it for inclusion in all copies of the Policy register in circulation.
- b) Notify all constituent groups of the policy including publishing policy on the Board website.
- c) Deal with the specifics of implementation at the suitable organizational level(s), including making sure that there is organizational capacity and capability.
- d) Confirm who is responsible for implementation, and related timelines.
- e) Confirm the proposed metrics to be reported to the Board of Trustees in order to demonstrate that the policy is being implemented, and its level of effectiveness in advancing the Multi Year Strategic Plan and/or other priority goals identified in the policy objective(s), for subsequent approval by the Board.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

6. Ongoing Policy Review and Reporting

- a) Minimum review timelines for each policy are to be identified (and included in the policy document itself), and staff are to ensure that policies are brought forward for review by the Governance and Policy Committee in a timely fashion. The Board will aim to review at least 10 percent of Board policies annually.
- b) The review of a policy should generally occur every five years (or less if needed) to reflect legislative and organizational changes.
- c) The date of the last Committee review is to be captured in the policy.
- d) The date of the last staff Report to Board on policy implementation and effectiveness metrics is to be captured in the policy. A link to the Report will be provided on the TCDSB website. Metrics for measuring the effectiveness of each policy should be reported on at least annually if no other timeline is indicated.
- e) Each policy is to be linked to a Multi Year Strategic Plan or other priority goal in order to support the prioritization of policy reviews, as needed.
- f) Each reviewed policy shall be submitted to the Governance and Policy Committee in approved format and suitably rewritten or revised, if required, for its consideration.
- g) The Governance and Policy Committee shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.
- h) The approved policy shall be implemented in accordance with regulation 4 of this policy.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Definitions:

Cross References

Includes any direct linkages to statutory and regulatory legislation and by-laws of the Federal, Provincial, and Municipal Governments and their associated bodies; Ministry of Education documents; and any related Board policies and procedures.

Definitions

Specific meanings for any terms within the policy that require further explanation or represent professional terms which would not normally be used by stakeholders.

Global Definitions

'May' is used as an enabling term to describe a discretionary action.

'Should' is used to describe a recommendation that is encouraged, but not mandated.

'Must/Will/Shall' is used to describe a requirement, a mandatory action.

Meta Policy

The overarching and foundational framework that shall govern the development of all Board policies, guidelines and procedures.

Policy

A position approved and adopted by the Board that provides the framework for the development of a course of action.

Policy Guideline

A general recommended action or a framework for the development of operational policy procedures, if required.

Policy Purpose

Explains the reason for the existence of the policy.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Policy Regulations

A specific or prescribed course of action, emanating from Board policy, that must be taken by staff in a given situation and be standard operational practice.

A standard operational practice or set of practices developed by Staff, approved by the Director of Education, to support the implementation of a policy.

Policy Statement

States the 'intent' of the policy.

Evaluation and Metrics

Outlines how the effectiveness of the policy will be measured.



POLICY SECTION:

SUB-SECTION:

POLICY NAME:

POLICY NO:

Date Approved:	Date of Next Review:	Dates of Amendments:
Cross References:		
Appendix		

Purpose:**Scope and Responsibility:****Alignment with MYSP:**~~Living Our Catholic Values~~~~Enhancing Public Confidence~~~~Fostering Student Achievement and Well-Being~~~~Achieving Excellence in Governance~~~~Providing Stewardship of Resources~~~~Inspiring and Motivating Employees~~**Learning – Growing in Knowledge**

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

Equity – Growing in Knowledge with Justice



POLICY SECTION:

SUB-SECTION:

POLICY NAME:

POLICY NO:

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

Well-Being – Growing in Knowledge With Justice and Hope

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

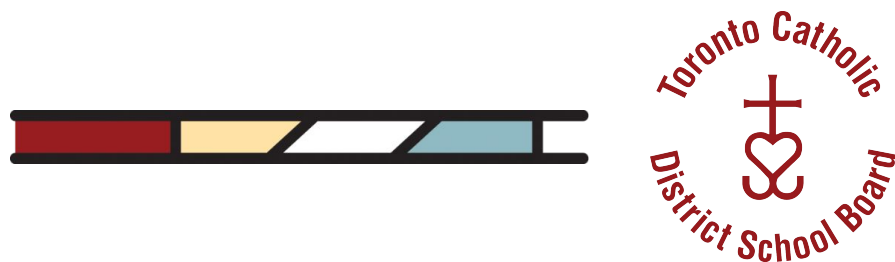
Policy:

Regulations:

Definitions:

Evaluation and Metrics:

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



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





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.

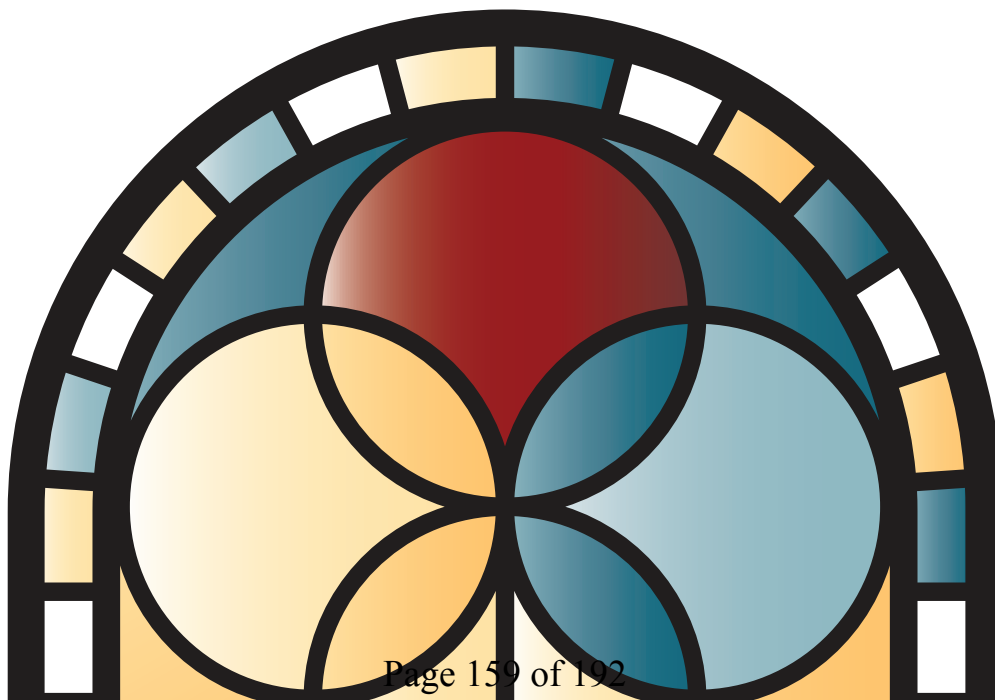
Students fully engage in learning that supports their academic, spiritual, socio-emotional, and physical growth and development.

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.



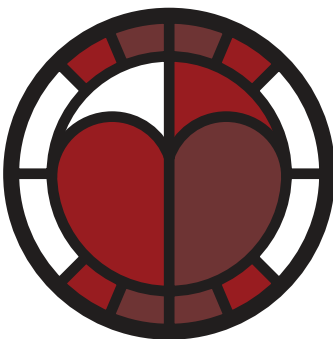
EQUITY

"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,

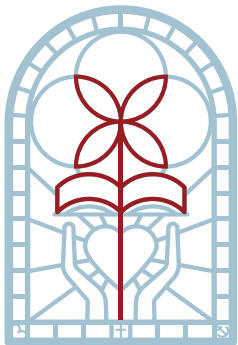
whose different tones affirm and celebrate our community's beautiful diversity, are outstretched and extended in prayer towards God, and demonstrate our solemn commitment to equity and justice

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

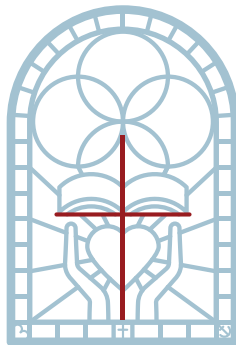
BURST OF LIGHT conveys the message that Christ is ever-present among us and illuminates all that we do at the TCDSB

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

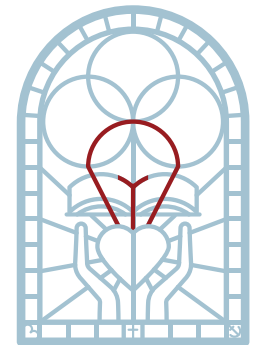
A **HEART**, a **CROSS**, and an **ANCHOR** align at the bottom to convey that the plan is unique to the TCDSB



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

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 SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

HELD WEDNESDAY, FEBRUARY 9, 2022

PRESENT:

Trustees: N. Crawford – Virtual
A. Kennedy – Virtual

**Non-Voting
Trustee:** M. Rizzo– Virtual

External Members: George Wedge, Chair
Geoffrey Feldman, Vice-Chair - Virtual
M. Battaglia - Virtual
M. Da Costa - Virtual
Lori Mastrogiuseppe – Virtual
Lisa McMahon - Virtual
Tyler Munro - Virtual
Deborah Nightingale - Virtual
Mary Pugh - Virtual

Staff: C. Fernandes
F. Cifelli
A. Coke
V. Cocco
M. Gendron
M. Meehan
R. Macchia
J. Mirabella
D. Reid

P. Stachiw

S. Pellegrini, Acting Recording Secretary

External Guest: A. Robertson, Parliamentarian

3. Roll Call and Apologies

Trustee Di Giorgio sent his regrets. Wendy Layton was absent.

4. Approval of the Agenda

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

Mary Pugh joined the virtual meeting at 7:19 pm.

On the Vote being taken, the Motion was declared

CARRIED

Mary Pugh did not respond/vote.

5. Declarations of Interest

There were none.

Lisa McMahon joined the virtual meeting at 7:22 pm.

6. Approval and Signing of the Minutes

MOVED by Deborah Nightingale, seconded by Geoffrey Feldman, that the Minutes of the Meeting held January 19, 2022 be approved.

On the Vote being taken, the Motion was declared

CARRIED

9. Notices of Motion

MOVED by Deborah Nightingale, seconded by Melanie Battaglia, that Item 9a) be adopted as follows:

- 9a) From Deborah Nightingale, representative for Bright Children Ontario Special Education regarding Daily Danger at St. Michael's Choir School** will be considered at the March 9, 2022 Special Education Advisory Committee Meeting.

WHEREAS: The Toronto Catholic District School Board (TCDSB) has committed to creating school communities focused on the success, mental health and well-being of all students, including special education students. The TCDSB is committed to providing safe, healthy and welcoming learning environments for all students;

WHEREAS: Students require, and parents expect a safe learning environment for their children at TCDSB schools;

WHEREAS: There is a large community of special education students, many of them identified as gifted, attending St Michael's Choir School (Choir School);

WHEREAS: There are unprecedented safety issues at the Choir School since August 2020 when the hotel across the street from the school was converted to a homeless shelter and later added a safe injection site there;

WHEREAS: Grade 3 to Grade 12 students at the Choir School are witnessing drug deals, and injections, assaults and public sex on the steps of their school every day;

WHEREAS: Caretakers and teachers find used needles, human waste and vandalism at the Choir School daily;

WHEREAS: There were three very serious incidents involving gunfire in the immediate vicinity of the Choir School in December 2021;

WHEREAS: TCDSB staff have known about this unsafe school environment since August 2020 and nothing effective has been done to protect students at the school; and

WHEREAS: Parents delegated to the TCDSB in October 2020 about this dangerous situation and the harassment is ongoing for students and teachers.

THEREFORE BE IT RESOLVED THAT: SEAC urge and strongly recommend that the TCDSB affirm that it will protect its students at the Choir School and find a solution as soon as possible to safeguard the well-being of these students; and

BE IT RESOLVED THAT: SEAC recommend that in order to protect these vulnerable students, the TCDSB move the Choir School to a safer location as soon as possible.

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 February 9, 2022 – Deborah Nightingale;
- 11b) Special Education Plan Review - Update from Informal Working Group – Trustee Crawford;
- 12a) Annual Report on the Accessibility Standards Policy (A.35) – Geoffrey Feldman;

- 12b) Mental Health and Well-Being Report 2020-2021 (Information) – Geoffrey Feldman; and
- 12c) Special Education Superintendent Update – February 2022 – Deborah Nightingale

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the Item not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEM NOT HELD AS CAPTURED IN ABOVE MOTION

- 19a) Pending List as at February 9, 2022

11. Annual Calendar Items

MOVED by Deborah Nightingale, seconded by Trustee Crawford, that Item 11a) be adopted as follows:

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar as of February 9, 2022** received.

Trustee Rizzo joined the virtual meeting at 7:35 pm.

The Chair declared a five-minute recess.

The meeting resumed with George Wedge in the Chair, with a change to the attendance list as follows:

PRESENT:

Trustees: N. Crawford – Virtual
A. Kennedy – Virtual

**Non-Voting
Trustee:** M. Rizzo - Virtual

External Members: George Wedge, Chair
Geoffrey Feldman, Vice-Chair - Virtual
M. Battaglia - Virtual
M. Da Costa - Virtual
Lori Mastrogiuseppe – Virtual
Tyler Munro - Virtual
Deborah Nightingale - Virtual
Mary Pugh - Virtual

11a) Special Education Advisory Committee (SEAC) Annual Calendar as of February 9, 2022 (continued)

MOVED in AMENDMENT by Deborah Nightingale, seconded by Mary Pugh, that SEAC's annual goals be listed each month in the Agenda on the same page as the SEAC Terms of Reference; and

That review of the SEAC annual goals be scheduled in the annual calendar three times a year in addition to goal setting exercise in September.

MOVED in AMENDMENT to the AMENDMENT by Mary Pugh, seconded by Deborah Nightingale, that the following wording be added “*usually December, March, June,*” so that the second paragraph amendment reads as follows:

That review of the SEAC annual goals be scheduled in the annual calendar three times a year, usually December, March, June, in addition to goal setting exercise in September.

On the Vote being taken, the AMENDMENT to the AMENDMENT was declared

CARRIED

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

Lisa McMahon joined the virtual meeting at 8:09 pm.

MOVED by Geoffrey Feldman, seconded by Lori Mastrogiuseppe, that Item 11b) be adopted as follows:

11b) Special Education Plan Review - Update from Informal Working Group received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that SEAC approve the recommendations from the Special Education Informal Working Group and that the recommendations be referred to Staff.

On the Vote being taken, the AMENDMENT was declared

CARRIED

Time for business expired and was extended by 15 minutes, as per Article 12.6 of the By-law, to complete the debate on the Item and as per the will of the majority of the Assembly:

On the Vote being taken, the Motion was declared

CARRIED

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

CARRIED

12. Reports of Officials for Information by the Board/Other Committees

MOVED by Geoffrey Feldman, seconded by Tyler Munro, that Item 12a) be adopted as follows:

12a) Annual Report on the Accessibility Standards Policy (A.35) received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Tyler Munro, that Staff bring back the survey questions for SEAC Working Group feedback.

On the Vote being taken, the AMENDMENT was declared

CARRIED

Mary Pugh left the virtual meeting at 9:04 p.m.

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

CARRIED

MOVED by Geoffrey Feldman, seconded by Lori Mastrogiuseppe, that Item 12b) be adopted as follows:

12b) Mental Health and Well-Being Report 2020-2021 received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Lori Mastrogiuseppe, that Item 12c) be adopted as follows:

12c) Special Education Superintendent Update – February 2022 received.

On the Vote being taken, the Motion was declared

CARRIED

Melanie Battaglia did not respond/vote.

21. Adjournment

MOVED by Deborah Nightingale, 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

February 2022



Upcoming events:

 <p>AUTISM PROGRAMS AND SERVICES</p> <p>Transition Planning Workshop for Parents of Children with Autism in Grades 7 and 8 on the Credit Earning Pathway</p>  <p><i>Supporting Students to Grow and Learn in New Environments</i></p> <p>Webinar and Q & A Date: Tuesday February 22, 2022 Time: 7:00 pm- 8:00 pm</p> <p>Parent & Student Information Website: https://sites.google.com/tcdsb.ca/transitiontohighschoolasd/home</p> <p><i>Presented by:</i> Autism Programs and Services – Transition Team & School Support Program, Surrey Place Centre</p>	 <p>TCDSB SPECIAL SERVICES TRANSITION TEAM</p> <p>Transition Planning Workshop for Caregivers of Students in Grades 7 and 8 MEDD/ISP Programs</p>  <p><i>Supporting Students to Grow and Learn in New Environments</i></p> <p>Webinar and Q & A Date: Thursday February 24, 2022 Time: 7:00 pm- 8:00 pm</p> <p>Transition Resources Website: https://sites.google.com/tcdsb.ca/meddtransitiontohighschool/home</p> <p><i>Presented by:</i> Special Services – Transition Team & School Support Program, Surrey Place Centre</p>
---	---

Eighty TCDSB staff are engaged in an enhanced Autism training program offered through the Geneva Center. This training supports learning about foundational Autism and Applied Behaviour Analysis skills and support techniques.



Staff are collaborating with Surrey Place to support the determination of TCDSB sites for the Ontario Autism Program Entry to School skill building program. This Ministry of Children, Community and Social Services-led initiative will provide targeted support for pre-school students with Autism, before they attend school for the first time.



SPECIAL SERVICES

What services do School Psychology Professionals offer?



School Psychology Professionals utilize their knowledge of child & adolescent development, along with their understanding of school climate & culture to **provide these 5 levels of service**



Direct Student-focused

- Psychological assessment to determine/diagnose learning, behaviour & mental health problems/disorders
- Specific recommendations, plans & goals for intervention & progress monitoring
- Individual and group counselling & other mental health interventions



Indirect Student-focused

- Consultation with school personnel
- Parent collaboration
- Interagency liaison



Whole Class & School-wide

- Participate in problem solving teams
- Advise and direct prevention & early intervention programs
- Provide professional development for school personnel



System & District Wide

- Develop & implement academic & mental health screening
- Evaluate intervention & prevention programs
- Develop & implement inclusive parenting programs



Educational research design & statistical analysis:

- Project design & planning
- Data collection, analysis & interpretation of results
- Translation of findings into practical applications



ONTARIO
PSYCHOLOGICAL
ASSOCIATION

Section on Psychology
in Education (SecPE)

Learn more at bit.ly/2PPX7Af

February is Psychology Month!

During this month, we focus on how school psychologists help support student learning and mental health, as well as supporting parents and school staff. The goal is to create awareness of, and interest in, the diverse roles psychology plays, and to share with the public how psychology contributes to the overall well-being of the school community. More information can be found at our Psychology webpage and twitter account (@TCDSB_Psych).

WHAT IS

Psychology



How School Psychology Professionals Support Ontario Schools During School Closures

School Psychology Professionals in Ontario School Boards provide the following evidence-informed Psychological Services remotely via **telepractice and virtual care** to students, staff and parents. Service delivery is **responsive to emerging needs** and is provided according to the Standards of the College of Psychologists of Ontario.



Support the continuity of learning for all students, including students with special education needs:

- Consult with teachers and administrators, students and families on supporting the transition for continuity of learning
- Provide strategies for academic skills, executive functioning, organization and study skills
- Support the transition for continuity of learning based on the student's learning profile and/or Individual Education Plans (IEPs) for teachers and parents
- Review and consult on external psychological, psychiatric and/or medical assessments
- Support and participate in remote Identification, Placement and Review Committees (IPRCs)
- Provide direct feedback of psychological assessment results (if testing portion completed pre-closure) with communication of diagnoses as appropriate, to parents, students, schools, and community services for programming recommendations and access to service
- Provide Professional Learning webinars for school staff on relevant topics related to continuity of learning, mental health and well-being



Continue to provide mental health and well-being supports to students remotely

- Support students, parents and teachers with **check-ins, prevention and intervention strategies** for mental health, resiliency and well-being given the changing nature of support required as the response evolves
- Help establish daily routines and balance for learning, physical activity, social connection and leisure
- Support students in managing stress/fears about not seeing friends and other forms of loss
- Provide strategies for emotion regulation
- Provide appropriate psychological counselling interventions through virtual care and/or refer to community services as needed depending on student and family needs
- Continue to work with School Mental Health Ontario (SMHO) to support provision of resources across the tiers, effective practices in virtual care and utilize training tools for providing remote mental health supports



Provide support through Crisis Response:

- Support students and families with emerging mental health crises through virtual care and access to community services as needed
- Provide traumatic events support including crisis, grief and critical incidents supports
- Provide suicide prevention, intervention and postvention support
- Participate in VTRA (Violence Threat Risk Assessment)

Our scientist-practitioner training helps us to translate current educational and mental health research into practical School Psychology applications for Ontario students and schools.



Support the transition back to schools:

- Continue to proactively research, review, plan and update best practices for transition back to school
- Plan ahead to address prevention, intervention and follow up of mental health needs due to school closures
- Create a strong proactive plan on how to manage the increase of anxiety and school refusal when schools reopen
- Participate in School Team Meetings to support students' transition back to school and develop, provide and/or support necessary interventions
- Support the development of individual student transition plans
- Prepare to expedite and prioritize necessary psychological assessments when schools re-open to address emergent and existing needs
- Focus on working together, in multidisciplinary teams, sharing ideas and finding collaborative solutions within our Boards to support the return to school for all students, especially the most vulnerable, including those with special education and mental health needs



SPECIAL SERVICES



Speech and Language staff created training resources and professional development for special education staff to help support creating referrals to the Children's Treatment Centres for Occupational Therapy, Physical Therapy and speech services for students.

Assessment and Programming teachers and Programming and Assessment teachers are providing system-wide support for staff who are updating and revising student Individual Education Plans (IEPs).

Assessment & Programming



The Mental Health Team is continuing to promote mental health activities and resources throughout the system with the following activities:

- In collaboration with our Safe Schools colleagues, Special Services facilitated workshops to all school administrators on *Mitigating and Other Factors: Widening the Lens* to support administrators in considering all mitigating factors when considering suspending a student.
- Providing *Applied Suicide Intervention Skills Training (ASIST)* to our Social Workers, Psychologists and Guidance Counsellors to ensure our system is able to intervene appropriately and effectively in cases of students struggling with suicidal ideation.
- Providing a workshop to our newly hired teachers through our New Teachers Induction Program on *How to Support Students Struggling with Anxiety*.
- In collaboration with Safe Schools, providing a parent workshop on *Fostering Healthy Relationships*.
- The Mental Health toolkit was updated with resources to support staff with infusing strategies to support mental health and well-being during the Bell



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, FEBRUARY 1, 2022

PRESENT:

Trustees:

G. Tanuan, Chair, In-Person
N. Crawford, Vice-Chair, In Person
F. D'Amico, Ex-Officio, Virtual
M. Del Grande - Virtual
A. Kennedy, Ex-Officio, Virtual
I. Li Preti - Virtual

Non-Voting Trustee: M. Rizzo - Virtual

Staff:

B. Browne
D. Boyce
S. Camacho
C. Fernandes
J. Wujek
M. Zlomislic

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

External Guests:

M. Eldridge, External Legal Counsel (on behalf of Paul Matthews)
A. Robertson, Parliamentarian

5. Approval of the Agenda

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the Agenda be approved.

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Trustee Del Grande, seconded by Trustee Li Preti, that the Minutes of the Meeting held January 11, 2022 be approved.

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Crawford, seconded by Trustee Li Preti, that Item 13a) be adopted as follows:

- 13a) 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.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Li Preti
Tanuan

The Motion was declared

CARRIED

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

13b) Updated Revision to the Delegation and Public Participation Policy T.14 received.

Trustee Tanuan relinquished the Chair to Trustee Crawford.

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Del Grande, that Regulation 15, page 25 of 98, be revised to add after *student* the words *and Toronto resident Catholic electors* so that it reads:

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

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Tanuan, that the Governance and Policy Committee recommend to Board that the changes to the recently revised Delegation and Public Participation T.14 Policy be adopted.

Trustee Kennedy joined the virtual room at 7:29 pm.

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

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Tanuan

Li Preti

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Tanuan

Li Preti

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Tanuan

Li Preti

The Motion, as amended, was declared

CARRIED

Trustee Rizzo joined the virtual room at 7:31 pm.

Trustee Tanuan reassumed the Chair.

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

- 13c) Update to Policy on Grounds – Outdoor Play Environments B.G. 01** that the Governance and Policy Committee recommend to Board that the Revised Policy on Grounds – Outdoor Play Environments B.G.01 provided with this Report as Appendix A, and accompanying Appendices, 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 Crawford, seconded by Trustee Del Grande, that Item 13d) be adopted as follows:

- 13d) Update to Policy on Information and Communication Technology - Hardware and Software Policy A.34** that the Governance and Policy Committee recommend to Board that the revised Information and Communication Technology – Hardware and Software Standards Policy A.34 provided in Report Appendix 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

16. Updating of Pending List

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

16a) Monthly Pending List received; and

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Li Preti
Tanuan

The Motion was declared

CARRIED

On behalf of the Board of Trustees Trustee Del Grande:

1. Thanked Melissa Eldridge, former Senior Legal Counsel, Employee Relations, for her contributions to the Board and conveyed best wishes in her new role; and
2. Acknowledged Black History Month that commenced February 1 and recognizes important people and events in the history of the African diaspora.

MOVED by Trustee Li Preti, seconded by Trustee Del Grande, that the meeting resolve into PRIVATE Session to approve the Minutes of the January 11, 2022 meeting.

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

Following PRIVATE Session, the meeting continued with Trustee Tanuan in the Chair and no change to the attendance list.

Report from PRIVATE Session

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the following report be received:

In PRIVATE Session, approved a motion to bring the Minutes of the January 11, 2022 meeting to the March 1, 2022 Governance and Policy Committee PRIVATE meeting for approval.

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 Crawford, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Li Preti
Tanuan

Kennedy

The Motion was declared

CARRIED

SECRETARY

CHAIR

MASTER PENDING LIST AND ROLLING CALENDAR TO MARCH 24, 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.	March-2022 Corporate Services	TBC	Regular Board	<p>That the Terms of Reference be developed by the Committee and brought back to Board as soon as possible. (Consideration of Motion REVISED: From Trustee Tanuan regarding Special Board Advisory Committee on Race Relations)</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.	March-2022 Corporate Services	TBC	Regular Board	Received; and That the Board of Trustees provide delegated authority to the Director of Education and either the Chair or Vice Chair of the Board for the spending of tutoring funds with a summative report to be provided at the conclusion of the initiative. (Delegated Authority – Tutoring Funds)	Director of Education & Associate Director of Academic Affairs and Chief Operating Officer & Associate Director of Facilities, Business & Community Development
4.	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
5.	March-2022 Student Achievement	TBC	Student Achievement	Received and referred to Staff to come back with a report as soon as possible. (Delegation from Jennifer Di Francesco regarding Right to Read Inquiry Human Rights Commission)	Director of Education & Associate Director of Academic Affairs and Chief Operating Officer

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
6.	March-2022 Student Achievement	TBC	Student Achievement	Received; and 1. That Staff provide an interim report on the tutoring program and update on how that will be implemented; and 2. That Staff provide an interim report on whether there is money included in our Budget to support existing literacy programs. (Presentation From the Associate Director of Academic Affairs and Chief Operating Officer – Academic Update (Verbal))	Director of Education & Associate Director of Academic Affairs and Chief Operating Officer & Chief Financial Officer and Treasurer

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	April (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	September (A)	Corporate Services	Annual Procurement Plan and Listing of Current Contracts/Rosters	Chief Financial Officer and Treasurer
17	October (A)	Corporate Services	Trustee Honorarium Report	Chief Financial Officer and Treasurer
18	October (A)	Corporate Services	Budget Update: Enrolment and Staffing	Chief Financial Officer and Treasurer
19	November (P)	Corporate Services	Preliminary Enrolment Reports and S.A.01 Admission and Placement Policy Metric	A.D. Facilities, Business, Community Development
20	November (A)	Corporate Services	Annual Legal Fees Report	Chief Financial Officer and Treasurer
21	November (A/Q)	Corporate Services	Audited Financial Statements and Financial Status Update #4	Chief Financial Officer and Treasurer
22	November (A)	Corporate Services	Capital Renewal Program Report	A.D. Facilities, Business, Community Development
23	December (A)	Corporate Services	Revised Budget Estimates	Chief Financial Officer and Treasurer
24	December (A)	Corporate Services	Annual Investment Report	Chief Financial Officer and Treasurer
25	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
26	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
27	June (P)	Regular Board	A.06 Advocacy Policy Metric	Chief Financial Officer and Treasurer
28	August (P)	Regular Board	T.19 Electronic Participation in Board and Committee Meetings Policy Metric	Director of Education
29	August (P)	Regular Board	H.M. 19 Conflict Resolution Department	Associate Director Academic Services

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

30	October (P)	Regular Board	H.M.33 Acceptance of Hospitality or Gifts Policy Metric	Chief Financial Officer and Treasurer
31	October (A)	Regular Board	Ongoing Exit and Entry Student Survey	A.D. Facilities, Business, Community Development
32	October (A)	Regular Board	Equity Action Plan Annual Report	Director of Education
33	November (A)	Regular Board	Multi Year Strategic Plan Annual Report	Director of Education
34	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
35	December (A)	Regular Board	Director's Annual Report	Director of Education
36	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
37	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
38	January (P)	Student Achievement	A.35 Accessibility Standards Policy Metric	Associate Director Academic Services
39	February (P)	Student Achievement	S. 19 External Research Policy Metric	Associate Director Academic Services
40	March (A)	Student Achievement	Annual EPAN Schools Funding Allocation	Chief Financial Officer and Treasurer
41	March (A)	Student Achievement	Ministry Funding Announcement – Provincial Program Priorities	Chief Financial Officer and Treasurer
42	March (A)	Student Achievement	The Angel Foundation for Learning Annual Report and Presentation	Associate Director Academic Services
43	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
44	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
45	June (P)	Student Achievement	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

46	September (A/P)	Student Achievement	Annual Safe Schools Report and S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
47	September (P)	Student Achievement	H.M. 40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
48	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
49	September (P)	Student Achievement	T.07 Community Engagement Policy Report	Director of Education
50	September (P)	Student Achievement	A.37 Communications Policy Metric	Director of Education
51	October (A)	Student Achievement	Student Trustees: Voices that Challenge - CSLIT	Associate Director Academic Services
52	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
53	October (A)	Student Achievement	Annual EQAO and OSSLT Assessments Report	Associate Director Academic Services
54	October (A/P)	Student Achievement	S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report (combined)	Associate Director Academic Services
55	October (A)	Student Achievement	Board Improvement & Equity Plan (BIEP)	Associate Director Academic Services
56	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
57	November (A)	Student Achievement	CPIC Annual Report	Associate Director Academic Services
58	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report ECSLIT	Associate Director Academic Services
59	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report	Associate Director Academic Services

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

60	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
61	December (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
62	December (A)	Student Achievement	Staff CPIC Annual Report	Associate Director Academic Services