

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.



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

Angela Kennedy, Chair Frank D'Amico, Vice Chair

Thursday, June 9, 2022

7:00 P.M.

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22.a. From the Governance and Policy Committee: Approved Minutes of Meeting Held May 10, 2022

22.b. From the Special Education Advisory Committee: Approved Minutes of Meeting Held May 11, 2022

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*Daniel Di Giorgio
Trustee Ward 10*

E-mail: Daniel.DiGiorgio@tcdsb.org

Voicemail: 416-512-3410

To: Regular Board Meeting, June 9, 2022

From: Daniel Di Giorgio, Trustee Ward 10

Notice of Motion: Information Disparity between the Governance and Policy Committee and Board Meeting and Related Effects

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

WHEREAS: It appears staff did not provide the same information to the Governance and Policy Committee and the Board of Trustees;

WHEREAS: All the information provided to the Governance and Policy committee on Jan 12, 2021, was not provided to the Board of Trustees at subsequent meetings where the subject committee recommendations were considered by the Board;

BE IT RESOVED THAT: General counsel provide a written report to the Board of Trustees clarifying if Appendix C of the old code of conduct survives the recent revisions to the code of conduct and remains in effect;

BE IT RESOLVED THAT: General counsel examine any effects on the resolutions made by the Board of Trustees as a result of the information discrepancy outlined above.

Daniel Di Giorgio
Trustee, Ward 10



REPORT TO

REGULAR BOARD

2022-2023 BUDGET ESTIMATES - TEACHING

“The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’ (Matthew 25:40)

Drafted

June 8, 2022

R. Putnam, Chief Financial Officer and Treasurer

Director’s Council

Education Council

Meeting Date

June 9, 2022

RECOMMENDATION REPORT

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.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services & Chief Commercial Officer

Ryan Putnam
Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

Staff has provided a number of updates with respect to the Board's overall financial position beginning with the Annual CFO Overview in January 2022.

Subsequent reports and presentations have included the 2022-23 Budget Framework in February 2022 and the 2021-22 Second Quarter Budget Status Report and Year End Forecast in April 2022.

The attached budget report is consistent with input received during an extensive stakeholder consultation process and reflects the 2022-2023 Preliminary Budget Plan as provided to Trustees in May 2022.

Staff is pleased to present a budget that reduces reliance on operating reserves, addresses declining enrolment, maintains critical supports and provides for investment in student well-being and achievement.

The budget is both responsive and responsible, providing stability and post-pandemic stimulus, under challenging financial and operational conditions.

B. PURPOSE

This report recommends approval of the teaching salaries and benefits component as contained within the attached budget report.

C. BACKGROUND/RESEARCH/EVIDENCE/ANALYSIS

1. The proposed salaries and benefits associated with all members of the Board's teacher unions are shown in Attachment 4 of the attached budget report with the related staffing complement and categories outlined in Attachment 5.
2. Attachment 4 denotes total proposed teaching salaries in the amount of \$552.6M and teaching benefits of \$76.3M for the 22-23 school year.
3. The recommendation motion within this report has been separated from the overall budget to accommodate potential Trustee conflict of interest and to ensure maximum potential participation in the budget approval process.

D. METRICS AND ACCOUNTABILITY

1. The proposed budget reflects the budget plan shared with Trustees in May.
2. The proposed budget is a balanced budget with reduced reliance on reserves.
3. The proposed budget maintains current programs, supports and services.
4. The proposed budget provides for investment in key strategic priorities.
5. The proposed budget is compliant with Ministry requirements and legislation.
6. The proposed budget is compliant with the various collective agreements.
7. The proposed budget is consistent with input received from stakeholders.
8. The proposed budget is aligned with and supports the Board's strategic plan.

E. RECOMMENDATION

That the Board of Trustees approve the total teaching salaries of \$552.6M and benefits of \$76.3M as outlined in the 2022-2023 Budget Estimates Report.

2022-2023 School Year Budget Estimates



MULTI-YEAR STRATEGIC PLAN

2022 - 2025

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



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Catholic Graduate Expectations

Each student in our Catholic learning community is guided by the Ontario Catholic School Graduate Expectations to be:

- a discerning believer;
- an effective communicator;
- a reflective, creative and holistic thinker;
- a self-directed, responsible lifelong learner;
- a collaborative contributor;
- a caring family member;
- a responsible citizen.



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Student Enrolment (ADE)

	22-23	21-22	Variance	Change
Elementary	56,686	58,166	(1,480)	(2.5%)
Secondary	26,898	26,639	259	1.0%
Total	83,584	84,805	(1,221)	(1.4%)

- The Board has been experiencing enrolment decline as a result of migration out of the city during the pandemic. This phenomenon is being felt by all Toronto School Boards.
- Declining enrolment impacts Ministry funding and staffing levels in the operating budget.
- Enrolment is also a primary factor with respect to system accommodation needs, school boundaries and capital priority requests.
- The enrolment decline is expected to continue at an average 1,500 students in each of the next three years and will require continued right-sizing to maintain a balanced budget.

Anticipated Operating Revenue (\$ Millions)

	22-23	21-22	Variance	Change
Ministry Grants (GSN)	\$1,044.6	\$1,056.3	(\$11.7)	(1.1%)
Other Ministry (PPF/COVID)	27.8	32.7	(4.9)	(14.7%)
Government of Canada	3.6	3.6	0.0	0.0%
International Students	7.6	7.6	0.0	0.0%
Permits, Fees, Interest	12.2	12.2	0.0	0.0%
Operating Contingency	10.3	34.2	(23.9)	(69.9%)
Total	\$1,106.1	\$1,146.6	(\$40.5)	(3.5%)

- Most of the Board's revenue is generated through the Ministry of Education's per pupil funding model as well as special purpose grants provided by the Priorities & Partnership Funding allocation and most recently supplemental COVID related funding.
- As noted in Attachment 1 the Board is experiencing a decline in enrolment which in turn has an impact on Ministry funding. The decrease of \$11.7M in Ministry Grants is directly attributable to a decline in enrolment of 1,221 students from 21-22 to 22-23.
- The reduction in Other Ministry funding is due to the elimination of non-staffing supplemental COVID related funding in such areas as technology and transportation.
- Revenue generated from International Students, Permits, Fees and Interest has been maintained at 21-22 levels to be conservative until activity returns to pre-pandemic norms.
- Use of the Operating Contingency will allow the Board to maintain system stability and to invest in post-pandemic supports without having to reduce core programs and services.

Planned Operating Expenditure (\$ Millions)

	22-23	21-22	Variance	Change
Salaries & Benefits	\$967.1	\$1,007.7	(\$40.6)	(4.0%)
Departmental (Non-Staffing)	56.8	53.5	3.3	6.2%
Transportation (Non-Staffing)	40.9	41.5	(0.6)	(1.5%)
Facilities Services (Non-Staffing)	41.3	43.9	(2.6)	(5.9%)
Total	\$1,106.1	\$1,146.6	(\$40.5)	(3.5%)

- Salaries and Benefits are further broken down in Attachment 4 with a Summary of Staffing by Category provided in Attachment 5.
- Essentially the overall change in staffing is related to the impact of declining enrolment over the course of the pandemic and the need to right-size the system without impacting core service levels and supports in order to maintain a balanced budget framework.
- The non-staffing departmental budgets (aside from Transportation and Facilities Services) are further broken down in Attachment 6.
- The Transportation budget reflects the number of routes required for next year based on eligible student ridership and includes a contractual increase with the bus operators to support such costs as driver wages, fuel, training and fleet management.
- The Facilities Services budget includes the annual cost of contractual services, basic repairs, property maintenance, utilities, ventilation, cleaning and school supplies. The budget has been adjusted to reflect actual year to date costs for 21-22 with any anticipated inflationary cost pressures and contractual increases for next year applied accordingly.

Salaries and Benefits (\$ Millions)

	22-23	21-22	Variance	Change
Teaching - Salaries	\$552.6	\$582.6	(\$30.0)	(5.1%)
Teaching - Benefits	76.3	84.6	(8.3)	(9.8%)
Non-Teaching Salaries	264.3	263.1	1.2	0.4%
Non-Teaching Benefits	73.9	77.4	(3.5)	(4.5%)
Total	\$967.1	\$1,007.7	(\$40.6)	(4.0%)

- For the most part salaries and benefits are a reflection of system staffing which is summarized by category in Attachment 5.
- The reduction in teaching salaries is a result of system right-sizing due to the cumulative effect of declining enrolment over the course of the pandemic.
- There is also a corresponding reduction in the supply teaching budget due to a decrease in the number of classroom teachers potentially requiring absence coverage.
- The reduction in teaching benefits relates to having less staff overall as well as annual savings from the accelerated elimination of the former retirement gratuity liability.
- The increase in non-teaching salaries reflects an investment in special education and mental health supports and services in addition to maintaining core staffing levels in the majority of Special Services related staffing categories.
- The decrease in non-teaching benefits reflects the annual savings from the accelerated elimination of the former retirement gratuity liability.

Staffing Summary by Category (FTE)

	22-23	21-22	Variance	Change
Teaching				
Elementary Teachers	3,627.00	3,816.00	(189.00)	(5.0%)
Secondary Teachers	1,859.50	1,852.00	7.50	0.4%
Coordinators/Consultants	49.00	49.00	0.00	0.0%
Non-Teaching				
Senior Administration	21.00	21.00	0.00	0.0%
Non-Union	270.50	267.50	3.00	1.1%
Principals/Vice-Principals	314.70	314.70	0.00	0.0%
Student Services	716.80	696.40	20.40	2.9%
Educational Assistants	931.00	931.00	0.00	0.0%
Early Childhood Educators	402.00	395.00	7.00	1.8%
Custodial/Maintenance	710.25	710.25	0.00	0.0%
Secretarial/Clerical	332.00	343.90	(11.90)	(3.5%)
Trustees/Student Trustees	14.00	14.00	0.00	0.0%
Total	9,247.75	9,410.75	(163.00)	(1.7%)

- All staffing categories are compliant with Ministry funding requirements, relevant legislation and the Board's collective agreements with its various labour partners.
- The decrease in Elementary Teachers is a result of system right-sizing to address the cumulative effect of declining enrolment experienced over the course of the pandemic.
- Within the overall decrease is an increase in the number of teachers supporting English as a Second Language (ESL) as well as additional teachers dedicated to literacy in response to the Learning Recovery and Right to Read reports and initiatives.
- The increase in Secondary Teachers reflects an increase in enrolment from 21-22 to 22-23.
- The increase in Non-Union relates to an additional position in Health and Safety and two additional supervisors to support capital projects (the costs are allocated to the projects).
- The increase in Student Services relates to an increase in the number of Social Workers as well as additional Board Certified Behaviour Analysts to support student wellbeing.
- The current complement of Educational Assistants was maintained notwithstanding the decline in enrolment to meet the increasing demand for student care and support.
- The complement of Early Childhood Educators was increased in response to the Learning Recovery, Right to Read and Kindergarten Readiness reports and initiatives.
- The change in Secretarial/Clerical relates to system right-sizing due to declining enrolment.

Non-Staffing Departmental (\$ Millions)

	22-23	21-22	Variance	Change
Academic Services	\$20.2	\$17.3	\$2.9	16.8%
Information Technology	20.0	14.7	5.3	35.9%
School Based Budgets	10.5	9.7	0.8	9.3%
Board Administration	6.1	6.1	0.0	0.0%
Supplemental COVID	0.0	5.7	(5.7)	(100.0%)
Total Non-Staffing	\$56.8	\$53.5	\$3.3	6.2%

- Academic Services includes such areas as Curriculum Services, Special Services, Student Success, Field Services, Continuing Education, Nurturing our Catholic Community and Equity, Diversity & Indigenous Education. The increase from this year to next relates to new investments in Equity as well as Ministry funding to support Learning Recovery.
- The increase in the Information Technology budget relates to the annualized funding required to support the implementation of the student and staff device strategy on a four year renewal cycle while enabling current students in need ongoing access to a device.
- The change in School Based Budgets reflects the investment of annualized funding for the Board's EPAN schools and a decrease in the per pupil allocation due to enrolment decline.
- While funding continues to support certain supplemental COVID related staffing and supports for such areas as remote learning, cleaning, special education, student wellbeing, mental health and learning recovery previous funding for such non-staffing areas as transportation and technology was discontinued for the upcoming year.

Operating Contingency Reserve (\$ Millions)

Balance after 21-22 Revised Estimates	\$0.3
Year End Forecast per 21-22 Second Quarter Report	10.0
Used to Support the 22-23 Budget Estimates	(10.3)
Balance Remaining at August 31, 2023	\$0.0

- The Operating Contingency Reserve is available to balance the budget as needed.
- The Ministry of Education directed Boards to utilize operating reserves in 2020-2021 and 2021-2022 to offset unfunded pandemic related costs.
- The Board is anticipating potential recovery of up to 2% (approximately \$22M) from the Ministry following the 2021-2022 school year for supplemental pandemic investments.
- Declining enrolment presents an ongoing challenge and will have an impact on future funding. It is therefore imperative that the Operating Contingency be regenerated and available as needed to lessen the immediate impact of declining enrolment each year as the Board continues to right-size the system in order to maintain a balanced budget.
- Maintaining a balanced budget framework serves as the foundation for financial stability and sustainability and will enable the Board to resource and advance the key priorities and initiatives outlined in the Multi-Year Strategic Plan and Annual Board Improvement Plan.



REPORT TO

REGULAR BOARD

2022-2023 BUDGET ESTIMATES – NON-TEACHING

“The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’ (Matthew 25:40)”

Drafted

June 8, 2022

R. Putnam, Chief Financial Officer and Treasurer
Director’s Council
Education Council

Meeting Date

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MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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The attached budget report is consistent with input received during an extensive stakeholder consultation process and reflects the 2022-2023 Preliminary Budget Plan as provided to Trustees in May 2022.

Staff is pleased to present a budget that reduces reliance on operating reserves, addresses declining enrolment, maintains critical supports and provides for investment in student well-being and achievement.

The budget is both responsive and responsible, providing stability and post-pandemic stimulus, under challenging financial and operational conditions.

B. PURPOSE

This report recommends approval of the non-teaching salaries and benefits component as contained within the attached budget report.

C. BACKGROUND/RESEARCH/EVIDENCE/ANALYSIS

1. The proposed salaries and benefits associated with all members of the Board's non-teaching employee groups are shown in Attachment 4 of the attached budget report with the related staffing complement and categories outlined in Attachment 5.
2. Attachment 4 denotes total proposed non-teaching salaries in the amount of \$264.3M and non-teaching benefits of \$73.9M for the 22-23 school year.
3. The recommendation motion within this report has been separated from the overall budget to accommodate potential Trustee conflict of interest and to ensure maximum potential participation in the budget approval process.

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7. The proposed budget is consistent with input received from stakeholders.
8. The proposed budget is aligned with and supports the Board's strategic plan.

E. RECOMMENDATION

That the Board of Trustees approve the total non-teaching salaries of \$264.3M and benefits of \$73.9M as outlined in the 2022-2023 Budget Estimates Report.

2022-2023 School Year Budget Estimates



MULTI-YEAR STRATEGIC PLAN

2022 - 2025

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Anticipated Operating Revenue (\$ Millions)

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**Planned Operating Expenditure
(\$ Millions)**

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Salaries & Benefits	\$967.1	\$1,007.7	(\$40.6)	(4.0%)
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Transportation (Non-Staffing)	40.9	41.5	(0.6)	(1.5%)
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Coordinators/Consultants	49.00	49.00	0.00	0.0%
Non-Teaching				
Senior Administration	21.00	21.00	0.00	0.0%
Non-Union	270.50	267.50	3.00	1.1%
Principals/Vice-Principals	314.70	314.70	0.00	0.0%
Student Services	716.80	696.40	20.40	2.9%
Educational Assistants	931.00	931.00	0.00	0.0%
Early Childhood Educators	402.00	395.00	7.00	1.8%
Custodial/Maintenance	710.25	710.25	0.00	0.0%
Secretarial/Clerical	332.00	343.90	(11.90)	(3.5%)
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- The increase in Secondary Teachers reflects an increase in enrolment from 21-22 to 22-23.
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- The increase in Student Services relates to an increase in the number of Social Workers as well as additional Board Certified Behaviour Analysts to support student wellbeing.
- The current complement of Educational Assistants was maintained notwithstanding the decline in enrolment to meet the increasing demand for student care and support.
- The complement of Early Childhood Educators was increased in response to the Learning Recovery, Right to Read and Kindergarten Readiness reports and initiatives.
- The change in Secretarial/Clerical relates to system right-sizing due to declining enrolment.

Non-Staffing Departmental (\$ Millions)

	22-23	21-22	Variance	Change
Academic Services	\$20.2	\$17.3	\$2.9	16.8%
Information Technology	20.0	14.7	5.3	35.9%
School Based Budgets	10.5	9.7	0.8	9.3%
Board Administration	6.1	6.1	0.0	0.0%
Supplemental COVID	0.0	5.7	(5.7)	(100.0%)
Total Non-Staffing	\$56.8	\$53.5	\$3.3	6.2%

- Academic Services includes such areas as Curriculum Services, Special Services, Student Success, Field Services, Continuing Education, Nurturing our Catholic Community and Equity, Diversity & Indigenous Education. The increase from this year to next relates to new investments in Equity as well as Ministry funding to support Learning Recovery.
- The increase in the Information Technology budget relates to the annualized funding required to support the implementation of the student and staff device strategy on a four year renewal cycle while enabling current students in need ongoing access to a device.
- The change in School Based Budgets reflects the investment of annualized funding for the Board's EPAN schools and a decrease in the per pupil allocation due to enrolment decline.
- While funding continues to support certain supplemental COVID related staffing and supports for such areas as remote learning, cleaning, special education, student wellbeing, mental health and learning recovery previous funding for such non-staffing areas as transportation and technology was discontinued for the upcoming year.

Operating Contingency Reserve (\$ Millions)

Balance after 21-22 Revised Estimates	\$0.3
Year End Forecast per 21-22 Second Quarter Report	10.0
Used to Support the 22-23 Budget Estimates	(10.3)
Balance Remaining at August 31, 2023	\$0.0

- The Operating Contingency Reserve is available to balance the budget as needed.
- The Ministry of Education directed Boards to utilize operating reserves in 2020-2021 and 2021-2022 to offset unfunded pandemic related costs.
- The Board is anticipating potential recovery of up to 2% (approximately \$22M) from the Ministry following the 2021-2022 school year for supplemental pandemic investments.
- Declining enrolment presents an ongoing challenge and will have an impact on future funding. It is therefore imperative that the Operating Contingency be regenerated and available as needed to lessen the immediate impact of declining enrolment each year as the Board continues to right-size the system in order to maintain a balanced budget.
- Maintaining a balanced budget framework serves as the foundation for financial stability and sustainability and will enable the Board to resource and advance the key priorities and initiatives outlined in the Multi-Year Strategic Plan and Annual Board Improvement Plan.



REPORT TO

REGULAR BOARD

2022-2023 BUDGET ESTIMATES – OVERALL

“The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’ (Matthew 25:40)

Drafted

June 8, 2022

R. Putnam, Chief Financial Officer and Treasurer

Director’s Council

Education Council

Meeting Date

June 9, 2022

RECOMMENDATION REPORT

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.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services & Chief Commercial Officer

Ryan Putnam
Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

Staff has provided a number of updates with respect to the Board's overall financial position beginning with the Annual CFO Overview in January 2022.

Subsequent reports and presentations have included the 2022-23 Budget Framework in February 2022 and the 2021-22 Second Quarter Budget Status Report and Year End Forecast in April 2022.

The attached budget report is consistent with input received during an extensive stakeholder consultation process and reflects the 2022-2023 Preliminary Budget Plan as provided to Trustees in May 2022.

Staff is pleased to present a budget that reduces reliance on operating reserves, addresses declining enrolment, maintains critical supports and provides for investment in student well-being and achievement.

The budget is both responsive and responsible, providing stability and post-pandemic stimulus, under challenging financial and operational conditions.

B. PURPOSE

This report recommends approval of the non-staffing budget, total operating budget and use of reserves as contained within the attached budget report.

C. BACKGROUND/RESEARCH/EVIDENCE/ANALYSIS

1. The proposed non-staffing budgets for departmental, transportation and facilities services totalling \$139.0M are shown in Attachment 3 of the attached budget report.
2. Attachment 3 denotes a total proposed operating budget in the amount of \$1.1B for the 22-23 school year inclusive of all teaching, non-teaching and non-staffing budgets.
3. Attachments 2 and 7 outline the use of \$10.3M from the Operating Contingency to balance the 22-23 operating budget.
4. The recommendation motions within this report have been separated to accommodate potential Trustee conflict of interest and to ensure maximum potential participation in the budget approval process.

D. METRICS AND ACCOUNTABILITY

1. The proposed budget reflects the budget plan shared with Trustees in May.
2. The proposed budget is a balanced budget with reduced reliance on reserves.
3. The proposed budget maintains current programs, supports and services.
4. The proposed budget provides for investment in key strategic priorities.
5. The proposed budget is compliant with Ministry requirements and legislation.
6. The proposed budget is compliant with the various collective agreements.
7. The proposed budget is consistent with input received from stakeholders.
8. The proposed budget is aligned with and supports the Board's strategic plan.

E. RECOMMENDATIONS

That the Board of Trustees approve the total non-staffing budget of \$139.0M as outlined in the 2022-2023 Budget Estimates Report.

That the Board of Trustees approve the total operating budget of \$1.1B as outlined in the 2022-2023 Budget Estimates Report.

That the Board of Trustees approve the use of the Operating Contingency in the amount of \$10.3M as outlined in the 2022-2023 Budget Estimates Report.

2022-2023 School Year Budget Estimates



MULTI-YEAR STRATEGIC PLAN

2022 - 2025

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



Our Mission

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

Our Vision

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

Catholic Graduate Expectations

Each student in our Catholic learning community is guided by the Ontario Catholic School Graduate Expectations to be:

- a discerning believer;
- an effective communicator;
- a reflective, creative and holistic thinker;
- a self-directed, responsible lifelong learner;
- a collaborative contributor;
- a caring family member;
- a responsible citizen.



Index of Attachments

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Student Enrolment (ADE)

	22-23	21-22	Variance	Change
Elementary	56,686	58,166	(1,480)	(2.5%)
Secondary	26,898	26,639	259	1.0%
Total	83,584	84,805	(1,221)	(1.4%)

- The Board has been experiencing enrolment decline as a result of migration out of the city during the pandemic. This phenomenon is being felt by all Toronto School Boards.
- Declining enrolment impacts Ministry funding and staffing levels in the operating budget.
- Enrolment is also a primary factor with respect to system accommodation needs, school boundaries and capital priority requests.
- The enrolment decline is expected to continue at an average 1,500 students in each of the next three years and will require continued right-sizing to maintain a balanced budget.

Anticipated Operating Revenue (\$ Millions)

	22-23	21-22	Variance	Change
Ministry Grants (GSN)	\$1,044.6	\$1,056.3	(\$11.7)	(1.1%)
Other Ministry (PPF/COVID)	27.8	32.7	(4.9)	(14.7%)
Government of Canada	3.6	3.6	0.0	0.0%
International Students	7.6	7.6	0.0	0.0%
Permits, Fees, Interest	12.2	12.2	0.0	0.0%
Operating Contingency	10.3	34.2	(23.9)	(69.9%)
Total	\$1,106.1	\$1,146.6	(\$40.5)	(3.5%)

- Most of the Board's revenue is generated through the Ministry of Education's per pupil funding model as well as special purpose grants provided by the Priorities & Partnership Funding allocation and most recently supplemental COVID related funding.
- As noted in Attachment 1 the Board is experiencing a decline in enrolment which in turn has an impact on Ministry funding. The decrease of \$11.7M in Ministry Grants is directly attributable to a decline in enrolment of 1,221 students from 21-22 to 22-23.
- The reduction in Other Ministry funding is due to the elimination of non-staffing supplemental COVID related funding in such areas as technology and transportation.
- Revenue generated from International Students, Permits, Fees and Interest has been maintained at 21-22 levels to be conservative until activity returns to pre-pandemic norms.
- Use of the Operating Contingency will allow the Board to maintain system stability and to invest in post-pandemic supports without having to reduce core programs and services.

Planned Operating Expenditure (\$ Millions)

	22-23	21-22	Variance	Change
Salaries & Benefits	\$967.1	\$1,007.7	(\$40.6)	(4.0%)
Departmental (Non-Staffing)	56.8	53.5	3.3	6.2%
Transportation (Non-Staffing)	40.9	41.5	(0.6)	(1.5%)
Facilities Services (Non-Staffing)	41.3	43.9	(2.6)	(5.9%)
Total	\$1,106.1	\$1,146.6	(\$40.5)	(3.5%)

- Salaries and Benefits are further broken down in Attachment 4 with a Summary of Staffing by Category provided in Attachment 5.
- Essentially the overall change in staffing is related to the impact of declining enrolment over the course of the pandemic and the need to right-size the system without impacting core service levels and supports in order to maintain a balanced budget framework.
- The non-staffing departmental budgets (aside from Transportation and Facilities Services) are further broken down in Attachment 6.
- The Transportation budget reflects the number of routes required for next year based on eligible student ridership and includes a contractual increase with the bus operators to support such costs as driver wages, fuel, training and fleet management.
- The Facilities Services budget includes the annual cost of contractual services, basic repairs, property maintenance, utilities, ventilation, cleaning and school supplies. The budget has been adjusted to reflect actual year to date costs for 21-22 with any anticipated inflationary cost pressures and contractual increases for next year applied accordingly.

Salaries and Benefits (\$ Millions)

	22-23	21-22	Variance	Change
Teaching - Salaries	\$552.6	\$582.6	(\$30.0)	(5.1%)
Teaching - Benefits	76.3	84.6	(8.3)	(9.8%)
Non-Teaching Salaries	264.3	263.1	1.2	0.4%
Non-Teaching Benefits	73.9	77.4	(3.5)	(4.5%)
Total	\$967.1	\$1,007.7	(\$40.6)	(4.0%)

- For the most part salaries and benefits are a reflection of system staffing which is summarized by category in Attachment 5.
- The reduction in teaching salaries is a result of system right-sizing due to the cumulative effect of declining enrolment over the course of the pandemic.
- There is also a corresponding reduction in the supply teaching budget due to a decrease in the number of classroom teachers potentially requiring absence coverage.
- The reduction in teaching benefits relates to having less staff overall as well as annual savings from the accelerated elimination of the former retirement gratuity liability.
- The increase in non-teaching salaries reflects an investment in special education and mental health supports and services in addition to maintaining core staffing levels in the majority of Special Services related staffing categories.
- The decrease in non-teaching benefits reflects the annual savings from the accelerated elimination of the former retirement gratuity liability.

Staffing Summary by Category (FTE)

	22-23	21-22	Variance	Change
Teaching				
Elementary Teachers	3,627.00	3,816.00	(189.00)	(5.0%)
Secondary Teachers	1,859.50	1,852.00	7.50	0.4%
Coordinators/Consultants	49.00	49.00	0.00	0.0%
Non-Teaching				
Senior Administration	21.00	21.00	0.00	0.0%
Non-Union	270.50	267.50	3.00	1.1%
Principals/Vice-Principals	314.70	314.70	0.00	0.0%
Student Services	716.80	696.40	20.40	2.9%
Educational Assistants	931.00	931.00	0.00	0.0%
Early Childhood Educators	402.00	395.00	7.00	1.8%
Custodial/Maintenance	710.25	710.25	0.00	0.0%
Secretarial/Clerical	332.00	343.90	(11.90)	(3.5%)
Trustees/Student Trustees	14.00	14.00	0.00	0.0%
Total	9,247.75	9,410.75	(163.00)	(1.7%)

- All staffing categories are compliant with Ministry funding requirements, relevant legislation and the Board's collective agreements with its various labour partners.
- The decrease in Elementary Teachers is a result of system right-sizing to address the cumulative effect of declining enrolment experienced over the course of the pandemic.
- Within the overall decrease is an increase in the number of teachers supporting English as a Second Language (ESL) as well as additional teachers dedicated to literacy in response to the Learning Recovery and Right to Read reports and initiatives.
- The increase in Secondary Teachers reflects an increase in enrolment from 21-22 to 22-23.
- The increase in Non-Union relates to an additional position in Health and Safety and two additional supervisors to support capital projects (the costs are allocated to the projects).
- The increase in Student Services relates to an increase in the number of Social Workers as well as additional Board Certified Behaviour Analysts to support student wellbeing.
- The current complement of Educational Assistants was maintained notwithstanding the decline in enrolment to meet the increasing demand for student care and support.
- The complement of Early Childhood Educators was increased in response to the Learning Recovery, Right to Read and Kindergarten Readiness reports and initiatives.
- The change in Secretarial/Clerical relates to system right-sizing due to declining enrolment.

Non-Staffing Departmental (\$ Millions)

	22-23	21-22	Variance	Change
Academic Services	\$20.2	\$17.3	\$2.9	16.8%
Information Technology	20.0	14.7	5.3	35.9%
School Based Budgets	10.5	9.7	0.8	9.3%
Board Administration	6.1	6.1	0.0	0.0%
Supplemental COVID	0.0	5.7	(5.7)	(100.0%)
Total Non-Staffing	\$56.8	\$53.5	\$3.3	6.2%

- Academic Services includes such areas as Curriculum Services, Special Services, Student Success, Field Services, Continuing Education, Nurturing our Catholic Community and Equity, Diversity & Indigenous Education. The increase from this year to next relates to new investments in Equity as well as Ministry funding to support Learning Recovery.
- The increase in the Information Technology budget relates to the annualized funding required to support the implementation of the student and staff device strategy on a four year renewal cycle while enabling current students in need ongoing access to a device.
- The change in School Based Budgets reflects the investment of annualized funding for the Board's EPAN schools and a decrease in the per pupil allocation due to enrolment decline.
- While funding continues to support certain supplemental COVID related staffing and supports for such areas as remote learning, cleaning, special education, student wellbeing, mental health and learning recovery previous funding for such non-staffing areas as transportation and technology was discontinued for the upcoming year.

Operating Contingency Reserve (\$ Millions)

Balance after 21-22 Revised Estimates	\$0.3
Year End Forecast per 21-22 Second Quarter Report	10.0
Used to Support the 22-23 Budget Estimates	(10.3)
Balance Remaining at August 31, 2023	\$0.0

- The Operating Contingency Reserve is available to balance the budget as needed.
- The Ministry of Education directed Boards to utilize operating reserves in 2020-2021 and 2021-2022 to offset unfunded pandemic related costs.
- The Board is anticipating potential recovery of up to 2% (approximately \$22M) from the Ministry following the 2021-2022 school year for supplemental pandemic investments.
- Declining enrolment presents an ongoing challenge and will have an impact on future funding. It is therefore imperative that the Operating Contingency be regenerated and available as needed to lessen the immediate impact of declining enrolment each year as the Board continues to right-size the system in order to maintain a balanced budget.
- Maintaining a balanced budget framework serves as the foundation for financial stability and sustainability and will enable the Board to resource and advance the key priorities and initiatives outlined in the Multi-Year Strategic Plan and Annual Board Improvement Plan.



REPORT TO

REGULAR BOARD

INSURANCE FOR SCHOOL VOLUNTEERS POLICY I.01

Created, Draft	First Tabling	Review
May 30, 2022	June 7, 2022	

R. Putnam, Chief Financial Officer and Treasurer
C. Caldwell, Acting Executive General Counsel

RECOMMENDATION REPORT

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.



Brendan Browne, PhD
Director of Education

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

Derek Boyce
Associate Director of
Corporate Services and
Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report is recommending an update to Policy I.01 - Insurance for School Volunteers to reflect current insurance coverage available to the Board.

B. PURPOSE

This recommendation report is on the order paper of the Governance and Policy Committee as a requirement to periodically review all Board policies.

C. BACKGROUND

The Insurance for School Volunteers (I.01) policy was last reviewed in September 2006.

A copy of I.01 Insurance for School Volunteers with proposed revisions is attached as Appendix A.

This report and draft policy appeared at the meeting of the Governance and Policy Committee on June 7, 2022

D. EVIDENCE/RESEARCH/ANALYSIS

The Board's insurance provider, the Ontario School Board Insurance Exchange (OSBIE), is the primary insurance provider to School Boards in Ontario.

OSBIE understands the unique and varied requirements of School Boards and coverage for volunteers is provided for in their policy with the Board.

E. METRICS AND ACCOUNTABILITY

It is important that volunteers understand they are only covered by the Board's insurance policy in accordance with the terms of the plan(s).

This has been emphasized in the main body of the revised policy attached.

A synopsis of what is covered under the plan(s) will be updated and provided to volunteers annually for information.

F. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends to the Board that the Insurance for School Volunteers Policy I.01 be rescinded; and that an annually updated information pamphlet be included in the Excursion Handbook for the benefit of volunteers.



POLICY SECTION: FINANCIAL SERVICES

SUB-SECTION:

POLICY NAME: INSURANCE FOR SCHOOL VOLUNTEERS

POLICY NO: I.01

Date Approved: October 1986	Date of Next Review:	Dates of Amendments: September 2006
Cross References: School Volunteers S.01 <i>Who Cares? Volunteers do!</i>, TCDSB, 2005		
Appendix:		

Purpose:

To outline the Board's commitment to providing insurance coverage for volunteers.

Scope and Responsibility:

This policy is administered by the Financial Services department.

Alignment with MYSP:**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

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



POLICY SECTION: FINANCIAL SERVICES
SUB-SECTION:
POLICY NAME: INSURANCE FOR SCHOOL VOLUNTEERS
POLICY NO: I.01

Well-Being – Growing in Knowledge With Justice and Hope

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

Policy:

The TCDSB shall provide ~~Accidental Death and Dismemberment, Legal Liability and Excess Automobile Liability~~ insurance **coverage** for school volunteers **in accordance with the terms of the Board's insurance plan(s), as may be amended from time to time.**

Regulations:

1. A school volunteer is a person who the principal has assigned to assist in school activities without remuneration, **unless otherwise defined in the terms of the Board's insurance plan(s), which definition shall take precedence.**
2. The amount **and nature** of coverage shall be determined ~~from time to time by the Board~~ **in accordance with and subject to the terms of the Board's insurance plan(s), as may be amended from time to time.**

Evaluation and Metrics:

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

Coverage with the Board's insurance provider(s) will be reviewed annually by the Board.

A synopsis of what is covered under the plan(s) will be updated annually and provided to volunteers for information.



Volunteers

School Board volunteers are covered under OSBIE's liability policy for claims arising from negligent acts while acting within the scope of their approved duties on behalf of the School Board. The coverage available is the same that is available to all School Board personnel. Volunteers will be protected from lawsuits and statements of claims that may follow due to an allegation negligence. Examples that we have seen where the liability policy responds include: field trips, ski trips, volunteer coaches, classroom volunteers and yard duty volunteers. Lawsuits naming volunteers are typically related to a student injury as a result of alleged negligent supervision. For volunteers to be successful in their role, School Board staff play an important part in providing guidance and training to these individuals.

Volunteers should be familiar with School Board policies and procedures for organizing, directing, controlling and supervising school activities and/or trips. Areas of focus include:

- Emergency response protocols;
- Safety guidelines – School Board's excursion policy, OPHEA Guidelines, etc.;
- Student code of conduct/behavior - volunteers should not be responsible for administering discipline to students;
- Volunteers should be properly screened and subject to appropriate criminal background checks as outlined by School Board policy;
- Volunteer orientation provided by the lead teacher which communicates what duties are assigned and what is expected of the volunteer.

Volunteer Workers

What activities will the volunteers be performing and what equipment is being used? Treat volunteers as if they were a staff member. For example, are they loading and unloading material? Are they using power tools? If these activities require regular school staff to go through Health and Safety training, then the School Board would be responsible for providing this training to the volunteers as well.

Volunteer Coaches

Just like teachers or other School Board staff, volunteers being asked to assume duties to supervise sports activities would be expected to meet the same qualifications as set out by the sport governing bodies and/or the minimum recommendations set out in the OPHEA Guidelines.

Volunteer Drivers

One area where the School Board's insurance will not act as primary coverage for volunteers is for volunteer drivers. Automobile insurance is Provincially regulated so it is important for volunteer drivers to understand that there is no coverage provided by the School Board's insurance for damage to their vehicles even while being operated for approved School Board activities. Volunteer driver forms should be completed, signed and collected before the excursion, as required, as part of School Board policy.



REPORT TO

REGULAR BOARD

ACCESSIBILITY STANDARDS FOR SERVICES AND FACILITIES – A. 36

[2 Corinthians 8:13](#)

Our desire is not that others might be relieved while you are hard pressed, but that there might be equality.

Created, Draft	First Tabling	Review
May 30, 2022	June 7, 2022	

Flora Cifelli – Superintendent of Schools, Area 1, AODA Chairperson

RECOMMENDATION REPORT

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.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



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Facilities, Business and
Community Development

R. Putnam
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Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current Policy A. 36 by merging it with Policy A. 35 in order to provide clarity and conform to current practices and policies

The cumulative staff time required to prepare this report 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 was first approved on March 31, 2010 and has not been amended since.
2. Changes to this policy reflect current practice and alignment with related policies A. 35 and A.36 as seen in Appendix A of this report.
3. The Accessibility for Ontarians with Disabilities Act (AODA), 2005 requires that all schools boards are compliant with the AODA by 2025. An AODA Desk Audit was completed in January, 2022 to ensure that our policies aligned with the AODA. This resulted in the recommendation that we merge A.35 and A.36 to better manage the two policies.
4. This draft policy appeared at the meeting of the Governance and Policy Committee on June 7, 2022.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with the Ministry of Seniors and Accessibility Compliance Assurance Branch and staff from the Environmental Services Department, Communications Departments, Human Resources 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, including the Accessibility Annual Status Report in January.

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 revised and merged Policy A. 36 (Appendix A of the report) Accessibility Standards for Services and Facilities be adopted and posted on the public website.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS FOR SERVICES AND FACILITIES

POLICY NO: A. 36

Date Approved: Board- March 31, 2010	Date of Next Review: September 2019	Dates of Amendments: February 24, 2016-Board September 22, 2016- Board March 14, 2022 (Merge A.35 and A.36)
Cross References: <i>Accessibility for Ontarians with Disabilities Act, 2005</i> (AODA) Integrated Accessibility Standards, Ontario Regulation 191/11 <i>Ontario Human Rights Code</i> <i>Ontarians with Disabilities Act, 2001</i> TCDSB A. 35 Accessibility Standards TCDSB A. 35 APPENDIX Multi-Year Accessibility Plan S.12 Guide Dogs/Service Dogs and Service Animals for Students TCDSB Policy Workplace Accommodation for Employees with Disabilities (H.M. 38)		
Appendix : <i>Accessibility Best Practices Guideline- Process for Assessing Requests Respecting Accessibility for Students with Disabilities</i>		

Purpose:

The purpose of this policy is to outline the practices and procedures approved by the Toronto Catholic District School Board in order to meet the obligations of the *Accessibility for Ontarians with Disabilities Act, 2005* and specifically in regard to Customer Service Standards under O. Reg. 191/11. The Board, through this policy, establishes and implements practices and procedures consistent with its goal of compliance, as well as its commitment to excellent customer service for all.

Scope and Responsibility:

This policy applies to all operational policies and procedures in all facilities within the Toronto Catholic District School Board. The Director of Education is responsible for this policy.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS FOR SERVICES AND FACILITIES

POLICY NO: A. 36

Alignment with MYSP:

Equity – Growing in Knowledge with Justice

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

Policy:

The Toronto Catholic District School Board is committed to providing services and facilities to our students, parents/guardians, the public and our staff that are free of barriers and biases in a manner that, as much as reasonably possible, respects an individual's dignity and independence, including, for those with disabilities. In its ongoing efforts to strive for accessibility, the Toronto Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act.

Regulations:

1. This policy aims to ensure that people with disabilities are given the same opportunity as others to obtain and benefit from services and facilities offered by the Toronto Catholic District School Board. ~~Reasonable efforts will be made to ensure that services and facilities offered by the board are provided in such a way that the key principles of independence, dignity, integration and equality of opportunity are respected.~~
2. ~~Reasonable efforts will be made to ensure that services and facilities offered by the Toronto Catholic District School Board are provided in such a way that the key principles of independence, dignity, integration and equality of opportunity are respected and any communications with a person of disability will take place in a manner respectful of the person's disability.~~

POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS FOR SERVICES AND FACILITIES

POLICY NO: A. 36

- ~~3. When communicating with a person with a disability, the person's specific disability will be taken into account.~~
- 4. Reasonable efforts will be made to ensure that people with disabilities have the same opportunity of access to our services and facilities in the same location and in a similar way as these services and facilities are available to all others we serve, unless an alternate measure is necessary, whether temporarily or on a permanent basis, to enable the person to access the service or facilities.**
- 5. When communicating with a person with a disability, the person's specific disability will be considered. Any communications with a person with a disability will take place in a manner respectful of the person's disability. Information about our organization and its services in accessible formats or with communication supports will be provided upon request.**
- 6. The TCDSB will ensure that this policy and Multi-Year Accessibility Plan are communicated to the public in a manner that accommodates all disabilities.**
- 7. The Multi-Year Accessibility Plan shall be utilized in the TCDSB community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.**
- 8. The TCDSB will meet internationally-recognized Web Content Accessibility Guidelines (WCAG) 2.0 Level AA website requirements in accordance with Ontario's accessibility laws.**
- 9. The TCDSB will advise that accommodations can be made during recruitment and hiring. Please see the TCDSB [Accessibility Standards for Services and Facilities policy \(A.36\)](#) and the [Workplace Accommodation for Employees with Disabilities policy \(H.M.38\)](#) for more a detailed description of the Board's obligations to accommodate persons with disabilities.**

POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS FOR SERVICES AND FACILITIES

POLICY NO: A. 36

10. The TCDSB will notify staff that supports are available for those with disabilities. The TCDSB will put in place a process to develop individual accommodation plans for employees.

11. Where needed, the TCDSB will provide customized emergency information to help individuals with a disability during an emergency.

12. The TCDSB performance management, career development and redeployment processes will take into account the accessibility needs of all employees.

13. The TCDSB will meet accessibility standards when building or making major changes to public spaces. Public spaces include:

- Outdoor play spaces**
- Outdoor paths of travel: sidewalks, ramps, stairs, and curb ramps**
- Accessible off-street parking**

14. The TCDSB has procedures [to prevent service disruptions to](#) our accessible areas of our public spaces. (TCDSB Notice of Disruption Document)

15. Use of Assistive Devices

- a. People with disabilities may use their own personal assistive devices, or those that may be provided by the Board, while obtaining any services provided in any premise of the Board.
- b. A person with a disability may enter any premise of the Board with that assistive device unless not allowed by law. If the device is not allowed by law, the person will be so advised and alternate options will be explored. If barriers to the use of an assistive device exist at any premises, these barriers, where reasonably possible, will be removed.

POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS FOR SERVICES AND FACILITIES

POLICY NO: A. 36

16. Service Animals and Support Persons

- a. Service animals are allowed to enter premises with any person with a disability, except where animals are not allowed by law.
- b. Where an animal is not allowed by law, alternate options will be explored to provide the service to the person with a disability.
- c. Support persons can go with any person with a disability in any area, on any Board premise. This will include attendance at any meetings or interviews.
- d. Depending on the circumstance, it may be appropriate for permission to be obtained from the person with the disability for their support person to attend a meeting or interview which could be considered private or confidential.
 - i. This permission can take many forms, depending on the specific needs of the person with the disability, and may
 - ii. include, written or verbal permission, a nod of the head, or otherwise.
 - iii. Permission should be documented by Board staff.
- e. In some instances, after consultation with the person with a disability, the Board may require that a person with a disability be accompanied by a support person when on Board premises, but only in such instances where a support person is necessary to protect the health and safety of the person with the disability, or others on the premises.
 - i. If there is an admission fee payable as a result of the person's attendance at the premise, the organization will waive any applicable admission or fare.

17. Notice of Temporary Disruption

- a. If there is a temporary disruption of facilities or services typically used by people with disabilities, notice of the disruption will be provided by posting information at the premise, on the Board website, voice messaging or any other reasonable alternative in the particular circumstances. Notice must include information about the reason for the disruption, the anticipated duration of the disruption and a description of alternative facilities or services,

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- b. if any, that are available. ~~This policy enables Board Staff, as appropriate, to design and implement required notices.~~
- c. ~~Notice may be given by posting information at the premise, on the Board website vice messaging or any other reasonable alternative in the particular circumstances. It is expected that consideration will be given to which people with disabilities will be most affected by the disruption and steps will be taken to ensure that the information about the disruption will be communicated in a way that best matches these needs.~~



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18. Customer Service Training

- a. The Board will ensure that the following persons receive training about the provision of its services or facilities to persons with disabilities:
 - i. All employees and volunteers of the TCDSB;
 - ii. Every other person who provides services or facilities on behalf of the TCDSB; and
 - iii. Those who participate in developing the Board's policies.
- b. The training will include a review of the purposes of the *Accessibility for Ontarians with Disabilities Act, 2005* and the requirements of Customer Service Standards under Regulation 191/11 and address the following matters:
 - i. How to interact and communicate with persons with various types of disability;
 - ii. How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or the assistance of a support person;
 - iii. How to use equipment or devices available on Board premises, or otherwise provided by the Board, if any, that may help with the provision of services or facilities;
 - iv. What to do if a person with a particular disability is having difficulty accessing Board services.
- c. Training must be provided to each person as soon as practicable after assignment of applicable duties. Ongoing training must also be provided in connection with any changes to the policies, practices and procedures relating to the provision of services to people with disabilities.



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- d. Records of the training will be kept including, the dates on which the training is provided and the number of individuals to whom it was provided.
- e. Upon request, the TCDSB will provide a copy of a document describing its training policy, summarizing the content of the training and specifying when the training is to be provided.

19. Feedback Process and Requirements

- a. Any person wishing to provide feedback to the Board about the manner in which it provides service and facilities to people with disabilities and whether the feedback process established is accessible to people with disabilities may do so in a variety of ways, including: in person, by telephone, in writing by email, hard copy, diskette or fax, or by some other communication technology. Some schools may already have feedback processes in place and those processes can continue under this policy provided that the processes are not inconsistent with this policy.
- b. Where appropriate, feedback will be forwarded to the Board's Human Resources Department, to the attention of Superintendent of Human Resources. Upon receipt of feedback the matter will be reviewed by the Superintendent or designate, and the person who submitted feedback shall be responded to either verbally or in writing, as appropriate, concerning the feedback and any action which may have been taken as a result.
- c. **If accommodations are not met, individuals are encouraged to notify the Superintendent of Accessibility. Customers can expect to hear back within forty eight (48) hours.**

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20. Responsibilities

- a. Trustees: To consider legislative requirements as well as the Board goals of accessibility and customer service for people with disabilities while developing and reviewing Board policies.
- b. Superintendents
 - i. To oversee, monitor and support principals, managers and other employees in implementing this policy;
 - ii. To strive to ensure that practices are consistent with the key principles of independence, dignity, integration and equality of opportunity; and
 - iii. To strive to ensure that all schools and workplaces facilitate excellent customer service for those with disabilities through a variety of appropriate means including, the use of assistive devices, service animals and/or support persons.
- c. Human Resources Department
 - i. To provide appropriate training/training guidelines for new and current staff, and volunteers, within appropriate timelines; and
 - ii. To report, as required, on this policy to the Accessibility Directorate of Ontario- Ministry of Community and Social Services;
 - iii. To receive, and deal with, any complaint received as a result of customer service provision to persons with disabilities.
- d. Principals and Managers
 - i. To comply with and implement the *Customer Service Standards* policy;
 - ii. To receive requests and feedback from customers with disabilities;

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- iii. To determine, in consultation with the others where necessary, the most appropriate accommodation(s) to provide customer service;
- iv. To ensure that front-line staff and volunteers interfacing with customers are trained to know the policy and procedures; and
- v. To ensure that agents or others who are dealing with the public are aware of the policy and procedures.

e. Staff

- i. To comply with and support the implementation of the *Customer Service Standards* policy and procedures in schools and workplaces;
- ii. To participate in required training related to this policy; and
- iii. To direct feedback from customers regarding the policy to their immediate supervisor

f. Customer

- i. To self-identify as having a disability for which they require assistance in accessing Board services and communicating such to the appropriate Board personnel; and
- ii. To collaborate with Board staff to determine suitable mode(s) of accommodation/assistance.



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Definitions:

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

The purpose of the AODA is to develop, implement, and enforce accessibility standards or rules so that all Ontarians will benefit from accessible services, programs, spaces, and employment. The standards help organizations to prevent or remove barriers that limit the things people with disabilities can do, the places they can go, and the attitudes of service providers toward them.

Assistive Device: Any device used by people with disabilities to help increase, maintain or improve how a person with a disability can function. Such devices may include, but are not limited to, wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices, elevators, stair lift etc.

Customer: Any person who uses the goods, services and facilities of the Board, including staff, students, parents and other members of the public.

Disability: As defined in the *Accessibility for Ontarians with Disabilities Act, 2005*, Section 2, means

- a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness;
- b. a condition of mental impairment or developmental disability;
- c. a learning disability or a dysfunction on one or more of the processes involved in understanding or using symbols or spoken language;
- d. a mental disorder, or,
- e. an injury or disability for which benefits were claimed or received under the *Workplace Safety and Insurance Act, 1997*.

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Dignity: Refers to service which is provided in a way that allows the person with a disability to maintain self-respect and the respect of others.

Equal Opportunity: Refers to service which is provided in a way that allows the person with a disability access to goods and service at the same level given to others.

Independence: Allows the person with a disability to do things on their own without unnecessary interference from others.

Integration: Refers to service which is provided in a way that allows the person with a disability to benefit from the same services, in the same place, and in the same or similar manner as other customers, unless an alternate measure is necessary to enable the person with the disability to access the goods or services.

Service Animal: ~~An animal is a service animal for a person with a disability if,~~

~~(a) the animal can be readily identified as one that is being used by the person for reasons relating to the person's disability, as a result of visual indicators such as the vest or harness worn by the animal; or~~

~~(b) the person provides documentation from one of the following regulated health professionals confirming that the person requires the animal for reasons relating to the disability:~~

~~(i) A member of the College of Audiologists and Speech Language Pathologists of Ontario.~~

~~(ii) A member of the College of Chiropractors of Ontario.~~

~~(iii) A member of the College of Nurses of Ontario.~~

~~(iv) A member of the College of Occupational Therapists of Ontario.~~

~~(v) A member of the College of Optometrists of Ontario.~~



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- ~~(vi) A member of the College of Physicians and Surgeons of Ontario.~~
- ~~(vii) A member of the College of Physiotherapists of Ontario.~~
- ~~(viii) A member of the College of Psychologists of Ontario.~~
- ~~(ix) A member of the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario. O. Reg. 165/16, s.16.~~

Service Animal: An animal that provides support to a person with a disability. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services. Service animals can allow individuals to achieve greater independence in daily tasks and promote safety, mental well-being, and learning.

Support Person: in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care or medical needs or with access to goods, services or facilities. A support person is distinct from an employee who supports a student in the system.

Evaluation and Metrics:

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

1. The TCDSB's Annual Accessibility Status Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.



REPORT TO

REGULAR BOARD

REAL PROPERTY POLICY R.01 UPDATE

“Wherever they do not welcome you, as you are leaving that town shake the dust off your feet as a testimony against them.” - Luke 9:5

Drafted

May 25, 2022

Meeting Date

June 7, 2022

N. D’Urzo, Senior Manager, Real Property

E. Pallotta, Senior Coordinator, Development Services

M. Loberto, Superintendent, Planning and Development Services

RECOMMENDATION REPORT

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.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Facilities,
Business & Community Development

Ryan Putnam
Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

This report recommends an update to the *Real Property Policy. R.01*, to reflect revised legislation, operational procedures, and the inclusion of guidelines for the acquisition and development of school sites, as outlined in *Appendix “A”* attached to the report.

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

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision to conform with the needs of the Board with respect to the expropriation, disposition, leasing (and acquisition) of Real Property.

C. BACKGROUND

1. *Policy R.01* states that the TCDSB is committed to ensuring planning for school sites. TCDSB property is developed in accordance with relevant legislation and in conjunction with the plans of municipal councils, other school boards and other authorities to achieve maximum service to the community.
2. The Policy was last approved in June 2017 which recommended the rescindment of the *Sharing R.01*, *Site Acquisition R.04*, *School Sites Expansion R.05* policies. It was further amended to amalgamate the *Expropriation of Real Property R.07*, *Disposal of Real Property R.08*, *School Sites – Operating Budget Surplus R.10* policies into the new policy *Real Property R.01*.
3. Staff undertook a thorough review of *Policy R.01* and are recommending revisions to reflect legislative changes to *O. Reg. 20/98: Educational Development Charges – General* (June 2021).
4. The Board, at its meeting on February 18, 2021, brought forward a motion to develop an acquisition policy that incorporates a comprehensive set of criteria. By virtue of this, staff are proposing the re-introduction of guidelines for the acquisition and development of school sites as outlined in *Appendix “A”*.
5. This revised policy appeared at a meeting of the Governance and Policy Committee on June 7, 2022.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Since June of 2017, the *O.Reg.20/98: Educational Development Charges – General* has published several amendments (*September 1, 2017 – October 11, 2018, October 12, 2018 – March 28, 2019, March 29, 2019 – November 7, 2019, November 8, 2019 – May 20, 2021, May 21, 2021 – May 31, 2021, June 1, 2021*).
2. The latest version of the O. Reg. 20/98 (June 1, 2021) no longer incorporates Section 9(1) paragraph 8 under the EDC section (Division E) of the Education Act. Therefore, staff is recommending the deletion of Section 3. School Sites - Operating Budget Surplus along with subsections (a), (b), (c), (d) (i) and (ii) and (e) in the *R.01 Policy*.
3. In response to the February 18, 2021, Board motion, staff are proposing further amendments to the Policy which outlines the rationale for the Board to consider when acquiring and developing school sites. Such criteria are outlined in the Policy (*Appendix “A”*) and identified as the new Sections 1 (a) to (d), including School Site Considerations, and Section 3 Surplus Declaration.
4. This policy has been reviewed in consultation with staff from Finance, Planning and Development, Legal Services, and the Board’s EDC consultant.

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 as approved will be posted on the TCDSB Policy Register.

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised *Real Property Policy R.01*, outlined in Appendix A to this report, be adopted.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME: Real Property

POLICY NO: R.01

Report – Appendix A

Date Approved:
June 8, 2017

Date of Next
Review:

Dates of Amendments:

Cross References:

Amending and Consolidating: R. 07 Expropriation of Real Property, R. 08 Disposal of Surplus Real Property, R. 10 School Sites – Operating Budget Surplus Alternative Arrangements for School Facilities: R.09, O. Reg. 444/98, O.Reg.20/98: Educational Development Charges – General

Appendix

Purpose:

This policy is intended to provide guidance to the Board with respect to the expropriation, disposition, **acquisition**, and leasing of Real Property.

Scope and Responsibility:

This policy applies to all school sites and other TCDSB property as well as TCDSB's ability to acquire additional property. The Director of Education is responsible for this policy with the support of the Planning and Development Services.

Alignment with MYSP:

Learning – Growing in Knowledge

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



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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 and well-being.

Policy:

The TCDSB is committed to ensuring planning for school sites and other TCDSB property is developed in accordance with relevant legislation and in conjunction with the plans of municipal councils, other school boards and other authorities to achieve maximum service to the community. Forecasted accommodation needs provide strategic direction for site size and location. **Sites shall be sized and located to optimize available space for curricular and co-curricular programming. School boards are encouraged to collaborate with other school boards as well as municipal councils for the joint acquisition, construction and operation of land and facilities, whether used for cultural, recreational, educational and other community purposes. Such joint initiatives shall be considered in conjunction with Policy NO. R.09 – Alternative Arrangements for School Facilities. This does not preclude the board from acquisition/disposition of property through external private agencies in accordance with legislative requirements.**



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SUB-SECTION:

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Regulations:

1. Acquisition and Development of Property

- a. As defined by the O.Reg. 20/98, school boards are to consider the acquisition of land as the board's primary means to address pupil accommodation needs. Acquisitions are funded through either; 1) Land Priorities Grant or 2) Education Development Charges (EDCs). Both require Ministry of Education Capital Branch approvals to proceed with acquisition.**
- b. Potential site locations are identified for acquisition through the Long Term Accommodation Plan (LTAP) and EDC Background Study processes.**
- c. As prescribed by Ontario Regulation 20/98, the Board shall assess its requirements for pupil places to be constructed in each area, and identify potential site locations based on the following table of usable site sizes:**

Elementary Schools	
Number of Pupils	Maximum Area (Acres)
1 to 400	4
401 to 500	5
501 to 600	6
601 to 700	7
701 or more	8



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Secondary Schools	
Number of Pupils	Maximum Area (Acres)
1 to 1000	12
1001 to 1100	13
1101 to 1200	14
1201 to 1300	15
1301 to 1400	16
1401 to 1500	17
1501 or more	18

- d. Standard site sizes may be reduced where the Board deems appropriate and/or where agreements are in place to allow for alternative arrangements to accommodate the required components of a typical school site (i.e. access to adjacent municipal park during school hours; shared facilities such as Library, Gym, etc.)

School Site Considerations:

- Acquired school sites to be free from unsafe conditions, significant legal and historic restrictions, and shall conform to the conditions required by the Ministry of Education.
- School sites to have adequate land to safely accommodate institutional and operational needs as well as satisfy community and athletic activities.
- School sites to be selected, where possible, in close proximity to a



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Catholic parish.

- **School sites to be centrally located within the proposed attendance area with convenient and proper arterial access for public and private transportation.**
- **School sites to also be free from excessive noise, environmental contaminants, highway approaches, flight paths, transmission corridors, including hydro and natural gas and commercial or industrial development.**
- **Legislation and Ministry directives encourage cooperation with co-terminous boards, municipalities and other public entities to provide for joint land use and cooperation of facilities where service to the students are directly supported by such facilities. These types of initiatives to be considered in accordance with Policy No. R.09 Alternative Arrangements for School Facilities.**
- **School sites to be located, wherever possible, adjacent to neighbourhood/community parks which may be used for school purposes.**
- **Podium schools, joint partnerships and co-build opportunities to be considered where appropriate.**

2. Expropriation of Real Property:

- a. The Expropriations Act, R.S.O., 1990, C.E.26 defines the process requirements a school Board, as an expropriating authority, must adhere to.



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- b. All expropriations are subject to Board approval.
- c. The procedure for hiring of consultants for expropriation such appraisers, surveyors, and real estate brokers follow the Board's Material Management procurement *Purchasing Policy FP01*.

3. Surplus Declaration:

- a. The board's Asset Inventory will be reviewed through the Long- Term Accommodation Plan process to determine properties not required for accommodation needs.
- b. A property will also be reviewed for need following completion of a Pupil Accommodation Review that will result in the closure of one or more facilities.
- c. Properties will be evaluated for need based on local accommodation needs, enrolment projections, demographic trending, accommodation strategies for construction management, alternative program need, and administrative requirements.

3. School Sites - Operating Budget Surplus:

- a. ~~Section 9(1) paragraph 8 of O. Reg 20/98 (Education Development Charges — General) provides that an education development background charge study must contain:~~

~~A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.~~



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~~It is therefore necessary that the review referred to in section 9(1) paragraph 8 be conducted annually as part of the process of setting the estimates.~~

~~Under the Grants for Student Needs, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites, thereby reducing the "growth related net education land cost" and the education development charge that may be levied by the TCDSB.~~

b. ~~Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the TCDSB in a fiscal year, the Board shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.~~

c. ~~If there is, or it appears that there will be a surplus in the operating budget, the Board shall pass a motion substantially as follows:~~

~~Whereas it appears that there has been or that there will be a surplus in the non-classroom part of the budget;~~

d. ~~Moved that:~~

~~(i) The Board may designate an amount as available for the purpose of acquiring school sites by purchase, lease or otherwise;~~

~~(ii) The Board's reasons for so deciding are as follows:~~

~~[The Board may choose to direct some funds to the purchase of school sites or may decline to do so. Reasons for the decision should be~~



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~~included which indicate where the board will be directing the funds and its basic reasons for doing so. The purpose for this part of the motion is to ensure that a clear record of the board's decision and its reasons are available as part of the public record for inclusion in the education development charge background study. This is particularly necessary as evidence for the Ontario Municipal Board in the event of an appeal of the by-law.]~~

- ~~e. If there is no surplus, or it appears that there will not be a surplus in the operating budget, no further action is required with respect to this Policy."~~

4. Disposal of Surplus Real Property:

- a. The TCDSB shall dispose of surplus real properties in accordance with the requirements of section 194(3) of the *Education Act*.
- b. The TCDSB shall approve the method of disposition, sale or lease, and issue a proposal in accordance with *Ontario Regulation 444/98; Disposition of Surplus Property*, made under the *Education Act*.
- c. Should no offers in compliance with the *Ontario Regulation 444/98; Disposition of Surplus Property* be received, and subject to Ministry of Education approval, the TCDSB may proceed with the disposition of the property, at fair market value, to any other body or persons.
- d. All Purchase and Sale Agreements and/or Lease Agreements are subject to Board approval.



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Definitions:

Real Property shall mean block land, building lots, relocatable schools, administration buildings and all other forms of real estate, and shall include all rights which flow from its ownership.

A Sale shall mean any of the following:

- i) Transfer of freehold title upon payment of the total purchase price on closing;
- ii) Transfer of title with part payment in cash and the balance by mortgage;
- iii) By agreement, with part payment in cash and the balance due at a later date prior to transfer of freehold title;
- iv) Conveyance of real property by long term lease with, or without, an option to obtain freehold title upon payment of a price previously established, or to be negotiated;
- v) Exchange of real property.

Expropriation is the forced purchase of land by a public authority from a private owner.

Disposition is the act of disposing; transferring to the care or possession of another. The parting with, alienation of, or giving up of property.

Evaluation and Metrics:

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

Development Services will continue to monitor and review the policy to



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ensure compliance with current Statutory and Regulatory requirements with respect to Real Property.

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, MAY 10, 2022

PRESENT:

Trustees:

G. Tanuan, Chair
N. Crawford, Vice-Chair
F. D'Amico, Ex-Officio, Virtual
M. Del Grande - Virtual

Staff:

B. Browne
R. Putnam
L. Coulter
C. Fernandes
D. Bilenduke
C. Caldwell
M. Farrell
M. Loberto
J. Wujek

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

External Guest:

A. Robertson, Parliamentarian

4. Roll Call and Apologies

Trustee Li Preti was absent, as well as Trustee Kennedy who was on leave of absence due to her candidacy in the upcoming Ontario Provincial elections.

5. Approval of the Agenda

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

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that the Minutes of the Meeting held April 19, 2022 be approved.

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Del Grande, seconded by Trustee D'Amico, that Item 13a) be adopted as follows:

- 13a) Rescindment of School Organization Change Policy S.05** that the Governance and Policy Committee recommend to Board that the School Organization Change Policy - S.05 policy be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Tanuan

The Motion was declared

CARRIED

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

- 13b) Credit Union Policy A.10** received.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Crawford:

That this policy be referred to the May 19, Regular Board PRIVATE Session with additional information in order for a decision to be made; and

That "*will*" be replaced with "*may*" in Regulation 2, Page 19 of 36.

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

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Tanuan

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
Tanuan

The Motion, as amended, was declared

CARRIED

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

- 13c) Insurance for School Volunteers Policy I.01** that this be referred to Staff for further information and review.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Tanuan

The Motion was declared

CARRIED

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

- 13d) H.S.06 - Permit Supervisors Policy (Rescindment)** that the Governance and Policy Committee recommend to Board that the Permit Supervisors Policy H.S.06 be rescinded.

Results of the Vote, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Tanuan

The Motion was declared

CARRIED

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

- 13e) **H.M.06 – Disconnecting from Work Policy** that the Governance and Policy Committee recommend to Board that policy H.M.06 – Disconnecting from Work Policy in Appendix A of the report be adopted.

Trustee Tanuan relinquished the Chair to Trustee Crawford.

Results of the Vote, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan reassumed the Chair.

Trustee Tanuan relinquished the Chair to Trustee Crawford.

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

- 13f) **Update on Request for Report regarding Consideration of Motion from Trustee Tanuan (see below) regarding Special Board Advisory Committee on Race Relations (Verbal) - John Wujek, Superintendent of Education** received.

WHEREAS: The Toronto Catholic District School Board (TCDSB) has a history of Race Relations, and Equity Policies and Practices since 1984 but recent trends suggest a need to reintroduce past mechanisms to assist in eradicating racial and systemic discrimination;

WHEREAS: The Ministry of Education has announced a series of initiatives and activities in the Fall of 2020 to address and combat systemic racism that affect racialized bodies, particularly the Black and Indigenous communities; and

WHEREAS: TCDSB has passed a series of motions to address Anti-Racism and Equity and Inclusive Education within the Board during the June 18, 2020, Board meeting.

BE IT RESOLVED THAT: Procedural, governance and reporting issues related to Advisory Committees be referred to the Governance and Policy Committee for review that this be received and referred to Staff for a report to come back at the May GAP Committee meeting.

Results of the Vote, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Tanuan

The Motion was declared

CARRIED

Staff advised that a draft report will come to the November 1, 2022 Governance and Policy Committee Meeting.

Trustee Tanuan reassumed the Chair.

16. Updating of Pending List

MOVED by Trustee Crawford, seconded by Trustee D'Amico, 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
Tanuan

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. 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, MAY 11, 2022

PRESENT:

Trustee: N. Crawford

External Members: George Wedge, Chair
G. Feldman, Vice Chair -Virtual
M. Da Costa - Virtual
W. Layton – Virtual
L. Mastroguseppe -Virtual
Lisa McMahon – Virtual
T. Munro
Deborah Nightingale - Virtual
Mary Pugh – Virtual

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

S. Hinds-Barnett, Acting Recording Secretary

3. **Roll Call and Apologies**

Trustee Di Giorgio and Melanie Battaglia were absent, as well as Trustee Kennedy who was on leave of absence due to her candidacy in the upcoming Ontario Provincial elections.

4. **Approval of the Agenda**

MOVED by Tyler Munro, seconded by Geoffrey Feldman, that the Agenda, as amended to include the Addendum, be approved.

MOVED in AMENDMENT by Deborah Nightingale, seconded by Trustee Crawford, that the following Items be added to the agenda:

Inquiries from Deborah Nightingale:

1. Regarding Otis-Lennon School Ability Test (OLSAT), Identification and Placement Review Committee (IPRC) meetings and placement offers for all Grade 4 and Grade 5 students;
2. Regarding Grade 4 and Grade 5 students (attending virtual or in person) who have not yet written the Otis-Lennon School Ability Test (OLSAT);
3. Regarding attendance and open houses for Grades 5-8 Gifted Withdrawal programs and Grades 6-8 Gifted Congregated programs;
4. Regarding SEAC goal to COVID-proof testing/assessment, Individual Education Plans (IEPs) and Identification and Placement Review Committee (IPRC) processes for all exceptionalities; and
5. Regarding Right to Read Inquiry Report and the state of math instruction at Toronto Catholic District School Board (TCDSB).

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

Wendy Layton joined the virtual meeting at 7:11 p.m.

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Lori Mastrogiuseppe, seconded by Mary Pugh, that the Minutes of the Meeting held April 6, 2022 be approved.

On the Vote being taken, the Motion was declared

CARRIED

Lisa McMahon joined the virtual meeting at 7:18 p.m.

8. Presentations

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 8a) be adopted as follows:

- 8a) Angel Foundation for Learning - John Yan, Executive Director, The Angel Foundation for Learning** received.

On the Vote being taken, the Motion was declared

CARRIED

9. Notices of Motion

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that Item 9a) be adopted as follows:

- 9a) From Tyler Munro, representative of Inclusion Action in Ontario regarding Updating the Identification, Placement and Review Committee (IPRC) Process so parents are informed with accurate potential outcome information** that this item be considered at the June 8, 2022 Special Education Advisory Committee Meeting.

Whereas: Ontario Regulation 181/98 explains the IPRC process and requires the Board to inform parents of a placement decision and either receive their consent or wait until the appeal period has expired;

Whereas: Often in IPRC meetings staff will not clearly explain outcomes to parents when recommending an Identification and/or Placement to parents;

Whereas: In IPRC meetings staff will often rely on anecdotal or personal experience statements and do not site research to support those statements when requesting and obtaining parental consent. Parents often feel they were not adequately informed at the time they gave consent;

Whereas: It is always best practice to ensure staff obtain “informed consent” from parents when going through the IPRC process; and

Whereas: Staff should not be providing opinions to parents that are not research based.

Be it resolved that: SEAC recommend that with every IPRC meeting parents be presented with the percent of students in each rubric measured with Education Quality and Accountability Office (EQAO) for each grade (including did not write) and overall graduation results for past year for all students with that identification and placement, that identification and all placements, and all students at the board; **(Refer Draft sample report as attachment)**

Be it resolved that: SEAC recommend that if the number of students would be so small as to risk privacy issues expand the time frame from the previous year to the past 3 or 5 years and note the timeframe accordingly;

Be it resolved that: SEAC recommend that if the EQAO tests were not written in a specific year exclude that year from the calculation. For 1-year calculations use the most recent valid year; and

Be it resolved that: SEAC recommend that this information be included in the “Parents Guide to Special Education” and in the special education plan sections for IPRCs and Placements offered by the board along with the Accountability Framework for Special Services document.

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that Item 9b) be adopted as follows:

- 9b) From Tyler Munro, representative of Inclusion Action in Ontario regarding Parents Guide to Special Education - Title Improvement** that this item be considered at the June 8, 2022 Special Education Advisory Committee Meeting.

Whereas: The Parent's Guide to Special Education (the Guide) is a required document by the Ministry of Education and Ontario Regulations 181/98;

Whereas: The Ontario Regulation 181/98 required the Guide to be distributed to parents prior to an Identification, Placement and Review Committee (IPRC) meeting;

Whereas: The Guide is part of the Special Education plan review process and Ontario Regulations 464/97 requires SEAC review the special education plan annually;

Whereas: The contents of the Guide explain to a parent what an IPRC meeting is, how it is conducted, the rights and obligations of all parties in the process and other relevant information; and

Whereas: The title of the Guide does not reference IPRC and is unclear that it is the primary information guide for parents for the IPRC.

Be it resolved that: SEAC recommend to the Board that a subtitle or second title be added below the main title that states "Understanding the IPRC process".

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that Item 9c) be adopted as follows:

- 9c) From Tyler Munro, representative of Inclusion Action in Ontario regarding Update to the Identification, Placement and Review**

Committee Process to Help Parents that this item be considered at the June 8, 2022 Special Education Advisory Committee Meeting.

Whereas: The Parent's Guide to Special Education (the Guide) is a required document by the Ministry of Education and Ontario Regulations 181/98;

Whereas: The Ontario Regulation 181/98 required the Guide to be distributed to parents prior to an IPRC meeting;

Whereas: The Guide is part of the Special Education plan review process and Ontario Regulations 464/97 requires SEAC review the special education plan annually;

Whereas: The contents of the Guide explain to a parent what an IPRC meeting is, how it is conducted, the rights and obligations of all parties in the process and other relevant information;

Whereas: The parents often feel unprepared and uninformed about IPRC meetings; and

Whereas: The Ministry document "Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide, 2017" in Section D "The Identification Placement, and Review Committee (IPRC) Process" on page D8 the Policy and Resource Guide lists items that should happen "Prior to the IPRC meeting" (text below)

Some time prior to an IPRC meeting, it is advisable that the principal and/or a designated school staff member arrange to meet with the parents for a preliminary discussion in order to:

- make sure that parents understand their rights concerning the IPRC, as explained in the parents' guide;
- request any additional information from parents that may be relevant to the IPRC decision;

- review the results of educational and other assessments that were conducted with the student;
- outline the agenda for the IPRC meeting;
- explain the recommendations that will be made by the school staff;
- discuss the possible decisions the IPRC might make; and
- answer any questions

Be it resolved that: SEAC recommend to the Board that “Prior to the IPRC meeting” information be clearly shown in the Parent’s Guide to Special Education, and the IPRC section of the Special Education Plan;

Be it resolved that: SEAC recommend to the Board when the notice of the IPRC meeting goes out it include a statement by the principal as to what the staff’s recommendations will be for Identification and Placement at the IPRC meeting;

Be it resolved that: SEAC recommend to the Board when the notice of the IPRC meeting goes out it include a statement by the principal certifying they did include, as required by Regulation 181/98, the “Parents Guide to Special Education” and proof of delivery or an acknowledgement of receipt section to be completed by the parents be saved when they respond; and

Be it resolved that: SEAC recommend to the Board that if parents choose to be present at the IPRC meeting with the actual meeting notice that includes the date, time and location all documents that will be relied upon or referenced by staff and submitted to the committee chair, as required by Regulation 181/98, for review at the meeting be provide to the parent with the meeting notice. If an IEP or other accommodation plan exists the most recent one(s) must always be included in the package to the parents.

10. Consent and Review

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

- 11b) Safe School Committee Update (Verbal) - Tyler Munro, Inclusion Action in Ontario Representative – Tyler Munro;
- 11c) 2021-2022 Exceptionalities Data as of March 31, 2022- Deborah Nightingale;
- 11d) Special Education Programs for 2022-2023 Update (Verbal) - Maria Meehan, Superintendent of Special Services – Tyler Munro;
- 11e) Parents Reaching Out (PRO) Grants Update (Verbal) - Maria Meehan, Superintendent of Special Services – Tyler Munro;
- 12a) Special Education Superintendent Update - May 2022 – Trustee Crawford;
- 12b) Response to the Motion from the Special Education Advisory Committee (SEAC) regarding Exclusions – Tyler Munro;
- 15b) Consideration of Motion from Melanie Battaglia regarding Draft Policy/Program Memorandum (PPM) No – 81- Deborah Nightingale;

Inquiries from Deborah Nightingale:

- 18a) Regarding Otis-Lennon School Ability Test (OLSAT), Identification & Placement Review Committee (IPRC) meetings and placement offers for all Grade 4 and Grade 5 students – Deborah Nightingale;
- 18b) Regarding Grade 4 and Grade 5 students (attending virtual or in person) who have not yet written the Otis-Lennon School Ability Test (OLSAT) – Deborah Nightingale;

- 18c) Regarding attendance and open houses for Grades 5-8 Gifted Withdrawal programs and Grade 6-8 Gifted Congregated programs – Deborah Nightingale;
- 18d) Regarding SEAC goal to Covid-proof testing/assessment, Individual Education Plans (IEPs) and Identification & Placement Review Committee (IPRC) processes for all exceptionalities – Deborah Nightingale; and
- 18e) Regarding Right to Read Inquiry Report and the state of math instruction at Toronto Catholic District School Board – Deborah Nightingale.

MOVED by Tyler Munro, seconded by Trustee Crawford, that items not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 11f) Special Education Advisory Committee (SEAC) Annual Calendar (DRAFT) as of May 11, 2022; and
- 15a) Response to Special Education Advisory Committee (SEAC) Motion Regarding Clear Masks

11. Annual Calendar Items

11a) **Special Education Plan Review from the Special Education Advisory Committee Informal Working Group** this item was withdrawn.

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 11b) be adopted as follows:

11b) **Safe School Committee Update (Verbal) - Tyler Munro, Inclusion Action in Ontario Representative** that this item be deferred to the June 8, 2022 Special Education Advisory Committee Meeting

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Mary Pugh, that Item adopted as follows:

11c) **2021-2022 Exceptionalities Data as of March 31, 2022** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Mary Pugh, that Item 11d) be adopted as follows:

- 11d) Special Education Programs for 2022-2023 Update (Verbal) – Maria Meehan, Superintendent of Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that Item 11e) be adopted as follows:

- 11e) Parents Reaching Out (PRO) Grants Update (Verbal) - Maria Meehan, Superintendent of Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

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

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

- 12a) Special Education Superintendent Update - May 2022** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Mary Pugh, that Item 12b) be adopted as follows:

- 12b) Response to the Motion from the Special Education Advisory Committee (SEAC) regarding Exclusions** that this item be deferred to the June 8, 2022 Special Education Advisory Committee Meeting

On the Vote being taken, the Motion was declared

CARRIED

15. Matters Referred/Deferred to the Committee by the Board and Other Committees

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 15b) be adopted as follows:

- 15b) Consideration of Motion from Melanie Battaglia regarding Draft Policy/Program Memorandum (PPM) No – 81** that this item be deferred to the June 8, 2022 Special Education Advisory Committee Meeting

Whereas: The Ministry of Education (the "Ministry") has proposed revisions to Policy/Program Memorandum (PPM) No. 81 – Provision of Health Support Services in School Settings in 2021-22: New Expectations/Draft PPM 81 ("Draft PPM-81") and invited consultation from stakeholders;

Whereas: The TCDSB is a stakeholder invited to participate in the review of the Draft PPM-81 and to provide recommendations to the Ministry regarding the Draft PPM-81; and

Whereas: SEAC supports the government's objectives with the Draft PPM-81, including without limitation to strengthen evidence-based practices, to improve access to a quality of health, rehabilitation and community-based clinical services in schools, and to clarify roles and responsibilities to address gaps in services, for all students receiving Special Education programs and services at the TCDSB.

Be it resolved that: SEAC provide recommendations to Board regarding the Draft PPM-81.

18. Inquiries and Miscellaneous

MOVED by Deborah Nightingale, seconded by Mary Pugh, that Item 18a) be adopted as follows:

- 18a) Inquiry from Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT), Identification and Placement Review Committee (IPRC) meetings and placement offers for all Grade 4 and Grade 5 students received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Trustee Crawford, that Item 18b) be adopted as follows:

- 18b) Inquiry from Deborah Nightingale regarding Grade 4 and Grade 5 students (attending virtual or in person) who have not yet written the Otis-Lennon School Ability Test (OLSAT) received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Trustee Crawford, that Item 18c) be adopted as follows:

- 18c) Inquiry from Deborah Nightingale regarding attendance and open houses for Grades 5-8 Gifted Withdrawal programs and Grades 6-8 Gifted Congregated programs received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Trustee Crawford, that Item 18d) be adopted as follows:

- 18d) Inquiry from Deborah Nightingale regarding SEAC goal to Covid-proof testing/assessment, Individual Education Plans (IEPs) and**

Identification and Placement Review Committee (IPRC) processes for all exceptionalities received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 18e) be adopted as follows:

18e) Inquiry from Deborah Nightingale regarding Right to Read Inquiry Report and the state of math instruction at Toronto Catholic District School Board received.

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

Draft Sample report (Refer item 9a)

Autistic	Grade 3 Math					Grade 3 Reading					Grade 3 Writing				
EQAO level	NW	1	2	3	4	NW	1	2	3	4	NW	1	2	3	4
Regular Class Indirect Assistance	12%	10%	25%	35%	18%	12%	10%	25%	35%	18%	12%	10%	25%	35%	18%
Resource Assistance	Etc ...														
Regular Class Withdrawal Assistance															
Special Education Class with Partial Integration															
Special Education Class Full Time															
All students Identified as autistic															
All Students															

Repeat for Grade 6 tests, Grade 9 math, OSSLT first attempt, OSSLT subsequent attempts, Graduation 4 years, 5 years, or more years, and did not graduate.