

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

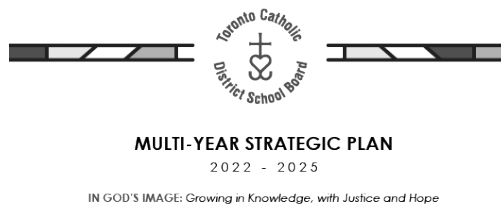
AGENDA October 1, 2024

Maria Rizzo, Chair
Trustee Ward 5

Kevin Morrison
Trustee Ward 9

Garry Tanuan, Vice Chair
Trustee Ward 8

Nancy Crawford
Ex-Officio



Angela Kennedy
Trustee Ward 11

Markus de Domenico
Ex-Officio

Ida Li Preti
Trustee Ward 3



MISSION

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298
Assistant Recording Secretary: Sapphire Adaikpoh, 416-222-8282 Ext. 2295

Dr. Brendan Browne
Director of Education

Nancy Crawford
Chair of the Board

TERMS OF REFERENCE FOR GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

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

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

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

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

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

E. Ensuring ongoing governance reviews of the Board.

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

Land Acknowledgement

The land we walk on belongs to the Creator. Earth does not belong to humanity but rather, humanity is part of the Earth. The land was created to be enjoyed by all living beings, a principle reflected in The Dish with One Spoon covenant. Taking only what we need to preserve our earth for future generations, leaving some for others as a sign of our respect and caring, and keeping it clean by revitalizing the land to sustain generations to come.

All Toronto Catholic District School Board properties are situated on the traditional territories of the Anishinabek, the Haudenosaunee Confederacy, and the Wendat peoples. We recognize that the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation. We also listen to the echoes of their prayers to the Creator, and respect the beauty of Mother Earth while striving to learn and draw wisdom from First Nations, Inuit and Métis traditions.

La reconnaissance des territoires

Les terres sur lesquelles nous marchons appartiennent au Créateur. La Terre n'appartient pas à l'humanité mais c'est plutôt l'humanité qui fait partie de la Terre. Les terres ont été créées pour que chaque être vivant puisse en profiter. Ce principe se reflète dans l'accord du « bol à une seule cuillère » qui vise à prendre seulement ce dont nous avons besoin afin de préserver notre terre pour les générations futures, en laisser suffisamment aux autres en guise de respect et de bienveillance, tout en la maintenant propre par sa revitalisation, en vue des générations à venir.

L'ensemble des propriétés du Toronto Catholic District School Board se situent sur les terres traditionnelles des peuples Anishinabés, de la Confédération de Haudenosaunis, et des peuples Wendats. Nous reconnaissons que le territoire ciblé dans le Traité 13 appartient à la Première Nation des Mississaugas de Credit. Nous écoutons également les échos de leurs prières envers le Créateur et le respect de la beauté de notre Terre nourricière, tout en nous efforçant d'apprendre et de nous référer à la sagesse issue des traditions des Premières Nations, Inuit et Métis.

OUR MISSION

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AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION

Maria Rizzo, Chair

Garry Tanuan, Vice Chair

Tuesday, October 1, 2024

7:00 P.M.

Pages

- 1. Call to Order**
- 2. Opening Prayer**
- 3. Land Acknowledgement**
- 4. Roll Call and Apologies**
- 5. Approval of the Agenda**
- 6. Declarations of Interest**
- 7. Approval and Signing of the Minutes of the Meeting held September 3, 2024** **1 - 9**
- 8. Delegations**
- 9. Presentation**
- 10. Notices of Motion**

11. Unfinished Business	
12. Matters referred or deferred	
13. Staff Reports	
13.a Chaplaincy Program Policy Review	10 - 21
13.b Curriculum and Program Policies	22 - 71
13.c Student/School Related Concerns Policy	72 - 88
14. Listing of Communications	
15. Inquiries and Miscellaneous	
16. Updating of Pending List	
16.a Monthly Pending List	89 - 96
16.b Annual Policy Priority Schedule	97 - 102
17. Adjournment	

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

HELD TUESDAY, SEPTEMBER 3, 2024

PRESENT:

Trustees:

M. Rizzo, Chair
G. Tanuan, Vice Chair
N. Crawford
M. de Domenico - Virtual
A. Kennedy
I. Li Preti

Staff:

D. Boyce
S. Campbell
L. Coulter
M. Caccamo
D. Luk
C. Onyia
S. Vlahos
M. Zlomislic

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

4. Roll Call and Apologies

Trustee Morrison was absent.

5. Approval of the Agenda

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

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Trustee Li Preti, seconded by Trustee Kennedy, that the Minutes of the Meeting held June 4, 2024 be approved.

The Motion was declared

CARRIED

Trustee Tanuan joined the horseshoe at 7:10 p.m.

13. Staff Reports

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

- 13a) School Events Policy** that the Governance and Policy Committee recommend to Board that the proposed School Events Policy provided in Appendix C (tracked) and Appendix D (clean) be approved, and the Blessings and Official Openings of Schools Policy, School Events Communications and Invitee Protocols Policy, and the Year End Celebrations for Kindergarten Children Policy be rescinded.

Trustee Rizzo relinquished the Chair to Trustee Tanuan.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo reassumed the Chair.

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

- 13b) Good Neighbour Policy** that the Governance and Policy Committee recommend to Board that the proposed Good Neighbour Policy provided in Appendix A (tracked) and Appendix B (clean), and Good Neighbour Operational Procedure provided in Appendix C (tracked) and Appendix D (clean) be approved with the following change:

Appendix C, Operational Procedure 1, Page 47 of 129 – That the wording “programs such as French Immersion, Daycares, Before and After School” be added after “traffic”.

Trustee de Domenico left the meeting at 8:32 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Crawford left the horseshoe at 8:33 pm and returned at 8:36 pm.

MOVED by Trustee Li Preti that Item 13c) be adopted as follows:

- 13c) Addressing School-Related Inquiries Policy** that the Governance and Policy Committee recommend to Board that the proposed Addressing School Related Inquiries Policy (Appendix A – tracked and Appendix B – clean), Protocol (Appendix C tracked and Appendix D – clean), and Family Resource (Appendix E) be approved.

There was no seconder.

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that the Policy be referred back to Staff to make the changes suggested by the Governance and Policy Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

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

- 13d) Catholicity and School Support Policy** that the Governance and Policy Committee recommend to Board that the revised Policy (Appendix A – tracked

and Appendix B – clean) be approved and rescind the Qualifications – Catholicity Policy.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan left the horseshoe at 9:19 pm and returned at 9:28 pm.

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

- 13e) Chaplaincy Program Policy Review** that the Governance and Policy Committee request Staff to revise the Chaplaincy Program Policy to reflect the input noted in the report, and to include the Assembly of Catholic Bishops of Ontario (ACBO) requirements and bring the policy back to the Governance and Policy Committee for consideration for the 2024-2025 school year.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Li Preti, that Staff consult with the Religious Department Heads in secondary schools.

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

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

- 13f) **Respectful Workplace Policy and Annual Review of Ontario Health Safety Policies** that the Governance and Policy Committee approve the work plan.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

16. Updating of Pending List

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

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

CHAPLAINCY PROGRAM POLICY REVIEW

All scripture is inspired by God and is useful for teaching, for reproof, for correction, and for training in righteousness.
~ Timothy 3:16

Drafted
September 16, 2024
Meeting Date
October 1, 2024

Derek Luk, Senior Policy Advisor

Lynda Coulter, Executive Superintendent of Human Resources

Michael Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, Continuing Education

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 and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

To provide the Governance and Policy Committee (GAP) with a proposed updated Chaplaincy Program Policy (Appendix A - Tracked and Appendix B – Clean).

The cumulative staff time required to prepare this report was 31 hours.

B. PURPOSE

The proposed updated policy addresses a 2017 Governance and Policy (GAP) pending item regarding the Board's Chaplaincy Program Policy.

C. BACKGROUND

1. The Chaplaincy Program Policy was last reviewed in March of 2017 by the GAP Committee.
2. On March 21, 2017, GAP passed the following motion:
 - That staff consult with the Catholic Student Leadership Impact Team (CSLIT) and pursue conversations with the Archdiocese of Toronto in regards to the content of the policy and report back.
3. In April of 2024, staff reviewed the Chaplaincy Program Policy considering updating language and regulations to reflect current practices, and engage with the Archdiocese of Toronto, CSLIT, and the Toronto Secondary Unit (TSU).
4. On September 3, 2024, GAP passed the following motion:
 - The Governance and Policy Committee requests that Staff revise the Chaplaincy Program Policy to reflect the input noted in the report and to include the Assembly of Catholic Bishops of Ontario (ACBO) requirements and bring it back to the Governance and Policy Committee for consideration for the 2024-2025 school year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Staff addressed the Archdiocese's input and GAP's motion by:
 - a) maintaining the Assembly of Catholic Bishops of Ontario requirement of a reference letter from a pastor/ priest of the applicant for the position of chaplaincy team member, as evidence of a Catholic who practices his/her faith;
 - b) including the provision that priests and deacons in chaplaincy that belong to various Eastern Catholic Churches, as well as Roman Catholic clergy from other dioceses, require their own Diocesan Eparch's permission;
 - c) maintaining language that references spiritual life, prayer, parish involvement, etc., emphasizing the faith dimension and pastoral ministry of

- the chaplaincy role.
2. TSU were provided two opportunities to provide input:
 - a) On May 7, 2024, TSU was provided the opportunity to provide input on an early draft updated policy; and
 - b) On September 12, 2024 TSU was provided the current draft updated policy.
 3. TSU did not provide feedback.

E. STAFF RECOMMENDATION

1. Staff recommends that the proposed Chaplaincy Program Policy provided in Appendix A (tracked) and Appendix B (clean), be approved.

APPENDIX A



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: SUPPORT
POLICY NAME: CHAPLAINCY PROGRAM
POLICY NO: H.S.-09

Date Approved: April 15, 1987	Date of Next Review: 2029	Dates of Amendments: April 26, 2017 May 7, 2024
Department Responsible: Human Resources Cross References: <u>TCDSB Policy /Procedure</u> Catholic Equity and Inclusive Education Policy Catholicity and School Support		
Appendix		

Purpose:

Policy:

Each Catholic secondary school shall establish a chaplaincy program under the direction of a chaplain or chaplaincy team leader **members in consultation with the Principal.**

The Toronto Catholic District School Board (TCDSB) recognizes the importance of the Chaplaincy Program in enhancing the Catholic faith formation of our students. The Chaplaincy team endeavors to serve the diverse needs of all members of the Catholic secondary school community. The team works in harmony with the Archdiocese and embraces the partnership of the parish, home, school and the broader community in helping students live out gospel values, contribute to social justice, and fulfill the Catholic Graduate Expectations.

The policy is in alignment with the TCDSB's Multi-Year Strategic Plan (MYSP) and reflects Catholic values rooted in the love of Christ.

Scope and Responsibility:

The chaplaincy team assists the school community in their faith development and affirms the traditions and practices of the Catholic Church. Chaplaincy team members seek the support of their local parish. They also have the support of the Principal, Religion Department, and the TCDSB Catholic Teacher's Centre in their pastoral ministry to staff, students and parents. The Director of Education is responsible for the implementation of this program.

Regulations:

- 1. The work of the chaplaincy team shall be carried out according to the guidelines and expectations of the Assembly of Catholic Bishops of Ontario, Archdiocese of Toronto, and the Toronto Catholic District School Board.**
- 2. The TCDSB model of delivery is a teaching Chaplaincy program.**
- 3. Chaplaincy teams in TCDSB provide spiritual guidance and support for students and staff designed to nurture faith formation and provide opportunities for outreach and volunteering to the broader community.**
4. Every chaplaincy team shall seek to include in the pastoral and liturgical life of the school a parish Priest **and/or Pastoral/Youth Minister**, at least on a part-time; **or** voluntary ~~or honorary~~ basis.
- 5. The Principal will consult with the Chaplaincy Team to help articulate the spiritual plan for the school.**
6. The qualifications of chaplain and **chaplaincy team members** leader are as follows:

- a) **At least one member of the Chaplaincy Team must be a member of the permanent teaching staff.**
- b) The applicant **member** must have an interest and demonstrated ability in working with young people ~~and accept the fact that many are coping with faith crises.~~ **The applicant must be willing to immerse in the daily life of the school in order to engage students in courageous conversations.**
- c) **Preferred consideration in the selection of the chaplaincy team member will be given to:**
 - i. **Individuals who have undertaken additional studies in pastoral ministry and/or theology; or**
 - ii. **Members with direct involvement in the parish and community; or**
 - iii. **Individuals who provide evidence of course work in adolescent psychology or successful experience working with adolescents in different settings.**

The applicant must have the capacity to be empathetic and compassionate. Special attention must be directed to the spiritual life of the candidate.

- ~~d) The applicant must hold a basic university degree with a minimum of five courses in scripture, moral theology, systematic theology liturgy, or certification in Chaplaincy service from an accredited educational institution ; and~~
 - ~~e) The applicant must provide evidence of course work in adolescent psychology or successful experience working with adolescents in different settings.~~
7. A confidential recommendation will be required:
- a) from the appropriate Bishop for applicants who are diocesan priests, or
 - b) from the Superior or Director for applicants of religious communities, or

- c) from the parish Priest attesting to community and/or parish involvement.
8. Prior to the appointment of a chaplain ~~and/or chaplaincy team leaders and members~~, approval of the Ordinary will be obtained:
- a) through the Office of the Director of Clergy Personnel for priest chaplains, **or**
 - b) through the office of the Permanent Diaconate for deacon personnel, and
 - c) through the office of the ~~Catholic High School Commission~~ **Vicar for Christian Education** for other than priest and deacon personnel.

Priests and deacons in chaplaincy that belong to various Eastern Catholic Churches would require their own Diocesan Eparch's permission. The same would apply to Roman Catholic clergy from other dioceses.

9. The staffing level parameters for Chaplaincy **is determined by** ~~teams shall be based on the student~~ **enrolment** ~~population of the~~ **individual** school, ~~but is not to exceed the following:~~ **The staff allocation will be represented on the annual Staff Allocation Form and informed by Local School Staffing Advisory Committees (LSSAC).**
- ~~— 0—300 students 1 day per week~~
 - ~~— 301—600 students 2 days per week~~
 - ~~— 601—900 students 3 days per week~~
 - ~~— 901—1200 students 4 days per week~~
 - ~~— over 1200 students 5 days per week~~
- b) ~~The service of volunteer members of the chaplaincy team would be in addition to paid service set out herein.~~
-
- ~~10. All positions related to the chaplaincy program will be offered on a yearly basis, subject to an annual review.~~
-
- ~~11. The salary range for the chaplain and the chaplaincy team leader/member will be reviewed on an annual basis.~~

10. Within TCDSB collective agreements and hiring practices, Chaplaincy positions are posted internally by the Principal in a timely fashion and applicants are interviewed by the Principal.

11. A chapel/prayer room ~~should~~ **will** be available for the purpose of personal prayer, quiet meditation and liturgical celebrations.

Definitions:

The title of "chaplain" will be reserved for priests.

~~The title of "chaplaincy team leader" will be reserved for other than priest personnel, when the priest is not the team leader.~~

The title of "chaplaincy team member" will be reserved for other than priest personnel.

Evaluation and Metrics:

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

- 1. Qualitative feedback provided by chaplaincy team representatives at an annual plenary session scheduled early in the academic year as well as through their active participation in school-based dialogue and planning.**
- 2. Annual review of staffing allocations conducted by the Human Resources Department to ensure the proper allocation of Chaplaincy sections.**
- 3. The Policy will be reviewed every five years.**



POLICY NAME:	CHAPLAINCY PROGRAM
POLICY SECTION:	Human Resources
DATE APPROVED:	April 15, 1987
DATE OF NEXT REVIEW:	2029
DATES OF AMENDMENTS:	April 26, 2017; May 7, 2024
RESPONSIBLE DEPARTMENT:	Human Resources

Policy:

Each Catholic secondary school shall establish a chaplaincy program under the direction of a chaplain or chaplaincy team members in consultation with the Principal.

The Toronto Catholic District School Board (TCDSB) recognizes the importance of the Chaplaincy Program in enhancing the Catholic faith formation of our students. The Chaplaincy team endeavors to serve the diverse needs of all members of the Catholic secondary school community. The team works in harmony with the Archdiocese and embraces the partnership of the parish, home, school and the broader community in helping students live out gospel values, contribute to social justice, and fulfill the Catholic Graduate Expectations.

The policy is in alignment with the TCDSB's Multi-Year Strategic Plan (MYSP) and reflects Catholic values rooted in the love of Christ.

Scope and Responsibility:

The chaplaincy team assists the school community in their faith development and affirms the traditions and practices of the Catholic Church. Chaplaincy team members seek the support of their local parish. They also have the support of the Principal, Religion Department, and the TCDSB Catholic Teacher's Centre in their pastoral ministry to staff, students and parents. The Director of Education is responsible for the implementation of this program.

Regulations:

1. The work of the chaplaincy team shall be carried out according to the guidelines and expectations of the Assembly of Catholic Bishops of Ontario, Archdiocese of Toronto, and the Toronto Catholic District School Board.
2. The TCDSB model of delivery is a teaching Chaplaincy program.
3. Chaplaincy teams in TCDSB provide spiritual guidance and support for students and staff designed to nurture faith formation and provide opportunities for outreach and volunteering to the broader community.
4. Every chaplaincy team shall seek to include in the pastoral and liturgical life of the school a parish Priest and/or Pastoral/Youth Minister, at least on a part-time or voluntary basis.
5. The Principal will consult with the Chaplaincy Team to help articulate the spiritual plan for the school.
6. The qualifications of chaplaincy team members are as follows:
 - a. At least one member of the Chaplaincy Team must be a member of the permanent teaching staff.
 - b. The member must have an interest and demonstrated ability in working with young people. The applicant must be willing to immerse in the daily life of the school in order to engage students in courageous conversations.
 - c. Preferred consideration in the selection of the chaplaincy team member will be given to:
 - i. Individuals who have undertaken additional studies in pastoral ministry and/or theology; or
 - ii. Members with direct involvement in the parish and community; or
 - iii. Individuals who provide evidence of course work in adolescent psychology or successful experience working with adolescents in different settings.

The applicant must have the capacity to be empathetic and compassionate. Special attention must be directed to the spiritual life of the candidate.

7. A confidential recommendation will be required:
 - a. from the appropriate Bishop for applicants who are diocesan priests, or
 - b. from the Superior or Director for applicants of religious communities, or
 - c. from the parish Priest attesting to community and/or parish involvement.
8. Prior to the appointment of a chaplain approval of the Ordinary will be obtained:
 - a. through the Office of the Director of Clergy Personnel for priest chaplains, or
 - b. through the office of the Permanent Diaconate for deacon personnel, and
 - c. through the office of the Vicar for Christian Education for other than priest and deacon personnel.

Priests and deacons in chaplaincy that belong to various Eastern Catholic Churches would require their own Diocesan Eparch's permission. The same would apply to Roman Catholic clergy from other dioceses.

9. The staffing for Chaplaincy is determined by student enrolment of the individual school. The staff allocation will be represented on the annual Staff Allocation Form and informed by Local School Staffing Advisory Committees (LSSAC).
10. Within TCDSB collective agreements and hiring practices, Chaplaincy positions are posted internally by the Principal in a timely fashion and applicants are interviewed by the Principal.
11. A chapel/prayer room will be available for the purpose of personal prayer, quiet meditation and liturgical celebrations.

Cross References:TCDSB Policy /Procedure

- Catholic Equity and Inclusive Education Policy
- Catholicity and School Support

Definitions:

The title of "chaplain" will be reserved for priests.

The title of "chaplaincy team member" will be reserved for other than priest personnel.

Evaluation and Metrics:

1. Qualitative feedback provided by chaplaincy team representatives at an annual plenary session scheduled early in the academic year as well as through their active participation in school-based dialogue and planning.
2. Annual review of staffing allocations conducted by the Human Resources Department to ensure the proper allocation of Chaplaincy sections.
3. The Policy will be reviewed every five years.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

CURRICULUM AND PROGRAM POLICIES

Give instruction to the wise, and they will become wiser still; teach the righteous and they will gain in learning. - Proverbs 9:9

Drafted

September 16, 2024

Meeting Date

October 1, 2024

Derek Luk, Senior Policy Advisor

Shazia Vlahos, Chief Communications Officer, Policy, Government Relations & Strategy

Lori DiMarco, Superintendent of Curriculum Leadership and Innovation; and Academic Information and Communications Technology

Cristina Fernandes, Executive Superintendent of Student Achievement, Innovation and Well-Being

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 and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

To provide the Governance and Policy Committee (GAP) with information and recommendations for review of seven Curriculum and Program related policies.

The cumulative staff time required to prepare this report was 29 hours.

B. PURPOSE

Following updates at the January and February 2024 GAP meetings regarding the new policy review process and direction to review “student facing” policies as a priority, staff are providing proposed workplans for Curriculum and Program policies.

C. BACKGROUND

Seven student facing curriculum and program related policies have been identified which includes Combined (Split) Grade Classes for Elementary Schools, Concussion, Elementary French Programming, School Excursions, Student and Program Assessment, Cursive Writing and Physical Activities Within the Physical and Health Education Programs.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The chart below includes a list of the seven curriculum and program related policies, along with date of last review, and rationale for review.
2. Five of the seven policies are recommended to be reviewed and include the associated workplans in Appendices A - E.
3. Staff propose that GAP consider rescinding the Cursive Writing Policy (Appendix F) since the Ministry of Education updated the Grades 1 to 8 Language curriculum that made cursive writing a requirement since the beginning of 2023-2024 school year
4. Staff propose that GAP consider rescinding the Physical Activities Within the Physical and Health Education Programs Policy (Appendix G) since:
 - i. All Ontario school boards already follow Ontario Physical and Health Education Association’s (OPHEA) Physical Activity Safety Standards as a matter of practice and Ministry expectations; and
 - ii. A jurisdictional scan of Ontario school boards resulted in no other boards with a standalone Physical and Health Education Programs Policy.

Policy	Date of Last Review	Recommendation for Review	Rationale
Appendix A - Combined (Split) Grade Classes for Elementary Schools Policy and Draft Workplan	May 2019	Yes	Meets the objective of reviewing within the five-year review cycle.
Appendix B - Concussion Policy and Draft Workplan	January 2019	Yes	Meets the objective of reviewing within the five-year review cycle.
Appendix C - Elementary French Programming Policy Draft Workplan	October 2019	Yes	Meets the objective of reviewing within the five-year review cycle.
Appendix D - School Excursions Policy and Draft Workplan	April 2019	Yes	Meets the objective of reviewing within the five-year review cycle.
Appendix E - Student and Program Assessment Policy and Draft Workplan	2019	Yes	Meets the objective of reviewing within the five-year review cycle. Update required to reflect EQAO grade 9 math being embedded in grade 9 math mark. Early years screener requirement.
Appendix F – Cursive Writing Policy	October 2019	No	Meets the objective of reviewing within the five-year review cycle.
Appendix G - Physical Activities Within the Physical and Health Education Programs	November 2017	No	The policy was last reviewed seven years ago.

E. METRICS AND ACCOUNTABILITY

1. Staff will begin executing on the work plans for each recommended policy review, pending feedback and direction from GAP.

F. STAFF RECOMMENDATION

1. Staff recommend that GAP approve review of the five policies and provide direction to staff on the associated work plans.
2. Staff recommend the Cursive Writing Policy and Physical Activities Within the Physical and Health Education Programs Policy be rescinded.

APPENDIX A

COMBINED (SPLIT GRADE CLASSES FOR ELEMENTARY SCHOOLS POLICY)

Date: October 1, 2024

POLICY INFORMATION

Policy: Combined (Split) Grade Classes for Elementary Schools Policy

Section: Schools, Students and Learning

Last reviewed: May 2019

Lead department: Curriculum Leadership and Innovation

Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: October 1, 2024.

Proposed Content Changes:

- Policy to be reformatted into the updated branded policy template
- Minor updates may be required.

The proposed content changes are due to the following reason(s):

- ☐ Legislation
- ☐ Government directives/policies
- ☐ Board decisions
- ☐ Operational requirements
- ☒ Simplify and/or update language
- ☐ Other

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

X Yes

No (*Corporate policy not requiring engagement*)

Policy will require engagement with TECT.

Phase III. DRAFTING, REVIEW AND APPROVAL

Pending feedback and direction from GAP, staff will prepare a draft of the revised Combined (Split) Grade Classes for Elementary Schools Policy for GAP review and approval in 2024-2025.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: COMBINED (SPLIT) GRADE CLASSES
FOR ELEMENTARY SCHOOLS

POLICY NO: S.24

Date Approved: October 24, 2013	Date of Next Review: May 2024	Dates of Amendments: May 2019
<p>Cross References:</p> <ul style="list-style-type: none"> • A.33 – Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns • S.05 – School Organization Change • S.A.02 – Placement of Pupils • S.P. 13 - Student And Program Assessment • Collective Agreement between Toronto Catholic District School Board and Toronto Elementary Catholic Teachers of the Ontario English Catholic Teachers' Association September 1, 2014 – August 31, 2019 • Ministry Primary Class Size (PCS) Framework • Education Act S.265 (1) (e) Duties of a principal • Education Act, Ontario Regulation 132/12: Class 		
Appendix		

Purpose:

There may be occasions due to enrollment pressures that combined (split) classes are required. The purpose of this Policy is to ensure that all decisions regarding combined (split) grade classes within the Board are guided by principles of equity and professional standards, considering student well-being and achievement.

Scope and Responsibility:

This Policy extends to all elementary schools within the Toronto Catholic District School Board (TCDSB). The Director of Education is responsible for this Policy.

Alignment with MYSP:

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Policy:

The Toronto Catholic District School Board promotes single grade classes where feasible. All combined (split) grade classes must meet Ministry and contractual guidelines in regards to a total number of students assigned. When single grade classes cannot be achieved, the Principal shall adhere to the following regulations:

Regulations:

1. Consistent with the Education Act S.265 (1) (e), under the *Duties of a principal (timetable)*, school principals are expected “to assign classes and subjects to teachers.”
2. There shall be no double split classes. Double split classes refer to regular classroom teachers who cannot be assigned to teach two combined (split) grade classes on their daily timetable. The Board will respect negotiated class sizes.

3. Assignment of students to individual classes is to be determined by a school team in June of the preceding year. The team includes principal/vice principal, special education staff, the current and projected classroom teachers, program specialty, English as a Second Language (ESL) and French as a Second Language (FSL) teachers.
4. Principals will be responsible for the final configuration of all classes within the school. Efforts will be made to minimize cross-divisional splits (see definition on page 5) where possible when determining staff allocations as well as Ministry and contractual obligations.
5. Classes will be balanced and functional with consideration for the following:
 - Student academic needs, number of students in each grade, age, behaviour, development, number of boys and girls in the class, social skills of the students (e.g., ability to cooperate or initiative), students' strengths (e.g., degree of independence, ability in problem-solving), learning style, physical maturity, social-emotional and special education needs
 - The continuity of the curriculum in regards to the overall expectations
 - Students, wherever possible, will not be subject to combined

- (split) grade placement for two consecutive years
 - Number of students in each of the grades selected for a combined (split) grade class
6. Principals will be responsible for informing the local school parent community regarding the projected class assignments and the associated size of each class. Information outlining the procedures and policies related to combined (split) grades will be provided in a timely fashion to those particular parents whose child is placed in a combined (split) grade. Principals will also present at the October School Parent Council meeting the final overall class organization for the school and the rationale for the assignment of students in various classes.
 7. Parents shall be notified before a decision is made so that their input could be considered before any changes are made to a child's initial class placement.
 8. The Board will ensure that it provides students with required materials, differentiated learning opportunities and adequate training for teachers concerning combined (split) grade classes.

Definitions:

- **Combined (Split) Grade Classes**

Combined (split) grade classes group students from two consecutive grades into one classroom.

- **Divisional Splits**

Combined (split) grade classes that are created and cross over from primary to junior or junior to intermediate grades (i.e. Grade 3 / 4, Grade 6 / 7).

Evaluation and Metrics:

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

An annual information report on the number of combined (split) classes in TCDSB elementary schools shall be presented to the Board of Trustees. A parent pamphlet outlining the procedures and policies related to combined grades will be created and shared with all school communities.

CONCUSSION POLICY

Date: October 1, 2024

POLICY INFORMATION

Policy: Concussion

Section: Schools, Students and Learning

Last reviewed: January 2019

Lead department: Curriculum Leadership and Innovation

Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: October 1, 2024.

Proposed Content Changes:

- Policy to be reformatted into the updated branded policy template
- Reflect best practices in the sector

The proposed content changes are due to the following reason(s):

- ☐ Legislation
- ☐ Government directives/policies
- ☐ Board decisions
- ☐ Operational requirements
- ☒ Simplify and/or update language
- ☐ Other

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

☐ Yes

☒ No (*Corporate policy not requiring engagement*)

Phase III. DRAFTING, REVIEW AND APPROVAL

- Pending feedback and direction from GAP, staff will prepare a draft of the revised Concussion Policy for GAP review and approval during the 2024-2025 school year.



POLICY SECTION: SCHOOLS
SUB-SECTION: HEALTH
POLICY NAME: CONCUSSION POLICY
POLICY NO: S.26

Date Approved: November 23, 2014	Date of Next Review: January, 2024	Dates of Amendments: January 21, 2019
<p>Cross References:</p> <ul style="list-style-type: none"> • S.P.07 Athletic Activities Within the Physical and Health Education Program • S.S.09 Code of Conduct • Education Act, §. 217 • Occupational Health and Safety Act • Ontario School Board Insurance Exchange • <u>The Ontario Physical and Health Education Association (OPHEA) Safety Guidelines</u> • Rowan's Law (Concussion Safety), 2018, S.O. 2018, c. 1 - Bill 193 • Policy/Program Memorandum No. 158: School Board Policies on Concussion • <u>Concussion Web-portal</u> • <u>Parachute Canada Pocket Concussion Recognition Tool</u> 		
<p>Appendix Appendix A- The TCDSB Protocols for Concussions</p>		

Purpose:

The Toronto Catholic District School Board's (TCDSB) mission is to provide a safe and welcoming learning and working environment that is an example of Catholic community. A concussion can have a significant impact on a student's

APPENDIX B

cognitive and physical abilities. Rowan's Law requires that school boards establish a protocol that describes the Board's concussion code of conduct. The TCDSB Protocols for Concussions (attached at Appendix B) will ensure that students, parents and staff are informed about the risk of concussions and the steps to be taken, to prevent, detect and manage concussions in schools

Scope and Responsibility:

This policy supports student health and well-being, and in the implementation of the protocol, extends to staff members, volunteers, students and their family members. The Director of Education is responsible for this policy and the Protocols for Concussions. Superintendents, Principals and Teachers supervising students are responsible for ensuring the procedures are followed.

Alignment with MYSP:

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Policy:

The Toronto Catholic District School Board's (TCDSB) mission is to provide a safe learning and working environment for all of its students and Board employees. As such, the TCDSB is committed to prevent and address concussions that occur at the schools and all Board offices. TCDSB Protocols for Concussions will align with current legislation. The TCDSB will provide concussion awareness education to all students, staff, parents and volunteers and school staff will take every precaution in

order to prevent concussions and mild traumatic brain injuries in the workplace and school environment. School personnel will ensure that the Ontario Physical and Health Education Association (OPHEA) Safety Guidelines are adhered to prior to engaging in any athletic endeavor.

Regulations:

1. The Director of Education through the Health and Physical Education Department (HPE) shall maintain and revise as required a Protocols for Concussions. that implements the policy and protocol. The protocol shall include the following:
 - a. Concussion Education that will:
 - i. focus on awareness
 - ii. empower students to speak up if a concussion is suspected.
 - iii. Include strategies for sharing information on the seriousness of concussions, on concussion prevention, identification and management with students, parents, board employees, administrators, educators, school staff, volunteers, doctors and nurse practitioners and community-based organizations.
 - b. Guidelines to help prevent the occurrence of a concussion.
 - c. Measures and procedures for recognizing that a concussion has taken place
 - d. Guidelines to direct the appropriate level of response depending on the signs and symptoms that are prevalent at the time of a suspected concussion.
 - e. Protocol for return to play and for return to learn
 - f. A concussion code of conduct that outlines rules of behavior to

minimize concussions while playing sport.

2. The TCDSB Health and Physical Education Department shall provide appropriate in-servicing to school administration in the implementation of the Protocols for Concussions.
3. The TCDSB Health and Physical Education Department will distribute to all Administrators, Athletic Representatives and Department Heads of Physical Education the current OPHEA Safety Guidelines that provide guidelines to reduce the incidences of concussions.
4. The TCDSB Health and Physical Education Department will provide coaches appropriate orientation to the Protocols for Concussions through a standing item at Athletic Representatives Regional Meetings in September of each school year.
5. Each School Principal will in-service school staff annually, in September, on the Protocols for Concussions.
6. Each School Principal will post the most current Pocket Concussion Recognition Tool (produced by Parachute Canada), distributed by the TCDSB Health and Physical Education Department. The tool shall be posted in all gymnasiums and a copy kept in the main office area, to assist with concussion identification.

APPENDIX B

7. All cases of suspected concussion will be addressed by the school principal or designate in consultation with the appropriate medical authorities who will be notified in the event that a concussion has been suspected.
8. In the event of suspected or confirmed concussion, schools will follow the collective team approach, as found within the Timeline of TCDSB Protocols for Concussions.

Definitions:

Concussion:

A concussion is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury. It is possible for symptoms to take up to 7 days to appear. You do NOT need to lose A concussion can occur without losing consciousness.

Evaluation and Metrics:

1. The School Protocols for Concussions will be reviewed annually to ensure compliance with legislation and any new TCDSB policies.
2. Survey Data is received annually from schools regarding the number of concussions and the outcome.

APPENDIX C

ELEMENTARY FRENCH PROGRAMMING POLICY

Date: October 1, 2024

POLICY INFORMATION

Policy: Elementary French Programming Policy

Section: Schools, Students and Learning

Last reviewed: April 2019

Lead department: Curriculum Leadership and Innovation

Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: October 1, 2024.

Proposed Content Changes:

- Policy to be reformatted into the updated branded policy template
- Reflect best practices in the sector

The proposed content changes are due to the following reason(s):

- ☐ Legislation
- ☐ Government directives/policies
- ☐ Board decisions
- ☐ Operational requirements
- ☒ Simplify and/or update language
- ☐ Other

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

X Yes

No (*Corporate policy not requiring engagement*)

Engage with schools that offer Enhanced French and French Immersion.

Phase III. DRAFTING, REVIEW AND APPROVAL

- Pending feedback and direction from GAP, staff will prepare a draft of the revised Elementary French Programming Policy for GAP review and approval during the 2024-2025 school year.



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH PROGRAMMING
POLICY NO: S.P. 02

Date Approved:	Date of Next Review: 2024	Dates of Amendments: October 1986; April 2006; June 2015; October 2019
Cross References: Elementary Admission and Placement S.A. 01 Transportation S.T. 01 Program Transportation S.T. 05 School Accommodation Review S. 09		
Appendix A – Elementary Extended French Boundaries Appendix B - Elementary French Immersion Boundaries		

Purpose:

This Policy provides the conditions by which all Elementary French programming in the Toronto Catholic District School Board shall be governed. The policy considers how children shall be admitted to Toronto Catholic District School Board for placement in an Elementary French Immersion or Extended French program.

Scope and Responsibility:

This policy extends to all elementary schools of the board offering French as a Second Language programming, and more specifically also to those schools designated as French Immersion or Extended French program learning centres. The Director of Education is responsible for this policy.

Alignment with MYSP:

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

Policy:

This policy provides the conditions that govern French language and French culture instruction in all elementary schools of the Toronto Catholic District School Board. This policy further provides the conditions by which children shall be admitted and placed into the Elementary Extended French and French Immersion Centres of the Toronto Catholic District School Board. It further establishes the criteria for the review of Elementary Extended French and French Immersion programs.

Regulations:

1. The Core French program shall be taught in all TCDSB English language schools, per the collective agreement requirements for grades 1 to 4 and grades 5 to 8.
2. All students from grades 1 to 8 shall be required to participate in the Core French program.
3. All student-teacher pupil ratios within a French as a Second Language program will be consistent with contractual obligations under the current collective agreement with the Toronto Elementary Catholic Teacher (TECT) federation.
4. a) Notwithstanding regulation 2, the temporary exemption of certain elementary students from Core French instruction may be approved by the local supervisory officer, in conjunction with the Superintendent of Special Services, where it is established that the student is not profiting from the French program and would be better served by differentiated special education programming. Such an exemption should be determined through the Identification and Program Review Committee (IPRC). This does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.

b) The principal shall arrange and be responsible for a profitable learning experience on the part of the student being exempted from the French Core program, during the French period.
5. All French language based instruction in Core French classes, in Extended French classes and in French Immersion classes will be consistent with the Ministry of

Education A Framework for French as a Second Language in Ontario Schools K-12, (2013).

6. All Elementary Extended French As a Second Language Centers for students attending English language schools shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of Education. Factors that shall be considered in their development are:
 - a) Potential to populate the program based on students desiring to attend a bilingual program.
 - b) Financial implications of implementing the program
 - c) Availability of classroom space in the proposed host school.
 - d) Availability of staff to deliver the program.
7. The Elementary Extended French as a Second Language program shall begin in grade 5, and each site shall serve a regional boundary area, as identified in Appendix A.
8. The minimum number of students recommended to commence an Elementary Extended French as a Second Language program the first year in grade 5 will be consistent with the Ministry of Education, average junior/intermediate (grades 4- 8) class size and maximum class loadings, as per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.
9. Students attending the Elementary Extended French As a Second Language program may be drawn from the host school in which the program will be located

and/or from within the regional boundary area (per Appendix A). Admission shall be administered by the following considerations:

- a) All students of the TCDSB will fall into a boundary for one of the identified Elementary Extended French as a Second Language Centres. The TCDSB Community School Locator will identify the appropriate Elementary Extended French Centre based on residential address of the pupil. (Per Appendix A)
- b) All students in grade 4 have the opportunity to declare an interest in attending an Elementary Extended French as a Second Language Centre.
- c) It is recommended that as parents make their determination regarding

programming for their child, that consultation take place with the grade 4 FSL and classroom teacher, to assess the likelihood that any pupil applying to an Elementary Extended French as a Second Language Program will experience success studying within an Extended French as a Second Language program. Parents shall be informed of teacher recommendation. Per regulation 4a) this does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.

- d) Pupils who will be admitted into the Extended French as a Second Language Program will be placed in accordance with normal registration protocol from those endorsed as candidates per the protocol identified in regulation 9c). The order of applications will be determined by date and time of completion of initial application for registration. Pupils applying to the Extended French Program within the first three weeks of registration, who have an older sibling returning to the Extended French Program the following year, will be given first priority regardless of date and time stamp.
- e) Resident pupils who live within the regional boundary for a particular Extended French as a Second Language Program who are applying to the English stream of the Extended French Centre, and who have a sibling enrolled in the regional program, will not be considered for automatic

admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.

- f) Subject to availability of space, non-resident pupils will be considered subsequent to the placement of all resident pupils who have expressed interest in admission to the Extended French as a Second Language program, per Regulations a) through e) above.

10. If a pupil is admitted to a regional Extended French as a Second Language Program and the host school for the program is not their English language home school, and the pupil does not remain in the Extended French program, he/she may be asked to return to their “home school” if there is not space available in the English stream of the host school.

11. Provision of transportation for pupils attending this program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute a commitment of the Board to provide transportation.

12. The viability of an Elementary Extended French Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school review committee will be established in November of the school year upon the recommendation of the Director of Education if:
- a) enrolment of the Extended French Centre has declined to fewer than 80 students (grades 5-8), and at least 20 per class based on one class per grade, on the 30th of September;
 - b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process.
13. A review committee for an Elementary Extended French Centre per Regulation would consist of the following individuals:
- a) The area Superintendent (Chair);
 - b) The Principal of the Extended French Centre;
 - c) Two parents of a students enrolled in the center; one from the English track and one from the Extended French track;
 - d) A representative from the Catholic School Parent Advisory Council;
 - e) A student in the program (non-voting member);
 - f) A trustee in whose ward the school is located.
14. The advisory review committee will make a recommendation based upon the following considerations:
- a) The projected enrolment of the school/regional family of schools;
 - b) The ability of the Centre to provide an effective, viable Extended French program;
 - c) The effect that the Extended French program has on the overall school;
 - d) The effect the phasing out of the program will have on the school/family of schools;
 - e) The budget and fiscal considerations as a result of the program.
15. Where the school review committee concludes that the Extended French Centre should be phased out, a recommendation will be made to the Board of Trustees through the Director.
16. Elementary French Immersion programs in schools of the Toronto Catholic District School Board shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of

Education. Factors that shall be considered in establishing French Immersion Centres are:

- a) Potential to populate the program based on students desiring to attend a French Immersion program;
- b) Financial implications of implementing the program;
- c) Availability of classroom space in the proposed host school;
- d) Availability of staff to deliver the program;
- e) Consultation with the school community and community-at large to assess desire for the program, consistent with the Community Engagement policy.

17. a) Where a French Immersion program is established it will be introduced at the Junior Kindergarten level.

b) When a French Immersion program is established in a school currently operating as an Extended French Centre, the Extended French program will be phased out as the French Immersion program is phased in throughout all grades.

18. Where a decision is made to proceed with offering a French Immersion program, the following enrolment criteria will be met by June 1st, for the following September:

- a) The recommended minimum number of students to commence an Elementary Immersion program in pre-primary in the first year will be consistent with the Ministry of Education average Kindergarten class size; and
- b) the Board pupil-teacher ratio average loading for the Early Learning Program, per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.

19. Location of French Immersion Programs are regional (see Appendix B) and act as Centres which serve a larger family of schools. Applying for the Elementary French Immersion program will be placed based on established priorities as outlined in this regulation (19 a, b, c and e) where space permits. Admission caps for each of the two tracks will be set on an annual basis in conjunction with the Planning department, Human Resources, the Superintendent of the school and the local staff, with a goal of maintaining a healthy, viable programs in both tracks. Admission shall be administered based on eligibility in accordance with *"S.A.01 Admissions and Placement of Elementary Pupils"* and by the following considerations:

- a) Priority 1: Siblings of students already enrolled in the same French Immersion School who will be returning the next year.
- b) Priority 2: Pupils who live within the regular fixed attendance boundary of the French Immersion School.
- c) Priority 3: All pupils who live within the larger regional family of schools may apply for admission, but placement in the French Immersion Program will only occur if space permits, and based on a date, time stamp process (per regulation 19e).
- d) Any pupil may be a candidate for admission to an Elementary French Immersion program when entering at a pre- primary grade level.
- e) Pupils who will be admitted into the French Immersion Program will be placed in accordance with normal registration protocol. The order of applications will be determined by date and time of completion of initial application for registration.
- f) Resident pupils who live within the regional boundary and who request the English stream in the dual track French Immersion school, who have a sibling enrolled in the regional program will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.
- g) If application has been made to a French Immersion Program that has exceeded capacity, redirection will be offered to both the closest French Immersion Program site with space and/or to the home school or closest proximate school to the pupil's residential address, with space in English track programming.
- h) All single track French Immersion schools established before the adoption of this policy will be grandfathered.

20. Provision of transportation for pupils attending the French Immersion programs will be in accordance with the transportation policy. At the present time TCDSB provides no transportation for French immersion.

21. The viability of an Elementary French Immersion Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school accommodation review committee will be established in November of the school year upon the recommendation of the Director of Education if:

- a) the minimum number of junior and/or senior kindergarten registrants falls

- below twenty students in a given year; and/or
- b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process. The School Accommodation Review Committee will be guided by Policy S. 09 School Accommodation Review.

Definitions:**Core French:**

Students learn French as a subject. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8. Note: *At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12.*

Dual Track:

Schools which offer core programming in two languages, French and English.

Extended French:

Students learn French as a subject and French serves as the language of instruction in at least one other subject. At the elementary level, a minimum of 25 per cent of all instruction is provided in French. In TCDSB Extended French as a Second Language Centres begin in grade 5.

Note: *At the secondary level, academic courses are offered for Grades 9 and 10; university preparation courses are offered for Grades 11 and 12. In the Extended French program, students accumulate seven credits in French: four are FSL language courses and three are other subjects in which French is the language of instruction.*

French Immersion:

Students learn French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, approximately 50 per

cent of all instruction is provided in French in order to meet the total number of hours required for the French Immersion certificate. In TCDSB French Immersion programs begin at Junior Kindergarten.

Note: At the secondary level, academic and applied courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are FSL language courses and six are other subjects in which French is the language of instruction.

Single Track:

School which offer core programming in only one language: English or French.

Evaluation and Metrics:

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

1. A review of all French programming will occur within the cycle of curriculum review and will be consistent with all Ministry of Education curriculum Guideline revisions.
2. The viability and cost-effectiveness of all Extended French and French Immersion program sites will be reviewed and considered with the context of the board's Long Term Program Plan.

SCHOOL EXCURSIONS POLICY

Date: October 1, 2024

POLICY INFORMATION

Policy: School Excursions Policy
Section: Schools, Students and Learning
Last reviewed: April 2019
Lead department: Curriculum Leadership and Innovation

Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: October 1, 2024.

Proposed Content Changes:

- Policy to be reformatted into the updated branded policy template
- Reflect best practices in the sector

The proposed content changes are due to the following reason(s):

- ☐ Legislation
- ☐ Government directives/policies
- ☐ Board decisions
- ☐ Operational requirements
- ☒ Simplify and/or update language
- ☐ Other

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

- ☐ Yes
- ☒ No

Phase III. DRAFTING, REVIEW AND APPROVAL

- Pending feedback and direction from GAP, staff will prepare a draft of the revised School Excursions Policy for GAP review and approval during the 2024-2025 school year.



POLICY SECTION: STUDENTS
SUB-SECTION: EXCURSIONS
POLICY NAME: SCHOOL EXCURSIONS
POLICY NO: S.E.01

Date Approved: January, 1969	Date of Next Review: April 2024	Dates of Amendments: December 2013, December 1992, January 1987, April 1985, April 2019
Cross References: <ul style="list-style-type: none"> • Education Act • Occupational Health and Safety Act • Ontario School Boards' Insurance Exchange • Ontario Highway Traffic Act • F.P.01 Purchasing Policy • H.M. 33 Acceptance of Hospitality or Gifts • S.M.04 Fund Raising in Schools • S.P.07 Physical Activities Within the Physical and Health Education Programs • S.S.09 Code of Conduct 		
Appendix Appendix A: The School Excursion Handbook		

Purpose:

This policy recognizes that schools will regularly have students leave the school property to enhance the achievement of the curriculum learning expectations outlined in the Ontario Curriculum and Ontario Catholic School Graduate Expectations. Experiential learning that normally occurs during excursions allows for the differentiation of instruction and enhances student achievement. The safety of students, staff, parents and volunteers is a priority during excursions and will be a primary consideration when organizing any school excursion.

Scope and Responsibility:

This policy extends to staff members, volunteers, students and their family members while participating in any school-sanctioned excursion. The Director of Education is responsible for this policy and the School Excursion Handbook. Superintendents, Principals and Teachers supervising excursions are responsible for ensuring the procedures are followed.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Policy:

The Toronto Catholic District School Board believes that well planned educational excursions enhance the physical, emotional, social, spiritual and academic development of the student. Consistent with the TCDSB Multi Year Strategic Plan, the Ontario Curriculum and the Ontario Catholic School Graduate Expectations, all excursions occurring at the TCDSB that have students and staff members leaving the school facility will be for educational purposes. The TCDSB is committed to an inclusive environment and strives to ensure that the classroom dynamics and activities support full participation of all students, where possible. All excursions must follow the operational procedures outlined in the School Excursion Handbook.

Regulations:

1. All excursions occurring at the Toronto Catholic District School Board that have students and staff members leaving the school facility will be for educational purposes aligned with the learning expectations of Ontario Curriculum and consistent with the Multi Year Strategic Plan.
2. The School Excursion Handbook of operational procedures will govern the respective aspects of this policy.
3. All excursions require the appropriate level of approval as prescribed in the School Excursion Handbook. The approval process will govern any contracts for services used in connection with the excursion.
4. All contracts will follow the process outlined in F.P. 01 Purchasing Policy. No teacher, principal or other employee has authority to sign any contracts that may bind or obligate the Board in any way, unless expressly delegated by the Director of Education. Approval of an excursion does not constitute a delegation of authority to sign agreements, contracts, and the like, that may be required to undertake an excursion.
5. Relevant information about the excursion will be provided to parents/guardians prior to obtaining permission for their child's participation. Permission forms found in the School Excursion Handbook must be used to secure the permission of parents/guardians.
6. For overnight or international excursions, the principal will obtain the appropriate level of approval from the Superintendent or Director of Education. Overnight and international excursions will be governed by the following:
 - i. Only approved vendors and third party service providers identified on the Board website can be used to support an overnight or international excursion.

- ii. The vendor will fully disclose to the principal any intention to offer remuneration, gifts or other benefits to staff members participating in a school excursion.
 - iii. No personal profit or remuneration will be gained by any staff of the TCDSB in regards to an excursion.
 - iv. Any proceeds offered by the vendor will be directed to reducing the cost of the excursion for students.
 - v. No TCDSB staff member who also is a vendor for trips and excursions shall be permitted to operate a TCDSB excursion for students.
7. The safety and supervision of all students on excursions is of utmost importance. The rules regarding safety and supervision are contained in the School Excursion Handbook.
8. Since an excursion is deemed to be a school-related activity, all school rules in the code of conduct will apply to students for the duration of the excursion and in those circumstances that have an impact on the school climate.
9. The principal will ensure that effective planning has occurred prior to the excursion, and that all procedural requirements are met according to the procedures outlined in the School Excursion Handbook, including matters relating to:
- i. relevance to the curriculum, where applicable;
 - ii. supervision ratios;
 - iii. transportation;
 - iv. excursion itineraries/activities;
 - v. student health and safety.

10. Responses to medical situations that occur on excursions must be consistent with the procedures outlined in the School Excursion Handbook. The subsequent reporting of accidents must comply with the reporting requirements:
 - i. Student Accidents – Ontario School Boards’ Insurance Exchange
 - ii. Staff Accidents – The Occupational Health and Safety Act.
11. On those occasions where an excursion includes a Sunday, the teacher's plan shall specify participation in the Sunday Eucharist for all students and supervisors.
12. When the Board has approved an excursion, the total cost of the excursion may be funded wholly or partly from the appropriate school budgets, funds raised for the excursion in accordance with the Board’s policy, S.M. 04 Fund Raising in Schools, contributions made by individual students and/or parents, and costs assumed by individual students and/or parents.
13. All elective personal spending by any of the participants, whether students, parents or staff, in preparation for or while attending any approved excursion is the responsibility of the individual; the Board cannot and does not accept any responsibility in connection with such personal expenses. Thus, the term "total cost of the excursion" as used in this policy does not include expenditures for items of a personal nature.
14. There may be occasions when the approval of an excursion previously granted must be withdrawn. In these situations, the decision will be made by the staff person(s) responsible for the approval, as set out in the School Excursion Handbook, and only after careful thought as to what alternatives might be possible in the particular circumstances. If the approval is

withdrawn, the staff person(s) responsible for the approval shall endeavor, as soon as possible, to advise all concerned and to assist them in recovering any resulting personal loss.

15. In the event of a cancellation or alteration of an approved excursion, reimbursement for financial losses regarding costs contributed or assumed by students, their parents, or staff, is governed by the following:
 - i. the general rule is that the Board will not reimburse students, parents, or staff, for any financial costs contributed or assumed by them;
 - ii. when the Board itself is reimbursed for some or all of the total cost of an excursion, the Board will share equitably the amount received in proportion to the losses incurred by the participants including the Board itself, taking into consideration amounts paid, and amounts credited or rebated, directly or indirectly, to any of the participants;
 - iii. there are no circumstances in which the Board will reimburse or offer any reimbursement in respect of expenses incurred by students, parents or staff in connection with any private trip, or in connection with expenditures of a personal nature.
16. Reasonable attempts will be made to ensure that no student shall be prevented from participating on an excursion through inability to pay.
17. The Board extends to all teachers, students, and volunteer supervisors, on Board approved excursions, the same liability coverage that it would extend to them in the normal day to day operation of the school if their primary trip purpose is to supervise the students on that trip.
18. The TCDSB will not assume any liability whatsoever in connection with the organization, development or delivery of any private trip by staff, students, parents/guardians or other stakeholders that fall outside the parameters of this policy.

Definitions:

Excursion

An excursion is any Board or school approved event or program which, for educational purposes, has students leaving school property. All excursions must be supervised by a teacher who is a member of the Ontario College of Teachers.

Demonstrations and/or marches shall not be included or interpreted as excursions. Nonetheless, those activities in alignment with the TCDSB Multi Year Strategic Plan, and in particular, the strategic priority of Living Our Catholic Values, may be considered by the principal in consultation with the Area Superintendent. TCDSB excursions do not include private trips.

Excursions will include, but will not be limited to, the following:

- i. the use of local sites;
- ii. supplementary programs offered at a different location;
- iii. co-instructional programs;
- iv. one day trips within the Greater Toronto Area or beyond;
- v. overnight excursions within Canada; and
- vi. International trips.

Occupational Health and Safety Act

This legislation intends to protect workers from risks and hazards in the workplace. It sets out duties for all workplace parties and rights for workers and establishes procedures for dealing with workplace hazards.

Ontario Highway Traffic Act

This legislation applies to the provisional use of commercial and non-commercial motor vehicles on the roads and highways of Ontario, Canada. In the context of this policy, it references the transportation of students during excursions or sporting events.

Ontario Physical and Health Education Association (OPHEA)

OPHEA is a not-for-profit organization that champions healthy, active living in schools and communities through quality programs and services, partnerships and advocacy, and is led by the vision that all children and youth value and enjoy the lifelong benefits of healthy, active living.

OPHEA Safety Guidelines must be followed when planning activities during all excursions.

Ontario School Boards' Insurance Exchange (OSBIE)

OSBIE is a school board owned, non-profit insurance program representing the school boards in Ontario. The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices.

Private Trip

Private trips are those excursions that have not received the Board's approval, as set out in the School Excursion Handbook, and those trips for which the organizers have not applied for approval. They may involve staff and students of the Board. The Board will assume no liability whatsoever in connection with the organization, development or delivery of the excursion.

School Excursion Handbook

The School Excursion Handbook prescribes the operational procedures for all excursions offered at TCDSB, including administrative procedures for planning and supervising excursions, types of excursions, application and permission forms, transportation requirements, emergency planning and insurance. Safety considerations for students involved in activities during an excursion are also governed by the OPHEA safety guidelines.

Evaluation and Metrics:

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

The School Excursion Handbook will be reviewed annually to ensure compliance with legislation and TCDSB policies.

STUDENT AND PROGRAM ASSESSMENT POLICY

Date: October 1, 2024

POLICY INFORMATION

Policy: Student and Program Assessment Policy
Section: Schools, Students and Learning
Last reviewed: 2019
Lead department: Curriculum Leadership and Innovation

Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: October 1, 2024.

Proposed Content Changes:

- Policy to be reformatted into the updated branded policy template
- Reflect best practices in the sector
- Update required to reflect EQAO grade 9 math being embedded in grade 9 math mark.
- Update required to include early years screener requirement

The proposed content changes are due to the following reason(s):

- ☐ Legislation
- ☒ Government directives/policies
- ☐ Board decisions
- ☐ Operational requirements
- ☒ Simplify and/or update language
- ☐ Other

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?
☒ Yes
No (*Corporate policy not requiring engagement*)

TSU engagement required, and PVP engagement is recommended.

Phase III. DRAFTING, REVIEW AND APPROVAL

- Pending feedback and direction from GAP, staff will prepare a draft of the revised Student and Program Assessment Policy for GAP review and approval during the 2024-2025 school year.



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Student and Program Assessment

POLICY NO: S. P. 13

Date Approved: August 27, 2015	Date of Next Review: October 2024	Dates of Amendments: 1996; 2006; 2015, 2019
<p>Cross References:</p> <ul style="list-style-type: none"> • Ontario Ministry of Education Policy/Program Memorandum No. 155: Diagnostic Assessment in Support of Student Learning, January 2013 • Ontario Ministry of Education Policy: Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, First edition, Covering Grades 1 to 12, 2010; • Ontario Ministry of Education Policy: Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016 • TCDSB Assessment for Learning, Assessment & Evaluation of Student Achievement in Catholic Schools, Intermediate and senior Divisions Grades 9 – 12, Policy 2005 • H.M. 24 Catholic Equity and Inclusive Education Policy • Learning for All, 2013 • Special Education in Ontario K-12 Policy and Resource Guide, 2017 • Effective Educational Practices for Students w/ ASDs, A Resource Guide, 2007 • <i>Accessibility for Ontarians with Disabilities Act, 2005</i> 		
Appendix A – S.P. 13 Operational Procedures		

Purpose:

Each student is a child of God and the purpose of assessment, evaluation and reporting is to support each child in fulfilling his/her God-given potential, according to his/her interests, abilities and goals. This primary purpose of Catholic Education is found in the common vision and focus of the Ontario Catholic School Graduate Expectations which assist students in the acquisition of the expectations contained in the Ontario Curriculum. This policy outlines how the results of

assessment and evaluations will be reported to students, parents, and other stakeholders to provide appropriate feedback on proficiency and progress in an accurate, relevant and accountable manner.

Scope and Responsibility:

The policy extends to students while in attendance at TCDSB day schools, while in Continuing Education, while involved in e-learning and/or while engaged in other TCDSB learning environments. The Director of Education, supported by Supervisory Officers, Principals and Teachers, is responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Fostering Student Achievement and Well-being

Enhancing Public Confidence

Policy:

The primary purpose of Catholic Education is to assist all students, to develop the fullness of humanity of which our Lord Jesus Christ is the model. The TCDSB is committed to student assessment, evaluation and reporting that is comprehensive, valid, informative, equitable, ethical, collaborative, and redemptive in nature and focused on the pursuit of enabling students to reach their potential as 21st century learners. Effective student assessment and evaluation in TCDSB will provide educators with the information needed to improve student learning and the effectiveness of programs. TCDSB Operational Procedures on assessment, evaluation and reporting practices provide direction to schools of the board in the development of their local plans, consistent with TCDSB policies and *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, (2010)* and *Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016*.

Regulations:

- 1) Assessment, Evaluation and Reporting practices at TCDSB will be consistent with our Catholic beliefs and values, and will support the delivery of a distinctly Catholic curriculum, respect the worth and dignity of students and challenge them to reach their potential.
- 2) The foundation for the implementation of this policy is *Growing Success:*

Assessment, Evaluation and Reporting in Ontario, Covering Grades 1 to Grade 12, 2010 and Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016

- 3) In alignment with Ministry requirements and TCDSB protocol, each school will follow this Student and Program Assessment Policy.
- 4) Assessment and evaluation of student achievement must include a variety of strategies so that students, regardless of their special needs and learning styles, are given an opportunity to demonstrate their progress and achievement, and allow for the information gathered by teachers to be used for assessment as, of and for learning. As outlined in *Growing Success as well as in the Special Education in Ontario K-12 Policy and Resource Guide 2017 and Effective Educational Practices for Students with ASDs, A Resource Guide, 2007*, where required, modifications and accommodations shall be provided in accordance with a student's Individual Education Plan (IEP). In addition, where required, assessment materials must comply with the section entitled "Accessible Information in Education" in the *Accessibility for Ontarians with Disabilities Act, 2005*.
- 5) In accordance with *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, Covering Grades 1 to 12, 2010* and *Growing Success: The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016*, the following will be the evaluation and reporting structure for Kindergarten to Grade 12:
 - i. For Kindergarten, at the end of each reporting period, educators will use the appropriate template to communicate information about the child's learning in three categories: *Key Learning*, *Growth in Learning*, and *Next Steps in Learning*.
 - ii. For Grades 1 – 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades, with the exception of Religion which is reported solely through teacher comments.
 - iii. For Grades 7 to 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.
 - iv. For Grades 9 to 12, a final grade percent mark is recorded for every course.

- 6) Outside of the standard reporting cycles at TCDSB, information about assessment and evaluation activities will be communicated regularly to students and parents.
- 7) The principal will use a variety of modalities to communicate the TCDSB assessment, evaluation and reporting procedures.
- 8) In the assessment or evaluation of a student's work, should the teacher discover elements of cheating or plagiarism, the teacher will determine the most appropriate response, taking the following into consideration:
- i. The particular student circumstances (e.g., mitigating factors like student age and/or maturity etc.); and
 - ii. The nature and severity of the cheating and plagiarism. (*See Section D of Operational Procedures*)
- 9) Students shall be provided with multiple opportunities to demonstrate achievement of curriculum expectations. Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of learning skills and work habits. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late assignment. (*See Section E of Operational Procedures*)
- 10) Assessment and evaluation tools shall be free of bias. Leadership and professional development opportunities to build capacity and ensure the use of effective, bias-free assessment and evaluation strategies and tools will be provided.
- 11) Assessment and evaluation practices will continually be refined and include professional learning opportunities for staff members in schools.
- 12) Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.
- 13) Superintendents of Education will be responsible for the provision of instruction for teachers in student evaluation techniques and for the development of skills to conduct teacher-parent conferences.
- 14) All schools will schedule times for parent-teacher conferences to discuss their children's academic achievement.

Definitions:**Achievement**

Achievement refers to the learning and skills that students are able to demonstrate.

Accommodations

The special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade level or course.

Assessment

The process of gathering and recording information, from a variety of sources, over time, that accurately reflects how well a student is achieving the curriculum expectations in a subject or course, as well as providing students with descriptive feedback to guide their improvement.

Bias

Bias refers to an inaccurate and limited view of the world, a given situation, or individuals or groups. A bias against or towards members of a particular cultural, racial, religious, or linguistic group can be expressed through speech, nonverbal behaviour, and written and other materials.

Continuous Assessment

Essential to the provision of Special Education programming is the continuous assessment and evaluation of specific educational objectives and special services provided to meet the needs of each exceptional pupil.

Diagnostic Assessment

Assessment that is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations.

Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Evaluation

The process of collecting and interpreting evidence for the purpose of summarizing and judging the quality of student learning on the basis of established criteria and assigning a value to represent the quality.

Judgement

Judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Modification

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

Plagiarism

The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.

Reporting

Reporting is the process of communicating the results of assessment and evaluation to students and parents/guardians.

Universal Design for Learning (UDL)

A teaching approach that focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of age, skills, or situation.

Evaluation and Metrics:

1. All academic superintendents will support the implementation and oversee the compliance of the policy and its related operational procedures.
2. Assessment and evaluation information (both school and system) will be used to inform Multi-Year Strategic Plan and the Board Learning Improvement Plan, and the School Professional Learning Plan.
3. The TCDSB Data Integration Platform will be used to support the schooland system in monitoring its progress against all stated goals and will be a source for all assessment data.
4. Per Ontario Regulation 612/00, subsection 19(1) 3, the Board will solicit the view of school councils on Board plans for improvement based on EQAO reports on the results of tests of pupils.



POLICY SECTION: Student

SUB-SECTION: Programs

POLICY NAME: Cursive Writing

POLICY NO: S.P.14

Date Approved: October 17, 2019	Date of Next Review: Oct, 2024	Dates of Amendments:
Cross References: The Ontario Curriculum Grades 1 – 8 Language (2006) The Kindergarten Program (2016) The Addendum to the Kindergarten Program (2019) Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016 Learning for All (2013)		

Purpose:

The purpose of this policy is to provide the direct instruction of cursive writing for all students in Grade 3.

Scope and Responsibility:

This policy applies to Grade 3 students in all elementary schools of the Board. The Superintendent of Curriculum Leadership & Innovation, along with each school's Principal are responsible for this policy.

Alignment with MYSP:

Fostering Student Achievement and Well-Being
 Strengthening Public Confidence



POLICY SECTION: Student
SUB-SECTION: Programs
POLICY NAME: Cursive Writing
POLICY NO: S.P.14

Policy:

This policy requires that cursive writing be taught through direct instruction in all Grade 3 classrooms.

Regulations:

1. During regular school hours, Principals will ensure that grade 3 classes include the direct instruction of cursive writing.
2. Under the topic of calligraphy, cursive writing could be part of art activities.
3. For extra practice and to engage parents, families will be made aware of the TCDSB Literacy portal and the internet links which provide further learning/practice activities.

Definitions:

Cursive is a style of writing in which all the letters in a word are connected. It is also known as script (as opposed to printing).

Evaluation and Metrics:

The effectiveness of the policy will be determined by gathering feedback from Principals during K-8 Principal meetings.



POLICY SECTION: STUDENTS

SUB-SECTION: PROGRAMS

POLICY NAME: PHYSICAL ACTIVITIES WITHIN THE PHYSICAL AND HEALTH EDUCATION PROGRAMS

POLICY NO: S.P.07

Date Approved: February 21, 2007	Date of Next Review: November 2022	Dates of Amendments: November 16, 2017
Cross References: The Ontario Physical Education Safety Guidelines as managed by the Ontario Physical and Health Education Association (http://safety.ophea.net/)		
Appendix		

Purpose:

Board personnel endeavor to serve the diverse needs of all members of the Catholic school community in this regard always placing safety as a high priority. Staff follow the lead of OPHEA that manages the Ontario Physical Education Safety Guidelines which represent the minimum standards for risk management practice in Ontario school boards.

Scope and Responsibility:

The Director of Education is responsible for the implementation of this program in alignment with the Multi Year Strategic Plan.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources



POLICY SECTION:	STUDENTS
SUB-SECTION:	PROGRAMS
POLICY NAME:	PHYSICAL ACTIVITIES WITHIN THE PHYSICAL AND HEALTH EDUCATION PROGRAMS
POLICY NO:	S.P.07

Policy:

All athletic activities (those incorporated into Health Education Programs and those used for Daily Physical Activity (DPA)) involve an element of risk. An important aspect in designing and implementing these programs is the task of ensuring that activities are safe for both students and staff. While participation in certain higher risk activities will entail a voluntary assumption of risk on the part of the student, it is understood that the teacher and other staff supervisors will follow the Ontario Safety Guidelines and use professional judgment and discretion in selecting the appropriate athletic activities designed to meet curriculum objectives. By implementing safe instructional practices as well as inclusion of age appropriate activities in program preparations, planning and daily teaching the teacher will guard against foreseeable risks. At times, it may be necessary to adapt activities to accommodate different ability levels and the unique learning styles of participants.

It is the policy of the Board that physical activities in the Physical and Health Education program of our schools will be in accordance with current Ontario Safety Guidelines for Physical Education published by OPHEA. These guidelines are updated on an annual basis every September and are available on the OPHEA website.

Regulations:

1. Recommended or approved activities listed in the appropriate current OPHEA safety guidelines may be considered subject to the minimum guidelines listed.
2. Activities not listed in the current OPHEA safety guidelines shall not be used without express written permission from the Central Program Superintendents.



POLICY SECTION: STUDENTS
SUB-SECTION: PROGRAMS
POLICY NAME: PHYSICAL ACTIVITIES WITHIN THE
PHYSICAL AND HEALTH EDUCATION
PROGRAMS
POLICY NO: S.P.07

3. Activities not allowed in the current OPHEA safety guidelines should not be part of the program.



POLICY SECTION: STUDENTS
SUB-SECTION: PROGRAMS
POLICY NAME: PHYSICAL ACTIVITIES WITHIN THE
PHYSICAL AND HEALTH EDUCATION
PROGRAMS
POLICY NO: S.P.07

Definitions:

OPHEA - Ontario Physical and Health Education Association

Evaluation and Metrics:

The effectiveness of this policy will be determined by gauging feedback from principals through scheduled principal meetings and tracking incident reports at the board level.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

STUDENT/SCHOOL RELATED CONCERNS POLICY

After three days they found him in the temple, sitting among the teachers, listening to them and asking them questions. - Luke 2:46

Drafted

September 6, 2024

Derek Luk, Senior Policy Advisor

Shazia Vlahos, Chief Communications Officer, Policy, Government Relations & Strategy

Shawna Campbell, Executive Superintendent of Education, Field Services Area 3 Schools and Early Years

Meeting Date

October 1, 2024

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 and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns A.33, along with renaming it as Student/School Related Concerns Policy.

The cumulative staff time required to prepare this report was 32 hours.

B. PURPOSE

The draft updated Student/School Related Concerns Policy (Appendix A – tracked and Appendix B – clean), Protocol (Appendix C – Tracked and Appendix D clean), and Family Resource (Appendix E) addresses the May 7, 2024 GAP motion, and ensures alignment with direction from the Ministry of Education’s June 6, 2024 Policy/Program Memorandum (PPM) 170: School board communication with parents (Appendix F).

C. BACKGROUND

1. The Policy was last updated in November 2015.
2. The Board referred the policy to Governance and Policy (GAP) Committee in March 2023 and requested updates including "procedural fairness", contact information for the Human Rights Equity Advisor and the Ontario Ombudsman.
3. At the GAP meeting on May 7, 2024, staff provided additional information about considerations for a streamlined policy and family friendly resource, and the GAP approved motion noted: *That Staff revise the Policy to make it more family friendly and remove the word guideline from the title and consider family friendly resources for local schools.*
4. On June 6, 2024, the Ministry of Education released PPM 170 that provided direction to school boards to develop a protocol that sets out standards for acknowledging and responding to parent inquiries including:
 - i) A step-by-step process school boards will take in acknowledging and responding to parent inquiries about matters pertaining to their child’s education;
 - ii) Expected timelines for an acknowledgement and response;
 - iii) Ensuring parent awareness; and
 - iv) Information about the types of inquiries parents can have addressed at the classroom, school and Board level.

5. On September 3, 2024, GAP referred the draft policy and protocol back to staff to make additional changes to the policy.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Staff addressed GAP input on the policy, protocol and family resource by:
 - a) Updating the name of the policy to “Student/School Related Concerns”;
 - b) Regulation 5 now references timelines to notify Trustees;
 - c) Regulation 7 now positions Trustees as working with school leadership to help address concerns; and
 - d) Family friendly resource has updated visuals, and language in the “Contact the Local Trustee” section has been updated to ensure community members know that Trustees are available to support them.

E. METRICS AND ACCOUNTABILITY

1. The policy will be reviewed every five years.

F. STAFF RECOMMENDATION

1. Staff recommends that the proposed Student/School Related Concerns Policy (Appendix A – tracked and Appendix B – clean), Protocol (Appendix C tracked and Appendix D – clean), and Family Resource (Appendix E), be approved.

Appendix A



POLICY SECTION: ADMINISTRATION Parents, Guardians & Community

SUB-SECTION:

POLICY NAME: Guidelines for Trustees, Parents and Staff in Addressing School/Student Related Concerns

POLICY NO: A.33

Date Approved: January 12, 2011- Board	Date of Next Review: 2029 January 2019	Dates of Amendments: November 15, 2015; September 2024
<p>Responsible Department: Schools</p> <p>Cross References:</p> <p>Ministry of Education Policy/Program Memorandum</p> <p>Policy/Program Memorandum 170 - School board communication with parents</p> <p>TCDSB Policy /Procedure</p> <p>School/Student Related Concerns - Protocol</p> <p>T. 04, Code of Conduct</p> <p>Trustees Code of Conduct</p> <p>H.M. 14, Harassment and Discrimination in the Workplace; Respectful Workplace Operational Procedure</p> <p>H.M. 19, Conflict Resolution</p> <p>H.M. 30, Complaint Against a Staff Member</p>		

Policy

Purpose:

The Toronto Catholic District School Board is committed to providing a learning environment for our students supported by fair and equitable system wide policies focused on improving the achievement and well-being of all students. Effective and

ongoing communication at every level of the system is integral to ensuring ~~we are meeting this our commitment.~~ **P** positive working relationships among **all within the Toronto Catholic District School Board (TCDSB) community.** ~~trustees, staff, and respectful of the important and distinct role each plays in promoting student success, are and is strengthened by establishing clear and effective lines of communications. The role that trustees and staff play in addressing parent or stakeholder concerns is vital to ensuring the success of all of our students.~~

~~The programs and policies of the Toronto Catholic District School Board are intended to foster and enrich student learning. When individuals or groups raise concerns staff will identify the issue, investigate and propose resolutions.~~

The policy establishes clear and effective lines of communication between parents/guardians, and/or stakeholders, and TCDSB staff.

The policy is in alignment with the TCDSB's Multi-Year Strategic Plan (MYSP) and reflects Catholic values rooted in the love of Christ.

Scope and Responsibility:

This policy extends to the entire TCDSB community and all relevant stakeholders.

The Director of Education, supported by ~~the Human Resources department,~~ Principals and Area Superintendents, is responsible for this policy.

Alignment with MYSP:

~~Living Our Catholic values~~

~~Strengthening Public Confidence~~

~~Fostering Student Achievement and Well-Being~~

~~Inspiring and Motivating Employees~~

Financial Impact:

~~Minimal financial impact other than time and administrative resources allocated to resolving issues at the Board level.~~

Legal Impact:

~~If concerns are not addressed and resolved at the local level, issues may be escalated externally, including to the Ombudsman of Ontario.~~

Regulations: Procedures:

~~In addressing parent and stakeholder concerns, staff is to resolve issues at the source, whenever possible, respect the spirit and practice of system wide policy, and respond in a timely and effective manner. A first response acknowledging receipt of the concern is expected within two school days.~~

~~Trustees, as elected officials, are sometimes asked by parents to intervene on local school and system wide issues. The Education Act requires trustees to entrust the day to day management of the Board to its staff through the Director of Education. Trustees have the responsibility to ensure that policies and practices are in place to address issues and that Board staff, through the Director of Education, are accountable for implementation. Therefore, the role of the trustee is to hear the request or concern and advise the parent/stakeholder to contact the appropriate staff to resolve the matter. The Trustees of the Board engage regularly in productive and supportive dialogue with the leadership of schools to encourage and champion student achievement and community engagement. Any direction to principals comes from the principal's School Superintendent.~~

- ~~1. All concerns shall be addressed in a respectful and professional manner that is consistent with the Education Act, and all other relevant legislation, and Board policies including T.04 (Trustees Code of Conduct), H.M.14 Harassment and Discrimination in the Workplace; Respectful Workplace Operational Procedure), H.M. 19 (Conflict Resolution) and H.M. 30 (Complaint Against A Staff Member), and collective agreements.~~
- ~~2. A parent/stakeholder who expresses a concern about a local school related issue will be directed to the appropriate teacher/staff member to resolve the matter.~~
- ~~3. If the parent/stakeholder has not been successful in resolving the concern with the teacher/staff member, the parent will address the concern with the principal. If not resolved at the school level, the parent will be directed to the School Superintendent.~~
- ~~4. In addressing parent/guardian and stakeholder concerns, staff should attempt is to resolve issues locally at the source, whenever possible, respect the spirit and practice of system wide policy, and respond in a timely and effective manner.~~

5. A first response acknowledging receipt of the concern is expected within two school days.
6. **Staff shall make best efforts to provide an estimated date of response if an concern cannot be fully addressed within five business school days of receipt.**
7. ~~When a specific staff member is involved in the concern, the principal or School Superintendent will inform the staff member of the nature of the concern and the process for its resolution, in accordance with the terms of the appropriate collective agreement.~~
8. ~~Where the School Superintendent determines that the concern about a school or community of schools requires informing and consulting with the Associate Director or other appropriate central staff, the School Superintendent will initiate such communication with those persons and inform all affected parties.~~
9. The School Superintendent and/or Associate Director will communicate with the Trustee and other concerned parties **within 24 to 48 hours** in a timely manner regarding the resolution/decision about the concern raised and/or information that may impact their school community.
10. ~~Therefore, the role of the Trustee,s is to it is reviewed, and hear the request or concern and appropriate staff are advise the parent/ /stakeholder to contact the appropriate staff to resolve the matter.~~
11. Trustee inquiries, information or suggestions to staff about possible resolutions to a school concern are to be directed to the appropriate School Superintendent **and Principal to work together to help resolve the matter.** ~~who can then assist the Principal. in accordance with the terms of the appropriate collective agreement~~
12. The School Superintendent and/or Associate Director will ensure that the Director of Education, **Associate Director(s), and Chief Communications Officer and** Chair of the Board are apprised of any local **matter** concern that may have system wide implications or may be the object of media interest, and may require a system response. **The Chair of the Board will be apprised by the Director or designate** ~~or Board motion.~~

~~Guiding Principles for Addressing Parent/Stakeholder Concerns~~

- (a) ~~Foster a climate of respect and trust which focuses on working towards mutually acceptable solutions and is consistent with relevant Board policies.~~
- (b) ~~Ensure that every parent with a concern has an adequate opportunity to express the concern fully.~~
- (c) ~~Encourage the parent to address the concern at the level at which the concern originates.~~
- (d) ~~In addressing a concern, respond in a manner consistent with the principles of procedural fairness and that is seen to be fair by the parent and by all other parties directly involved.~~
- (e) ~~Maintain a written record of the concern and response, where appropriate.~~

- ~~(f) Provide the parent and other parties involved with timely updates, as needed, about the progress made in resolving the concern.~~
- ~~(g) Ensure that confidentiality is maintained by all parties regarding student and personnel matters.~~

~~Guidelines for Parents~~

- ~~(a) Present their concern to staff and allow the opportunity for due consideration of the concern.~~
- ~~(b) Address the concern first to the staff member responsible for the area to which the concern directly relates.~~
- ~~(c) Ensure that confidentiality is maintained by all parties concerning student and personnel matters.~~

~~Guidelines for Principals~~

- ~~(a) Advise the parent to discuss the concern directly with the staff member and, if possible, resolve it at that level.~~
- ~~(b) Gather any relevant information to determine the facts and circumstances.~~
- ~~(c) Discuss the concern with the staff member; consider the staff member's perspective and offer advice, where advice is required to resolve the concern, and inform the parent and all affected parties of the outcome.~~
- ~~(d) Meet jointly with the staff member and the parent to discuss the concern and work together toward resolution.~~
- ~~(e) Consult with the School Superintendent and/or other Board staff in order to assist in resolving the concern.~~
- ~~(f) Refer the concern to the School Superintendent if the parent does not agree with the decision of the principal and wishes to appeal to a higher staff authority.~~
- ~~(g) Where the principal refers the concern to the School Superintendent, the School Superintendent will consult with the principal and parent and, in collaboration with them, will make a final decision that reflects school and system policy and is in the best interests of the student.~~

~~Guidelines for School Superintendents~~

- ~~(a) Refer the parent to the principal where prior discussion with the principal has not taken place and follow up with the principal on the outcome.~~
- ~~(b) Gather any relevant information to determine the facts and circumstances.~~
- ~~(c) Consult with the principal about the concern and advise the principal of options to consider, or make a recommendation to the principal for addressing the concern and inform the parent of the outcome.~~
- ~~(d) Make a final decision about the concern in consultation with the principal and inform the parent and principal about the outcome.~~
- ~~(e) Inform the trustee about the outcome.~~
- ~~(f) Where the School Superintendent determines that the concern about a particular school or community of schools requires informing and consulting with the~~

~~Associate Director, or other appropriate central staff, the School Superintendent will initiate such communication with those persons.~~

Guidelines for Trustees

- ~~(a) Encourage the parent to address concerns with the staff member and/or school principal. If the situation is not resolved, direct the parent to the School Superintendent. Inform the School Superintendent of the concern and/or make the inquiry on behalf of the parent to the School Superintendent for investigation and resolution. The School Superintendent will apprise the Trustee of the resolution to the concern and provide any information which will assist the Trustee in communicating with the affected parties.~~
- ~~(b) If the concern involves a personnel matter, inform the appropriate School Superintendent about the inquiry. If apprised of the concern by a third party, inform the party that the concern has been shared with the appropriate School Superintendent for investigation and resolution. Indicate that all further inquiries about the concern should be directed to the School Superintendent who will follow up.~~
- ~~(c) Share information or perspectives which are pertinent to the resolution of parental concerns and issues with the appropriate School Superintendent who, if needed, will assist the Principal to resolve the issue.~~
- ~~(d) A concern regarding school facilities will be directed to the School Superintendent, the Superintendent of Planning and Facilities or the Associate Director of Planning and Facilities.~~
- ~~(e) Ensure that confidentiality is maintained by all parties concerning student and personnel matters.~~
- ~~(f) Ensure that exemplary policies and practices are established and that, through the Director of Education, Board staff is held accountable for responding to parent/stakeholder concerns.~~

Evaluation and Metrics:

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

1. The policy will be reviewed every five years.

2. Monitor ~~C~~omplaints filed externally after the internal complaint and appeal process has been exhausted.



POLICY NAME:	SCHOOL/STUDENT RELATED CONCERNS
POLICY SECTION:	Parents, Guardians & Community
DATE APPROVED:	January 12, 2011 - Board
DATE OF NEXT REVIEW:	2029
DATES OF AMENDMENTS:	November 2015; September 2024
RESPONSIBLE DEPARTMENT:	Schools

Policy:

Effective and ongoing communication at every level of the system is integral to ensuring positive working relationships among all within the Toronto Catholic District School Board (TCDSB) community.

The policy establishes clear and effective lines of communication between parents/guardians, stakeholders, and TCDSB staff.

The policy is in alignment with the TCDSB's Multi-Year Strategic Plan (MYSP) and reflects Catholic values rooted in the love of Christ.

Scope and Responsibility:

This policy extends to the entire TCDSB community and all relevant stakeholders.

The Director of Education, supported by Principals and Area Superintendents, is responsible for this policy.

Regulations:

1. All concerns shall be addressed in a respectful and professional manner that is consistent with the Education Act, all other relevant legislation, Board policies, and collective agreements.
2. In addressing parent/guardian and stakeholder concerns, staff should attempt to resolve issues locally at the source.
3. A first response acknowledging receipt of the concern is expected within two school days.

4. Staff shall make best efforts to provide an estimated date of response if an concern cannot be fully addressed within five business days of receipt.
5. The School Superintendent and/or Associate Director will communicate with the Trustee and other concerned parties within 24 to 48 hours manner regarding the resolution/decision about the raised and/or information that may impact their school community.
6. Trustee inquiries, information or suggestions to staff about possible resolutions to a school concern are to be directed to the appropriate School Superintendent and Principal to work together to help resolve the matter.
7. The School Superintendent will ensure that the Director of Education, Associate Director(s), and Chief Communications Officer are apprised of any local matter that may have system wide implications or may be the object of media interest and may require a system response. The Chair of the Board will be apprised by the Director or designate.

Cross References:

Ministry of Education Policy/Program Memorandum

- Policy/Program Memorandum 170 - School board communication with parents

TCDSB Policy /Procedure

- Addressing School Related s – Protocol
- Code of Conduct
- Trustees Code of Conduct

Evaluation and Metrics:

1. The policy will be reviewed every five years.
2. Monitor complaints filed externally after the internal process has been exhausted.

Appendix C

School/Student Related Concerns – Protocol

Classroom Level Concern

- A parent/guardian who **makes an concern** ~~expresses a concern~~ about a **classroom**-related issue will be directed to the appropriate teacher/staff member to resolve the matter.
 - Examples of classroom issues include, but are not limited to homework, assignments and report cards.
- If the parent/guardian has not been successful in resolving the concern with the teacher/staff member, the parent ~~may~~**will** address the **concern** ~~concern~~ with the **Principal**. If not resolved at the school level, the parent/guardian will be directed to the School Superintendent.

School Level Concern

- A parent/guardian who makes an concern about a school-related issue that has not been resolved at the classroom level, will be directed to the **Principal** to resolve the matter.
 - Examples of school issues include, but are not limited to, student registration, special education, transportation, schedules, suspensions, code of conduct, school safety, fundraising and parent councils.
- If the parent/guardian has not been successful in resolving the concern with the Principal, the parent/guardian may address the matter to the School Superintendent.

Board Level Concern

- A parent/guardian who makes an concern about a board-related matter that has not been resolved at the classroom and school level, will be directed to the appropriate Superintendent.

Trustee Level Concern

- Trustees may be contacted by parents/guardians about local school and

system-wide matters. Trustees may collaborate with Board and school leadership to resolve local matters.

- A parent/guardian may wish to contact their locally elected Catholic school board Trustee for any concern about their child's education.

Other Options

- Parents/guardians can also contact the TCDSB's Human Rights and Equity Advisor (HREA) or the Ontario Ombudsman where matters have not been resolved at the classroom, school and board level.
 - HREA - the HREA is committed to promoting and protecting the human rights of students, families, staff and the broader school community. They can be contacted at hrea@tcdsb.org if you have questions or concerns about a human rights matter.
 - Ontario Ombudsman - the Ontario Ombudsman promotes fairness, accountability and transparency in the public sector by investigating public complaints and systemic issues within the jurisdiction. Visit Ontario Ombudsman to learn more.

School/Student Related Concerns - Protocol

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- If the parent/guardian has not been successful in resolving the concern with the Principal, the parent/guardian may address the matter to the School Superintendent.

Board Level Concern

- A parent/guardian who makes an concern about a board-related matter that has not been resolved at the classroom and school level, will be directed to the appropriate Superintendent.

Trustee Level Concern

- Trustees may be contacted by parents/guardians about local school and system-wide matters. Trustees may collaborate with Board and school leadership to resolve local matters.

- A parent/guardian may wish to contact their locally elected Catholic school board Trustee for any concern about their child's education.

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 - Ontario Ombudsman - the Ontario Ombudsman promotes fairness, accountability and transparency in the public sector by investigating public complaints and systemic issues within the jurisdiction. Visit Ontario Ombudsman to learn more.

Parents/Guardians: Have a Question? Here's Who to Contact.

The Toronto Catholic District School Board (TCDSB) makes every effort to address questions and concerns as quickly as possible. The information below is intended to guide you through who to contact at Toronto Catholic, when needed.

Matters are best addressed locally where they arise. As such, in most situations, your child's classroom teacher or the school Principal is the first point of contact.



Teacher



Contact Your Child's Classroom Teacher

Any classroom-related question should be raised with your child's classroom teacher. They can help with issues including, but not limited to homework, assignments, and report cards.

- If the parent/guardian has not been successful in resolving the concern with the teacher/staff member, they may address the concern with the Principal.
- If not resolved at the school level, the parent/guardian will be directed to the School Superintendent.

Principal



Contact the School Principal

The Principal should be contacted if the matter is not addressed by the classroom teacher. They can help with issues including, but not limited to, student registration, special education, transportation, schedules, suspensions, code of conduct, school safety, fundraising and parent councils.

- If the parent/guardian has not been successful in resolving the concern with the Principal, they may address the matter to the School Superintendent.



[Find Your School Principal](#)

Superintendent



Contact the School Superintendent

Superintendents are responsible for a number of schools within a particular area and are available to support school staff. They can be contacted if your questions have not been addressed locally by the school Principal. They can help with issues including, but not limited to, alternate attendance request, suspension appeals and safe schools.

- If the parent/guardian has not been successful in resolving the concern with the superintendent, they may address the matter to the local Trustee.



[Find a Superintendent](#)

Trustee



Contact the Local Trustee

Trustees may be contacted by parents/guardians about local school and system-wide matters. Trustees may collaborate with Board and school leadership to resolve local matters.

- A parent/guardian may wish to contact their locally elected Catholic school board Trustee for any concern about their child's education.



[Find Your Trustee](#)

Other



Contact the TCDSB's Human Rights and Equity Advisor (HREA) or the Ontario Ombudsman

- **HREA** - the HREA is committed to promoting and protecting the human rights of students, families, staff and the broader school community. They can be contacted at hrea@tcdsb.org if you have questions or concerns about a human rights matter.
- **Ontario Ombudsman** - the Ontario Ombudsman promotes fairness, accountability and transparency in the public sector by investigating public complaints and systemic issues within the jurisdiction. Visit [Ontario Ombudsman](#) to learn more.

GOVERNANCE AND POLICY COMMITTEE

PENDING LIST TO OCTOBER 1, 2024

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1.	Mar-2017 Governance and Policy	October 2024	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Superintendent Caccamo
2.	Jan-2019 Governance and Policy	Fall 2024	Governance and Policy	That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion)	Superintendent Fernandes/EGC Ceddia
3.	August 2020 Regular Board	Under review at By-Law Review Ad Hoc Committee	Governance and Policy	That the draft documents in Appendix A and Appendix B of the report be referred to the Governance Committee and Policy Committee and the By-Law Review Ad Hoc Committee for their consideration (Revision of Toronto Catholic District School Board (TCDSB) By-Law #175 to Include the Authority of the Integrity Commissioner in the Governance Model)	EGC Ceddia

4.	June 2021 Corporate Services	Fall 2024	Governance and Policy	<p>WHEREAS: Notices of motions/motions and amendments are used to bring proposals for consideration by Trustees;</p> <p>WHEREAS: Notices of motions/motions and amendments are submitted in writing;</p> <p>WHEREAS: Preamble clauses are whereas explanatory notes that precede the be it resolved clauses;</p> <p>WHEREAS: Using a preamble or whereas explanatory notes gives the mover to list the reasons for the resolution;</p> <p>WHEREAS: Preamble clauses (whereas) should support the resolved statement(s);</p> <p>WHEREAS: Comments made in the preamble should be factual and verifiable;</p> <p>WHEREAS: Preambles must be as specific as possible about the issue and demonstrate the relevance of the resolution;</p> <p>WHEREAS: Commentary in the whereas paragraphs exemplify why action should be taken;</p> <p>WHEREAS: The TCDSB recently adopted a revised Trustee Code of Conduct that states in part:</p> <p>Trustees have a duty to treat members of the</p>	EGC Ceddia
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			<p>public, one another and staff appropriately and without abuse, bullying or intimidation;</p> <p>WHEREAS: Trustees should be committed to performing their functions with integrity, impartiality and transparency;</p> <p>WHEREAS: Trustees shall be respectful of the role of staff to advise based on political neutrality and objectivity and without undue influence from any individual Trustee or faction of the Board;</p> <p>WHEREAS: Trustees as leaders of the community, are held to a higher standard of behaviour and conduct;</p> <p>WHEREAS: Trustees shall not maliciously or falsely impugn or injure the professional or ethical reputation or the prospects or practice of staff, and all Trustees shall show respect for the professional capacities of the staff of the Board;</p> <p>WHEREAS: Trustees share a common basis and understanding for acceptable conduct of Trustees, in concert with and beyond the minimum standards of behaviour set out in the existing legislative framework;</p> <p>WHEREAS: Negative preambles should be avoided;</p> <p>WHEREAS: Members are not endorsing whereas</p>	
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			<p>comments when voting for a resolution; and</p> <p>WHEREAS: Negative motions or resolutions should not be considered.</p> <p>THEREFORE BE IT RESOLVED THAT: Trustees in presenting notices of motions, motions and amendments adopt the following principles effective immediately:</p> <ul style="list-style-type: none"> a) preambles will be factual and verifiable; b) preambles will be as issue specific as possible; c) negative preambles to notices of motions, amendments and resolutions will be avoided; d) resolutions and preambles to notices of motions/motions or amendments will not maliciously or falsely impugn the professional or ethical reputation of staff or trustees; and e) resolutions and preambles to notices of motions/motions or amendments will respect the professional Board staff and trustees <p>FURTHER BE IT RESOLVED THAT: The aforementioned be referred to the Governance and Policy Committee and to staff for necessary amendments to the present policies.</p> <p>(Consideration of Motion from Trustee Rizzo regarding Notice of Motions)</p>	
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5.	June 2021 Regular Board	Connected to 6 & 9 – Will go to By- Law Review Ad Hoc Committee first	Governance and Policy	That the revised Terms of Reference for the 2SLGBTQ+ Advisory Committee (Appendix A of the report) be approved. Staff was directed to refer the matter of having consistency with respect of determining Terms of Reference before approval of Committee membership and meetings to the Governance and Policy Committee (Approval of 2SLGBTQ+ Advisory Committee Terms of Reference)	ECG Ceddia
6.	December 2021 Governance and Policy	Connected to 5 & 9 – Will go to By-Law Review Ad Hoc Committee first	Governance and Policy	That the Update to Operational Procedures on Selection Process for Community and Parent/Guardian Membership on Advisory/Ad Hoc Committees be referred back to staff to incorporate all the amendments and to provide a comprehensive policy on recruitment processes for all types of Board Committees involving community members including Advisory, Ad hoc and Statutory Committees (Update to Operational Procedures on Selection Process for Community and Parent/Guardian Membership on Advisory / Ad Hoc Committees)	EGC Ceddia
7.	October 2022 Governance and Policy	Fall 2024	Governance and Policy	That this Item be referred to the Sweatshop Free Committee for any input by February 2023. (Sweatshop Free Purchasing Policy F.P. 04 (Rescind)).	Superintendent Putnam
8.	February 2024 Regular Board	Connected to 5 & 6 – Will go to By- Law Review Ad Hoc Committee first	Governance and Policy	Whereas: The Race Relations Committee was the earliest advisory Committee created more than two decades ago at the Toronto Catholic District School Board (TCDSB); Whereas: The Race Relations Committee was the	EGC Ceddia

			<p>foundation upon which all the TCDSB Advisory Committees have been built;</p> <p>Whereas: The Race Relations Committee is like the trunk of the tree from which all the Advisory Committees have grown and developed over time like branches on a tree;</p> <p>Whereas: TCDSB can be proud of the work each of the Advisory Committees perform;</p> <p>Whereas: In the context of our Catholic values, racism violates the fundamental dignity of the human person who is made in the image and likeness of God;</p> <p>Whereas: TCDSB has a Department devoted to Indigenous Education and Equity; adopted an Equity Plan and has several Advisory Committee representing Indigenous, African Canadian, 2SLGBTQ+, Filipino, Ukrainian and Spanish;</p> <p>Whereas: The Equity Action Plan (2023-2026) focuses on Indigenous Education, Anti-Black Racism and Support for LGBTQ+ community;</p> <p>Whereas: Duplication and limited resources should be averted;</p> <p>Whereas: The structure of the Advisory Committee engages members to share their lived experiences in order to inform system wide documents and strategies;</p>	
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			<p>Whereas: Black History Month is celebrated February 1st to 29th and honours the legacy of Black people in Canada and in our school communities; and</p> <p>Whereas: TCDSB has made significant strides in improving racial injustice it has not resulted in the eradication of either individual, or systemic racism. Some progress is not absolute progress.</p> <ol style="list-style-type: none"> 1. Be It Resolved That: The TCDSB continue to adopt a Zero-Tolerance Attitude Towards Racism and ensure everyone learns the Catholic language of inclusion; 2. Be It Further Resolved That: The Governance and Policy Committee review all Advisory Committees to address issues identified in this motion; 3. Be It Resolved That: The existing Advisory Committees should independently and regularly report to the Board so that trustees can develop policies needed to address all forms of systemic equity issues; 4. Be It Further Resolved That: The Special Board Advisory Committee on Race Relations be discontinued at this time in this form; 5. Further Be It Resolved That: The members of the Special Board Advisory Committee on Race 	
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9.				<p>Relations be thanked for their contribution and service to the TCDSB; and</p> <p>Further Be It Resolved That: Special thanks be extended to the Trustees, community members and Staff of the Special Board Advisory Committee on Race Relations for their passion and leadership on this file (Special Board Advisory Committee on Race Relations)</p>	
	August 2024 Regular Board	Fall 2024	Governance and Policy	<p>Received.</p> <p>BE IT RESOLVED THAT: The Governance and Policy Committee have an opportunity to review all impacted TCDSB policies at the earliest opportunity with required amendments to ensure alignment with the Ministry of Education's upcoming Regulatory Reforms effective 2025; (Regulatory Reforms to Better Schools and Student Outcomes Act)</p>	CCO Vlahos
	September 2024 Regular Board	TBC	Governance and Policy	<p>That this report be referred to the Governance and Policy Committee to explore how to maintain levels of governance and transparency and how to reduce the number of meetings to a more manageable level. (Scheduling of Monthly Meetings Requiring All Trustees)</p>	CCO Vlahos



The Toronto Catholic District School Board: Governance and Policy Priority List 2024-25

GAP Date	Policy or Procedure	Workplan	New/Revised Policy
September 3, 2024	Catholicity and School Support		✓
	Chaplaincy Program Policy		
	Good Neighbour		✓
	Guidelines For Trustees, Parents and Staff in Addressing School Related Concerns		✓
	Proposed School Events Policy Blessing and Official Opening of Schools School Events Communications and Invitee Protocols Year-End Celebrations for Kindergarten Children		✓
	Proposed Respectful Workplace policy Harassment and Discrimination Conflict Resolution Complaint Against a Staff Member Workplace Violence Occupational Health and Safety	✓	

GAP Date	Policy or Procedure	Workplan	New/Revised Policy	Considerations
October 1, 2024	Chaplaincy Program Policy		✓	
	Student/School Related Concerns (Guidelines For Trustees, Parents and Staff in Addressing School Related Concerns)		✓	
	Combined (Split) Grade Classes for Elementary Schools Concussion Policy Cursive Writing Elementary French Programming School Excursions Student and Program Assessment Physical Activities Within the Physical and Health Education Programs	✓		
November 6, 2024	Trustees Code of Conduct Appendix A - TCDSB Code of Conduct Complaint Protocol Appendix B - Commentary on Trustee Code of Conduct Appendix C - Guide to Trustee Code of Conduct: Procedure for Complaints Trustee Honorarium		✓	
	COVID-19 Immunization Disclosure			
December 3, 2024	Proposed Respectful Workplace policy Harassment and Discrimination Conflict Resolution Complaint Against a Staff Member		✓	
	Occupational Health and Safety		✓	

GAP Date	Policy or Procedure	Workplan	New/Revised Policy	Considerations
	Workplace Violence		✓	
	Concussion Policy		✓	
	Cursive Writing		✓	
	School Excursions		✓	
	Student and Program Assessment		✓	
	Physical Activities Within the Physical and Health Education Programs			
January 7, 2025	Acceptance of Hospitality or Gifts Awards, Funds and Scholarships Disposal of Surplus or Obsolete Furniture, Fixtures and Equipment Credit and Purchase Cards Employee Expenses Effective Financial Management and Control of Operations Food and Beverage Sold in Schools Cafeterias - Secondary Schools Purchasing Policy Sweatshop-Free Purchasing Policy Credit Union		✓	

GAP Date	Policy or Procedure	Workplan	New/Revised Policy	Considerations
February 4, 2025	Guide Dogs/Service Dogs, and Service Animals for Students Mental Health and Well Being Prevalent Medical Conditions Special Education Programs and Services	✓		
March 4, 2025	Combined (Split) Grade Classes for Elementary Schools		✓	
	Elementary French Programming		✓	
	Placement of Pupils		✓	
April 5, 2025	Electronic Participation in Meetings of the Board, Committees of the Board, and the Committee of the Whole Board		✓	
May 6, 2025	Guide Dogs/Service Dogs, and Service Animals for Students		✓	
	Mental Health and Well Being		✓	
	Prevalent Medical Conditions		✓	
	Special Education Programs and Services		✓	
June 3, 2025				

GAP Date	Policy or Procedure	Workplan	New/Revised Policy	Considerations
September 2025	Access to Students in Schools Dress Code for Pupils Fresh Start Victim's Rights Duty to Report, Duty to Support Opening and Closing Exercises Student Councils Suspension and Expulsion Policy	✓		
October 2025	Program Transportation Transportation Driver Education Programs Placement of Pupils	✓		
November 2025	Prayer in Schools Religious Accommodation Catholic Equity and Inclusive Education Policy Charter of Rights of the Family Student Pregnancy	✓		
December 2025				
January 2026				

GAP Date	Policy or Procedure	Workplan	New/Revised Policy	Considerations
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February 2026				
March 2026				
April 2026				
May 2026				
June 2026				