

# TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

## AGENDA FEBRUARY 20, 2025

**Markus de Domenico, Chair**  
Trustee Ward 2



**Kevin Morrison, Vice Chair**  
Trustee Ward 9

**MULTI-YEAR STRATEGIC PLAN**  
2022 - 2025

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

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Michael Del Grande**  
Trustee Ward 7

**Daniel Di Giorgio**  
Trustee Ward 10

**Ruben Da Silveira**  
Student Trustee

**Angela Kennedy**  
Trustee Ward 11

**Ida Li Preti**  
Trustee Ward 3

**Teresa Lubinski**  
Trustee Ward 4

**Joseph Martino**  
Trustee Ward 1

**Maria Rizzo**  
Trustee Ward 5

**Garry Tanuan**  
Trustee Ward 8

**JoyGold Goodluck**  
Student Trustee



### MISSION

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

### VISION

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

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

**Dr. Brendan Browne**  
Director of Education

**Markus de Domenico**  
Chair of the Board

## **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 laissant 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**

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

## **OUR VISION**

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



# AGENDA

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

Markus de Domenico, Chair

Kevin Morrison, Vice Chair

Thursday, February 20, 2025

7:00 P.M.

---

	Pages
1. Call to Order	
2. Memorials and Opening Prayer	
3. Land Acknowledgement	
4. Singing of O Canada	
5. Roll Call & Apologies	
6. Approval of the Agenda	
7. Reports from Private Session	
8. Notices of Motions	
8.a From Trustee Kennedy regarding Waiving Permit Policy B.R.05, Appendix B, Regulation 6; Senator O'Connor Irish Dinner on February 27, 2025.	1
8.b From Trustee Kennedy regarding Armenian Heritage	2 - 3
9. Declarations of Interest	

<b>10.</b>	<b>Approval and Signing of Minutes of the Previous Meetings</b>	
10.a	Special Board (Student Achievement) Held January 9, 2025	4 - 7
10.b	Special Board (Corporate Services) Held January 16, 2025	8 - 11
10.c	Regular Board Held January 30, 2025	12 - 51
<b>11.</b>	<b>Member Statements</b>	
<b>12.</b>	<b>Presentations</b>	
12.a	From the Chair of the Board	52
12.b	From the Director of Education	53 - 54
12.c	From the Student Trustee(s) (Refer February 20, 2025 Addendum)	
<b>13.</b>	<b>Delegations</b>	
<b>14.</b>	<b>Consideration of Motions For Which Previous Notice Has Been Given</b>	
<b>15.</b>	<b>Consent and Review</b>	
<b>16.</b>	<b>Unfinished Business from Previous Meetings</b>	
<b>17.</b>	<b>Matters recommended by Standing Committees of the Board</b>	
<b>18.</b>	<b>Matters recommended by Statutory Committees of the Board</b>	
<b>19.</b>	<b>Matters referred/deferred from Committees/Board</b>	
<b>20.</b>	<b>Reports of Officials for the Information of the Board of Trustees</b>	
20.a	Proceeds of Disposition Status Update	55 - 60
<b>21.</b>	<b>Reports of Officials Requiring Action of the Board of Trustees</b>	
21.a	From the Governance and Policy Committee: Notice of Motion	61 - 80
21.b	From the Governance and Policy Committee: Disposal of Surplus or Obsolete Furniture, Fixtures, and Equipment	81 - 87

21.c	From the Governance and Policy Committee: Purchase Cards Policy	88 - 96
21.d	From the Governance and Policy Committee: Purchasing Policy	97 - 112
21.e	2024-2025 Multi-Year Strategic Plan Report	113 - 142
21.f	2025-2026 School Year Calendar Report	143 - 147
21.g	Monthly Procurement Approvals	148 - 151
22.	Reports from External Committees / Organizations	
23.	Listing of Communications	
23.a	From the Governance and Policy Committee: Approved Minutes of Meeting Held January 7, 2025	152 - 159
23.b	From the Special Education Advisory Committee: Approved Minutes of Meeting Held January 15, 2025	160 - 166
24.	Inquiries	
25.	Updating of Pending Lists	
25.a	Master Pending List and Rolling Calendar	167 - 177
25.b	Annual Report	178 - 181
26.	Closing Prayer	
27.	Adjournment	

**OUR MISSION**

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

**OUR VISION**

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



**Angela Kennedy**  
**Trustee Ward 11**

**E-mail: [Angela.Kennedy@tcdsb.org](mailto:Angela.Kennedy@tcdsb.org)**

**Voicemail: 416-512-3411**

**To:** Regular Board Meeting, February 20, 2025

**From:** Angela Kennedy, Trustee Ward 11

**Subject:** Notice of Motion to Waive Permit Policy B.R.05, Appendix B, Regulation 6; Senator O'Connor Irish Dinner on February 27, 2025.

---

**MOVED BY:** Angela Kennedy, Toronto Catholic District School Board,

**SECONDED BY:**

**WHEREAS:** Senator O'Connor has a longstanding tradition of hosting an Irish Dinner in late February, celebrating the Irish heritage of our founding Christian Brothers. This event honors the strong legacy of Catholic community fostered by Senator Frank O'Connor's gift, which continues to benefit generations of TCDSB students and families. This event is held for staff, and is to be held on February 27, 2025 and;

**WHEREAS:** Senator O'Connor Principal requests that the TCDSB Permit Policy be waived, so that the Committee may apply for a liquor license to serve liquor on school premises or the Estate House, for this event.

**THEREFORE BE IT RESOLVED THAT:** The *Permit Policy B.R.05, Appendix B, Regulation 6* be waived and that permission be granted to the Alumni Committee to apply for a liquor permit for the February 27, 2025 event.

**Angela Kennedy**  
**Trustee, Ward 11**

**OUR MISSION**

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

**OUR VISION**

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



*Angela Kennedy  
Trustee Ward 11*

*E-mail: [Angela.Kennedy@tcdsb.org](mailto:Angela.Kennedy@tcdsb.org)*

*Voicemail: 416-512-3411*

**To: Regular Board Meeting, February 20, 2025**

**From:** Angela Kennedy, Trustee Ward 11

**Subject: Notice of Motion – Armenian Heritage**

---

**MOVED BY:** Trustee Angela Kennedy, Toronto Catholic District School Board

**SECONDED BY:** Trustee Markus De Dominico, Toronto Catholic District School Board

**WHEREAS:** Since the Month of May in each year has been proclaimed as Armenian Heritage Month by the Legislative Assembly of Ontario;

**WHEREAS:** Ontario is home to 100,000 people of Armenian descent. Armenians began migrating to Canada in 1880s.more than 100 settled in Ontario. Decades later approximately 2000 survivors of the 1915 Armenian genocide, mostly women and children came to Canada as refugees;

**WHEREAS:** In the early 1920's over 100 orphaned Armenian children later called "Georgetown Boys" were brought to Georgetown by the Armenian relief Association of Canada – "Canada's Noble Experiment." This was considered one of the first Canadian Humanitarian Acts on an international scale.

**WHEREAS:** May is a significant month for the Armenian Community especially May 28th. Armenians gained sovereignty over their historical territory after 600 years of colonization, occupation, subjection and genocide;

**WHEREAS:** The month of May offers a valuable opportunity to educate TCDSB students about this important history;

**THEREFORE BE IT RESOLVED THAT:** May be designated as a time to raise awareness and educate TCDSB students on this significant history.

**Angela Kennedy**  
**Trustee, Ward 11**

---



**OUR MISSION**

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

**OUR VISION**

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



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

**HELD THURSDAY, JANUARY 09, 2025**

**STUDENT ACHIEVEMENT**

**PRESENT:**

**Trustees:**

M. de Domenico, Chair of the Board  
F. D'Amico, Chair of the Committee  
A. Kennedy, Vice Chair of the Committee  
N. Crawford  
M. Del Grande - Virtual  
D. Di Giorgio – Virtual  
I. Li Preti – Virtual  
T. Lubinski  
M. Rizzo – Virtual  
G. Tanuan

**Student Trustee:**

R. Da Silveira

**Staff:**

D. Boyce  
D. Boyce  
A. Della Mora  
R. Putnam  
S. Campbell  
A. Ceddia  
L. Coulter  
C. Fernandes  
P. Aguiar

M. Caccamo  
F. Cifelli  
R. D'Addario  
G. Danfulani  
L. DiMarco  
K. Dixon  
R. Fernandes  
M. Meehan  
R. Peterson  
S. Vlahos  
R. Walo

S. Harris, Recording Secretary  
S. Adaikpoh, Assistant Recording Secretary

**5. Roll Call and Apologies**

Apologies were extended on behalf of Trustees Martino and Morrison, as well as Student Trustee Goodluck,

**8. Declarations of Interest**

There were none.

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

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustee Da Silveira wished to be recorded as voted in favour.

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Li Preti  
Kennedy

Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustee Da Silveira wished to be recorded as voted in favour.

---

SECRETARY

---

CHAIR

## **OUR MISSION**

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

## **OUR VISION**

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



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

**HELD THURSDAY, JANUARY 16, 2025**

## **Corporate Services**

### **PRESENT:**

#### **Trustees:**

M. de Domenico, Chair of the Board  
K. Morrison, Vice-Chair of the Board  
M. Rizzo – Chair of the Committee - Virtual  
J. Martino – Vice-Chair of the Committee and Acting Chair  
N. Crawford  
F. D’Amico  
M. Del Grande – Virtual  
A. Kennedy  
G. Tanuan - Virtual

#### **Staff:**

B. Browne  
D. Boyce  
A. Della Mora  
R. Putnam  
A. Ceddia  
L. Coulter  
M. Damad  
S. Vlahos  
  
S. Harris, Recording Secretary  
S. Hinds-Barnett, Assistant Recording Secretary

**5. Roll Call and Apologies**

Apologies were extended on behalf of Student Trustees Da Silveira and Goodluck. Trustees Di Giorgio, Li Preti and Lubinski were absent.

**8. Declarations of Interest**

In PRIVATE Session, Trustee Kennedy declared a Conflict of Interest in a Board budgetary matter as she has family members who are employees of the Board. Trustee Kennedy did not participate in discussions nor vote on that Item.

In PUBLIC Session, Trustees Kennedy and Lubinski declared a Conflict of Interest in Item 12a) Financial Outlook - R. Putman, Chief Financial Officer and Treasurer as they have family members who are employees of the Board.

Trustees Kennedy and Lubinski did not participate in discussions nor vote on that Item.

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

MOVED by Trustee Morrison, seconded by Trustee Rizzo, that all matters dealt with in PRIVATE and PUBLIC Sessions be approved.

Trustee Kennedy left the horseshoe at 10:30 pm due to a Declaration of Interest in PRIVATE and PUBLIC Items, as earlier indicated.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico

de Domenico  
Del Grande  
Martino  
Morrison  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Kennedy returned to the horseshoe at 10:31 pm.

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande  
Kennedy  
Martino  
Morrison  
Rizzo  
Tanuan

The Motion was declared

CARRIED

---

SECRETARY

---

CHAIR



**OUR MISSION**

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

**OUR VISION**

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



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

**HELD THURSDAY, JANUARY 30, 2025**

**PRESENT:**

**Trustees:**

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

**Student Trustees:**

R. Da Silveira  
J. Goodluck

**Staff:**

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

A. Ceddia  
L. Coulter  
C. Fernandes  
M. Damad  
P. Aguiar  
M. Caccamo  
F. Cifelli  
R. D'Addario  
G. Danfulani  
K. Dixon  
M. Farrell  
R. Fernandes  
M. Loberto  
M. Meehan  
R. Peterson  
S. Vlahos  
R. Walo  
M. Zlomislic

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

## **6. Approval of the Agenda**

MOVED by Trustee Morrison, seconded by Trustee Crawford, that the Agenda, as amended to include the Addendum, Items 11a) Member Statement from Trustee Crawford regarding Memoriam Tribute for Rose Andrachuk, former Board of Trustee; 23f) Communication from Jennifer Di Francesco regarding the Motion to Ontario Catholic School Trustees' Association (OCSTA) on Director's Performance Appraisal Process and Parental Involvement; Inquiries: 24a) From Trustee Rizzo regarding Childcare; and 24b) From Trustee Del Grande regarding the Upcoming Election and Political Advocacy, be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustee Da Silveira and Goodluck wished to be recorded as voted in favour.

**7. Reports from Private Session**

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the following report from Trustee Morrison be received.

In PRIVATE Session:

Approved Minutes of Meetings held September 19, 2024 and October 24, 2024; and

In TRIPLE PRIVATE Session:

Approved Minutes of Meetings held September 19, 2024

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustee Da Silveira and Goodluck wished to be recorded as voted in favour.

**9. Declarations of Interest**

In PRIVATE Session, there were none.

Trustees Del Grande, Kennedy, Lubinski and Rizzo declared a Conflict of Interest in Sub-Items 21f.b) Underfunding of the Associated Costs of Absenteeism to Boards Across Ontario; and 21f.c) Comprehensive Review of Sick Leave as they have family members who are employees of the Board.

Trustees Del Grande, Kennedy, Lubinski and Rizzo indicated that they would neither participate in discussions regarding those Items nor vote.

**10. Approval and Signing of Minutes of the Previous Meetings**

MOVED by Trustee Del Grande, seconded by Trustee Morrison, that Items 10a), 10b) and 10c) be adopted as follows:

**10a) Special Board (Student Achievement) Held December 5, 2024** approved;

**10b) Special Board (Corporate Services) Held December 11, 2024** approved;  
and

**10c) Regular Board Held December 12, 2024** approved.

The Motion was declared

CARRIED

**11. Member Statements**

**11a) From Trustee Crawford regarding Memoriam Tribute for Rose Andrachuk, former Board of Trustee.**

**12. Presentations**

MOVED by Trustee Morrison, seconded by Trustee Rizzo, that Items 12a) and Sub-Item 12ai) be adopted as follows:

**12a) From the Chair of the Board** received; and

**12ai) Toronto Catholic District School Board (TCDSB) Ontario Catholic School Trustees' Association (OCSTA) Short Video Contest Winners** received.

The Motion was declared

CARRIED

Trustee Del Grande left the horseshoe at 8:02 pm.

MOVED by Trustee Morrison, seconded by Trustee Rizzo, that Item 12b) be adopted as follows:

**12b) From the Director of Education** received.

Trustee Del Grande returned to the horseshoe at 8:08 pm.

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Martino, that Item 12c) be adopted as follows:

**12c) From the Student Trustees** received.

The Motion was declared

CARRIED

**13. Delegations**

**13a) From Oluwaseun Martins regarding Director Performance Appraisal Process, Item 21f), Resolution 9, Page 130** delegate was absent.

**13b) From Joshua Singh regarding Director Performance Appraisal Process, Item 21f), Resolution 9, Page 130** delegate was absent.

**14. Consideration of Motions For Which Previous Notice Has Been Given**

MOVED by Trustee Rizzo, seconded by Trustee Morrison, that Item 14a) be adopted as follows:

**14a) From Trustee Rizzo on behalf of Student Trustees JoyGold Goodluck and Ruben Da Silveira regarding Student Trustee Recognition and Records:**

WHEREAS: The Education Act of Ontario recognizes Student Trustees as elected representatives of students on school Boards;

WHEREAS: Student Trustees have been part of the TCDSB for several decades;

WHEREAS: Student Trustees advocate and serve as a voice for students at the Board;

WHEREAS: Student Trustees have significantly contributed and participated in notable board wide, and even citywide initiatives;

WHEREAS: Present and future Student Trustees take inspiration from previous work, accomplishments, and initiatives of past student trustees to enhance their contributions to the Board;

WHEREAS: Keeping clear history of Student Trustees can display representation and encouragement for Grade 10 students thinking about applying for the position; and

WHEREAS: There is no history, no records kept, or photos of past Student Trustees at the Board.

THEREFORE BE IT RESOLVED THAT: The Director of Education be requested to prepare a report on officially recognizing Student Trustees via photo gallery of Student Trustees; maintenance of Board records of Student Trustees and creation of archival information on Student Trustees.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustee Da Silveira and Goodluck wished to be recorded as voted in favour.

MOVED by Trustee Morrison that Regulation 8 of the Delegations and Public Participation Policy T.14, "All delegates must submit a written copy of their deputation to the Recording Secretary's Office no later than two (2) business days preceding the meeting ..." be waived to allow Delegations: Items 13c) From Nestor Silveira regarding Director Performance Appraisal Process; and 13d) From Celine Di Nova regarding Director Performance Appraisal Process, Item 21f), Resolution 9, Page 130, be added.



There was no seconder.

The Chair ruled the Motion out of order.

Trustee Tanuan challenged the Chair.

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

**In Favour**

**Opposed**

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

Del Grande  
Lubinski  
Morrison  
Tanuan

The Chair's Ruling was upheld.

Student Trustee Da Silveira and Goodluck wished to be recorded as voted in favour.

The Chair declared a five-minute recess.

The meeting resumed with Trustee de Domenico in the Chair.

**PRESENT:**

**Trustees:** M. de Domenico – Chair  
K. Morrison – Vice Chair  
N. Crawford

F. D'Amico  
M. Del Grande  
A. Kennedy  
I. Li Preti  
T. Lubinski  
J. Martino  
M. Rizzo  
G. Tanuan

**Student Trustees:** R. Da Silveira  
J. Goodluck

## **15. Consent and Review**

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

- 18a) Recommendation to Board from the Special Education Advisory Committee Modified School Days, Denial of Education – Trustee Rizzo;
- 18b) Recommendation to Board from the Special Education Advisory Committee Special Education Plan December 2024 - Trustee Del Grande;
- 19a) Misting Station Pilot Update – Trustee Rizzo;
- 21a) From the Governance and Policy Committee: Concussion Policy – Trustee Tanuan;
- 21f) Toronto Catholic District School Board (TCDSB) Resolutions for Ontario Catholic School Trustees' Association (OCSTA) 2025 Annual General Meeting – Trustee Del Grande;
- 21fi) Appendix B - Canada First Approach – Trustee Rizzo;
- 23e) Communication from Didem Proulx, Assistant Deputy Minister, Capital and Business Support Division regarding 2024-25 Capital Priorities Grant Program – Trustee Rizzo;

Inquiries:

- 24a) From Trustee Rizzo regarding Childcare; and
- 24b) From Trustee Del Grande regarding the Upcoming Election and Political Advocacy

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that the Items not held be received and Staff Recommendations be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustee Da Silveira and Goodluck wished to be recorded as voted in favour.

## ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 21b) **From the Governance and Policy Committee: School Excursions Policy** that the proposed School Excursion Policy provided in Appendix A (tracked) and Appendix B (clean) of the report, be approved;
- 21c) **From the Governance and Policy Committee: Occupational Health and Safety Policy** that the revised Occupational Health and Safety Policy provided in Appendix A (tracked) and Appendix B (clean) of the report, be approved;
- 21d) **From the Governance and Policy Committee: Workplace Violence Policy** that the revised, Workplace Violence Policy provided in Appendix A (tracked) and Appendix B (clean) of the report, be approved;
- 21e) **From the Governance and Policy Committee: Respectful Workplace Policy** that the proposed Respectful Workplace policy (Appendix A) be approved and the Harassment and Discrimination in the Workplace policy (Appendix B), Conflict Resolution (Appendix C), and Complaint Against a Staff Person Policy (Appendix D) of the report, be rescinded;

### Listing of Communications

- 23a) **From the Political Action Ad Hoc Committee: Approved Minutes of Meeting Held February 28, 2024;**
- 23b) **From the Governance and Policy Committee: Approved Minutes of Meeting Held November 6, 2024;**
- 23c) **From the Special Education Advisory Committee: Approved Minutes of Meeting Held December 4, 2024;**
- 23d) **From the Catholic Parent Involvement Committee: Approved Minutes of Meeting Held December 9, 2024;**
- 23f) **From Jennifer Di Francesco regarding The Motion to Ontario Catholic School Trustees' Association (OCSTA) on Directors Performance Appraisal Process and Parental Involvement;**

25a) **Master Pending List and Rolling Calendar; and**

25b) **Annual Report**

**18. Matters recommended by Statutory Committees of the Board**

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 18a) be adopted as follows;

**18a) Recommendation to Board from the Special Education Advisory Committee (SEAC) - Modified School Days, Denial of Education** that the following SEAC recommendation be referred to Staff to ensure that current school-based practices including consultations with Superintendents, documentation through the School Based Student Learning Team and communication with parents/guardians remain a high priority to ensure that exclusions are rare and only reserved for cases that involve significant mental health and safety concerns. Staff will provide SEAC with an annual update and flag any concerns regarding increased occurrences:

WHEREAS: The mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: Modifying a special need student's school day denies them the ability participate in their school community, interact with their peers and bond the school community with their home and parish;

WHEREAS: Educating all students is the primary purpose of this school board and the publicly funded education system in Ontario;

WHEREAS: Time spent out of class for any student creates a gap in their education that needs to be closed so they may keep up with their peers. The more time out of class the bigger the gap and the more difficult it is to close. Closing this gap is even more difficult for a student that has a disability that affects their ability to learn. Should the gap become sufficiently large the student will not be able to close this gap regardless of supports provided at school or home and they will fail to graduate, be required to repeat a grade, be moved to a segregated ISP program where their education gap will continue to grow, thus breaking the link with their peers and school community;

WHEREAS: The Education Act provides Principals the ability to arbitrarily shorten a special needs student school day if the resources provided by the board are not adequate to educate the student full time. See:

R.R.O. 1990, Reg. 298: OPERATION OF SCHOOLS – GENERAL

Under daily “Daily Sessions” which states:

“3. (1) The length of the instructional program of each school day for pupils of compulsory school age and pupils in full day junior kindergarten or kindergarten shall be not less than five hours a day excluding recesses or scheduled intervals between classes. R.R.O. 1990, Reg. 298, s. 3 (1); O. Reg. 78/14, s. 1 (1)....

(3) Despite subsection (1), a board may reduce the length of the instructional program on each school day to less than five hours a day for an exceptional pupil in a special education program. R.R.O. 1990, Reg. 298, s. 3 (3).”;

WHEREAS: Boards and Principals have interpreted this section of the Education Act to allow them to modify a special needs student’s school day up to and including having the student remain at home for an extended period of time and allow routine late drop offs and early pick-ups by the transportation department;

WHEREAS: The Education Act does not require tracking of the frequency of this decision, documentation of the reason, steps being taken to return the student to a regular classroom to resume their education;

WHEREAS: Given the multitude of challenges a Principal encounter every day in the performance of their duties it is easy for them to not prioritize the resumption of the education and return to school full time for a student on modified days; and

WHEREAS: This Modified school days and denial of education issues as it affects special needs students is a widespread problem in public education reported by many parents and organization/associations dedicated to supporting the families of special needs students as outlined in the 2 appendices attached from Inclusion Canada and the New Brunswick Child and Youth’s advocates office. It has also been brought up as an issue at TCDSB SEAC meetings by a Trustee;

BE IT RESOLVED THAT: SEAC recommends to the board a policy be created to track special needs students and those suspected of having special needs who are on modified days, be it one day or for an extended period;

BE IT RESOLVED THAT: At the time of determining a modified days schedule will be implemented a report be prepared with key student information, school, date and involved Staff and positions listed along with the reason for the decision and the plan to return the student to school full time. This report must be updated every 2 weeks throughout the school year with progress reports, changes in plans until the student returned to school full time and/or other developments make it no longer required;

BE IT RESOLVED THAT: A copy of the report and updated reports will be added to the student's OSR, provided to parents, the Area Superintendent and Superintendent of Special Services. The Superintendents are to review the reports, delegate and follow up with their Staff and others as appropriate with the goal of returning the student to school full time;

BE IT RESOLVED THAT: A summary report of the numbers of student on "modified school days" be provided to SEAC and the Board of Trustees on a bi-annual basis, January and June of the school year. Showing monthly totals and year over year changes; and

BE IT RESOLVED THAT: Policy and Staff be ready to implement this process by the start of the next school year.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustee Da Silveira and Goodluck wished to be recorded as voted in favour.

MOVED by Trustee Del Grande, seconded by Trustee Martino, that Item 18b) be adopted as follows:

**18b) Recommendation to Board from the Special Education Advisory Committee - Special Education Plan December 2024:**

**Sections for Discussion – 5) Special Education Staff; 6) Specialized Equipment; and 7) Transportation for Students with Special Education Needs was unanimously passed** that the following SEAC recommendation be referred to Staff for a report:

1. Mandatory professional development for bus drivers that transport students with special needs and provide ongoing support for bus driving Staff should they be experiencing challenges with special needs students;
2. That the Minister of Education consider funding for special needs Staff on school buses to assist with special needs students; and
3. That Items 1 and 2 above be sent to the Transportation Consortium and Minister of Education.



Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustee Da Silveira and Goodluck wished to be recorded as voted in favour.

**19. Matters Referred/Deferred from Committees/Board**

From the January 16, 2025 Corporate Services, Strategic Planning and Property Committee Meeting

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

- 19a) Misting Station Pilot Update** that Staff prioritize schools without shading structures, trees in their school yard and install misting stations/umbrellas one per ward;

Further that Principals and Caretakers be given adequate training on its use; and

That Staff investigate other forms of cost-effective misting stations.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustee Da Silveira and Goodluck wished to be recorded as voted in favour.

The Chair declared a 10-minute recess.

The meeting resumed with Trustee de Domenico in the Chair and no change to the Roll Call, except for Trustee D'Amico's virtual participation.

**21. Reports of Officials Requiring Action of the Board of Trustees**

MOVED by Trustee de Domenico, seconded by Trustee Crawford, that Sub-Item 21f.a) be adopted as follows:

**21f.a) Shortfall of Provincial Funding of Statutory Benefits and Employee Deductions:**

WHEREAS: Boards have an obligation to maintain a balanced budget each year;

WHEREAS: Boards have an obligation to fund statutory benefits and employee deductions such as Employment Insurance (EI), Canada Pension Plan (CPP) and Ontario Municipal Employees Retirement System (OMERS);

WHEREAS: The Ministry of Education has not kept up with the inflationary rises in the costs of these programs; and

WHEREAS: The Toronto Catholic District School Board alone generates a \$18 million shortfall each year due to the inadequate funding of these programs.

THEREFORE, BE IT RESOLVED THAT: Ontario Catholic School Trustees' Association petition the Ministry of Education to fund School Boards across Ontario for the actual current cost to fund statutory benefits and employee deductions such as EI, CPP and OMERS.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

Trustees Del Grande, Kennedy, Lubinski and Rizzo left the horseshoe at 10:35 pm due to a Declaration of Interest in Sub-Items 21f.b) and 21f.c) below, as earlier indicated.

MOVED by Trustee de Domenico, seconded by Trustee Tanuan, that Sub-Item 21f.b) be adopted as follows:

**21f.b) Underfunding of the Associated Costs of Absenteeism to Boards Across Ontario:**

WHEREAS: Under the Education Act of Ontario, school Boards are obligated to balance their operating budgets. The rising rate of absenteeism has had a detrimental effect on a Board's ability to discharge this fundamental obligation;

WHEREAS: The Ministry of Education in association with OCSTA, has the sole responsibility to conduct Central Bargaining with OECTA and Education Worker unions. The results of central bargaining are implemented by Boards, including paid Sick Leave. Boards must implement and pay for the use of sick leave benefits with inadequate funding provided by the Ministry; and

WHEREAS: The funding provided to the TCDSB to fund "Sick Leave" has proven to be so inadequate, that in the last year the TCDSB has generated a shortfall of \$48 million dollars per year which accounts for approximately two thirds of its entire deficit.

THEREFORE BE IT RESOLVED THAT: OCSTA petition the Ministry of Education to fund School Boards across Ontario for the actual cost of sick leave and other absence-related costs for all employee groups; and

THEREFORE BE IT FURTHER RESOLVED THAT: OCSTA petition the Ministry of Education to provide additional funding to School Boards to support the implementation of PPM 171 – ASP, Attendance Support Programs, released on June 26, 2024. Attendance Support is a non-disciplinary program intended to support employees who are not able to consistently attend work by setting an attendance threshold, recording and tracking attendance, and engaging with or coaching employees.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D’Amico  
de Domenico  
Li Preti  
Martino  
Morrison  
Tanuan

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

MOVED by Trustee de Domenico, seconded by Trustee Tanuan, that Sub-Item 21f.c) be adopted as follows:

**21f.c) Comprehensive Review of Sick Leave:**

WHEREAS: Under the Education Act of Ontario, school Boards are obligated to balance their operating budgets. The rising rate of absenteeism has had a detrimental effect on a Board’s ability to discharge this fundamental obligation; and

WHEREAS: The government passed the “Putting Students First Act” whereby the Sick Leave benefit system was changed by the government, ending the ability of employees to “Bank” unused Sick Leave for the purposes of a retirement gratuity. In the past decade absenteeism has skyrocketed from an average of 8 days absent to between a low of 10 days to a high of 19 days with the Provincial average currently at 15.6 days.

THEREFORE, BE IT RESOLVED THAT: OCSTA petition the Auditor General of Ontario to undertake a comprehensive review of the impact of sick leave and other absences in the education sector including financial, operational and student achievement implications; and

THEREFORE BE IT FURTHER RESOLVED THAT: OCSTA petition the Ministry of Education to study the feasibility and potentially positive outcomes associated with the introduction of sick leave programs that incentivize employees in an effort to decrease absenteeism.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D’Amico  
de Domenico  
Li Preti  
Martino  
Morrison  
Tanuan

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

Trustees Del Grande, Kennedy, Lubinski and Rizzo returned to the horseshoe at 10:40 pm.

MOVED by Trustee de Domenico, seconded by Trustee Morrison, that Sub-Item 21f.d) be adopted as follows:

**21f.d) Capital Projects Category for Gymnasiums:**

WHEREAS: Students are developing increasingly unhealthy living habits due to easy access to poor food choices, a lack of physical activity and exercise, and many hours per day spent using electronic devices;

WHEREAS: Health professionals have declared that society is in an obesity crisis especially children and youth;

WHEREAS: Indoor exercise facilities are needed due to our harsh climate that can limit outdoor activity for many months of the year;

WHEREAS: Gymnasiums are expensive and Boards do not have sufficient funding to build them;

WHEREAS: Many School Boards have schools that are older buildings and have no gymnasiums or small, improperly ventilated, poorly lit gymnasiums. Many schools have had to designate other unsuitable spaces for physical fitness and indoor team sports; and

WHEREAS: Every year the Ministry of Education has a Capital Priority call and invites Boards to submit business cases substantiating the need for new schools and additions.

THEREFORE BE IT RESOLVED THAT: OCSTA petition the Ministry of Education to add a new category to capital funding requests. The new category would be Capital Funding Requests for funding of the renovation and/or building of new gymnasiums or sports facilities in school communities.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Sub-Item 21f.e) be adopted as follows:

**21f.e) Technology Infrastructure and Cybersecurity:**

WHEREAS: Technology infrastructure is essential to the effective functioning of a School Board;

WHEREAS: Cybersecurity attacks on School Boards and corporations are increasing steadily; and

WHEREAS: The costs of restoring technology systems after a cybersecurity attack are prohibitive. Preventative practices and systems are needed to



safeguard School Board data and functions and enhance the school Board ability to withstand threats.

THEREFORE BE IT RESOLVED THAT: OCSTA petition the Ministry of Education to fund the cost of critical technology infrastructure, cybersecurity, business continuity plan (BCP) and enterprise resource planning (ERP) systems.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Sub-Item 21f.f) be adopted as follows:

**21f.f) Increase in School Based Childcare Centres in Ontario:**

WHEREAS: Quality childcare is essential to child and parent well being. Integrating child care spaces in schools alleviates the stress families face when planning for their child's care and educational journey and reduces the emotional strain associated with finding child care providers in proximity to their child's prospective school;

WHEREAS: Integrating child care spaces in schools facilitates a seamless transition from early learning into the broader education system, and fosters a stronger connection with the school community. It is in the best interest of the Ministry of Education to provide a solid introduction to learning to all Ontario children;

WHEREAS: School Boards are well positioned to have a pivotal role bridging the crucial gap between child care operators and the education system. The best practice for quality childcare is to locate Childcare Centres in schools;

WHEREAS: Schools are not merely structures; they are woven into the social fabric of communities, offering families a comprehensive support system throughout their educational journey. They serve as hubs for community gatherings, celebrations, and, most importantly, as safe places for children to develop essential skills during their formative years; and

WHEREAS: It is in the best interests and wellbeing of Ontario families to have ready access to quality childcare spaces wherever they live in the Province.

THEREFORE, BE IT RESOLVED THAT: OCSTA petition the Ministry of Education to fully fund previously approved childcare capital projects and to review the funding benchmarks to bring them up to date to fund childcare projects today and into the future.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Sub-Item 21f.g) be adopted as follows:

**21f.g) Funding for Air Conditioning:**

WHEREAS: As the planet continues to warm, we do see a significant increase in extreme weather events and due to these climate change effects, winters continue to shorten and schools are dealing with a higher proportion of months with warmer weather;

WHEREAS: Children cannot learn in extreme heat;

WHEREAS: Classrooms kept at a suitable temperature by air conditioners helps students concentrate and be more productive;

WHEREAS: Air conditioning units also help to enhance indoor air quality and prevent students from seasonal allergies: and

WHEREAS: The Ministry of Education does not directly fund air conditioning in all schools in new builds/additions or school renewal budgets.

THEREFORE BE IT RESOLVED THAT: OCSTA request the Minister of Education to provide funding for air conditioning in school buildings.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that Sub-Item 21f.h) be adopted as follows:

**21f.h) Closing the Equity Gap in Childcare, Before and After School Programs for Students with Special Needs or Disabilities:**

WHEREAS: Families with children with special needs or disabilities experience unique barriers to participation in childcare before and after school programs; and

WHEREAS: Families with children with special needs or disabilities experience higher than average cost and greater difficulty finding an appropriate program for their children;

WHEREAS: For students with special needs or disabilities who are able to participate in childcare, before and after school programs, the experience for students and their families is very positive;

WHEREAS: Childcare, before and after school programs focus on recreational, child development and youth development;

WHEREAS: The success of students in more inclusive settings depends on meeting both their academic and social and emotional needs;

WHEREAS: Critical engagement around equity, diversity, and inclusion on the need for childcare, before and after school programming for students with special needs and disabilities is required;

WHEREAS: School Boards must offer before and after school programs for children four to 12 years old where there is sufficient demand from parents and families;

WHEREAS: Childcare, before and after school programs may not be equipped or willing to include children with special needs and disabilities in programs; and

WHEREAS: Students with special needs or disabilities should have access to childcare, before and after school programs that take place in school communities; and

WHEREAS: School Boards must encourage reasonable accommodations to the highest degree possible.

THEREFORE BE IT RESOLVED THAT: OCSTA request the Minister of Education to promote and level access and opportunities to students with special needs and disabilities to address the gap in childcare, before and after school programs; and

BE IT FURTHER RESOLVED THAT: OCSTA request the Minister of Education to provide adequate funding to accommodate children with special needs or disabilities in childcare, before and after school programs.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

Trustee Morrison left the horseshoe at 11:03 pm and returned at 11:05 pm.

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Sub-Item 21f.i) be adopted as follows:

**21f.i) Director Performance Appraisal Process:**

WHEREAS: The provincial legislation has mandated a Director's Performance Appraisal (DPA) process to apply to all school boards and Directors across the Province;

WHEREAS: The DPA process requires Boards to engage in a 360 review of the Director on a biannual basis, mandating the participants who must be invited to contribute the Director's performance review including parent representatives from each school and applicable union representatives;

WHEREAS: Performance reviews are intended to evaluate the performance of the Director according to the Director's annual goals;

WHEREAS: Legislation has mandated the DPA process and use of external consultants, no funding has been provided to support Boards with the execution of this process;

WHEREAS: Parent council representatives and union leadership do not have a direct working relationship with the Director and their achievement of their goals. Therefore any input is merely subjective perception;

WHEREAS: Large school boards have as many as 200 schools, limiting individual understanding of the role and effectiveness of the Director, creating an unfair and inequitable DPA process for the Director of a large urban Board;

WHEREAS: Trustees, colleagues, and direct reports who work with the Director on a regular basis are in the best position to provide appropriate and informed feedback to support the DPA process;

WHEREAS: Directors of Education, as any employee of an organization, have the right to a fair, ethical, and informed performance appraisal process.

WHEREAS: Ontario Regulation 83/24 Director of Education Performance Appraisal already states that feedback be requested from each member of every statutory, ad hoc, or other committee of the board; in which statutory committee of the board includes Catholic Parent Involvement Committee (CPIC) and SEAC;

THEREFORE BE IT RESOLVED THAT: OCSTA advocate to the Ministry of Education to adjust the legislation to remove the requirement to include each parent member of the school council at each school of the board and union representatives to allow the process to be conducted by Trustees with input from those who have the most appropriate and relevant insight into the Director's performance (Trustees, colleagues, direct reports, etc.);

THEREFORE BE IT FURTHER RESOLVED THAT: OCSTA advocate for the Ministry of Education to provide the appropriate funding to support the process as mandated by the legislation.

Results of the Vote taken, as follows:

**In Favour**

Trustees Crawford  
D'Amico  
de Domenico  
Kennedy  
Li Preti  
Martino  
Morrison  
Rizzo

**Opposed**

Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.



MOVED by Trustee Rizzo, seconded by Trustee Martino, that Sub-Item 21f.1) be adopted as follows:

**21f.1) Appendix B - Canada First Approach:**

WHEREAS: The Toronto Catholic District School Board buys a variety of items for schools including furniture, books, classroom and off supplies and technology as well as construction, maintenance, design services, caretaking supplies and equipment, etc.;

WHEREAS: The TCDSB serves the public with fair, open, and transparent procurement practices and adheres to the Broader Public Sector Procurement Directive and all applicable laws and policies,

WHEREAS: It is essential to inspire future generations to become informed and conscientious consumers who prioritize supporting local and national products, fostering economic growth and prosperity within our cities, provinces, and country;

WHEREAS: The United States is anticipated to introduce new tariffs and/or trade restrictive measures targeting Canada;

WHEREAS: Recently Canada's Prime Minister emphasized the importance of protecting domestic industries, workers and economic interests in response to anticipated U.S. tariffs; and

WHEREAS: It is important for students to develop life skills as informed consumers, and it is the responsibility of school boards to integrate curriculum programs that foster a 'Canada First' mindset.

THEREFORE BE IT RESOLVED THAT: The TCDSB request the Government of Ontario create a list of Canadian companies to make it easier for school board procurement practices;

THEREFORE BE IT RESOLVED THAT: The TCDSB request changes (if necessary) to the Broader Public Sector Procurement Directive to allow for criteria to give preferential consideration to purchase Canadian goods and services;

THEREFORE BE IT FURTHER RESOLVED THAT: The Director of Education investigate ways in which a 'Canada First' approach can be promoted within the TCDSB;

THEREFORE BE IT FURTHER RESOLVED THAT: The Province of Ontario be requested to develop 'Canada First' curriculum;

THEREFORE BE IT FURTHER RESOLVED THAT: The Province encourage, promote and fund 'Canada First' policies and actions to support school boards; and

THEREFORE BE IT FURTHER RESOLVED THAT: This motion be forwarded to the Ontario Catholic School Trustees' Association and the Canadian Catholic School Trustees' Association.

Trustee Lubinski left the horseshoe at 11:17 pm.

Trustee Li Preti left the meeting at 11:19 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande  
Kennedy  
Martino  
Morrison  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

Trustee Lubinski joined the virtual room at 11:25 pm.

MOVED by Trustee Crawford, seconded by Trustee Morrison, that Item 21f) be adopted as follows:

- 21f) Toronto Catholic District School Board (TCDSB) Resolutions for Ontario Catholic School Trustees' Association (OCSTA) 2025 Annual General Meeting** that the Board approve the above resolutions for submission to OCSTA for consideration at the 2025 OCSTA AGM.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande  
Kennedy  
Lubinski  
Martino  
Morrison  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

Trustee Tanuan rose on a point of order to confirm that he had held Item 21a) below.

MOVED by Trustee Tanuan, seconded by Trustee Morrison, that Item 21a) be adopted as follows:

- 21a) From the Governance and Policy Committee: Concussion Policy** that the proposed Concussion Policy provided in Appendix A (tracked) and Appendix B (clean) of the report, be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Kennedy  
Lubinski  
Martino  
Morrison  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond.

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

Trustee Martino left the horseshoe at 11:38 pm and returned at 11:40 pm.

### 23. Listing of Communications

MOVED by Trustee Rizzo, seconded by Trustee Morrison, that Item 23e) be adopted as follows:

- 23e) **Communication from Didem Proulx, Assistant Deputy Minister, Capital and Business Support Division regarding 2024-25 Capital Priorities Grant Program** received.

Results of the Vote taken, as follows:

#### In Favour

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande  
Kennedy  
Lubinski  
Tanuan

#### Opposed

Martino  
Morrison  
Rizzo

The Motion was declared

CARRIED

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

### 24. Inquiries

- 24a) **From Trustee Rizzo regarding Childcare** with the consent of the Assembly, Trustee Rizzo withdrew the Item.

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 24b) be adopted as follows:

**24b) From Trustee Del Grande regarding the Upcoming Election and Political Advocacy received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees    Crawford  
              de Domenico  
              D'Amico  
              Del Grande  
              Kennedy  
              Martino  
              Morrison  
              Rizzo  
              Tanuan

The Motion was declared

CARRIED

Trustee Lubinski did not vote/respond.

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

Trustee Del Grande left the meeting at 11:53 pm.

**27. Adjournment**

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
D'Amico  
Kennedy  
Martino  
Morrison  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Lubinski did not vote/respond.

Student Trustees Da Silveira and Goodluck wished to be recorded as voted in favour.

---

SECRETARY

---

CHAIR





## Chairs's Monthly Report

February 2025

- Attended a press conference where **Mayor Chow announced increased funding measures for student nutrition.** I was joined by Vice Chair Morrison, TDSB Chair Neethan Shan, TDSB Trustee Ward 1 Dennis Hastings, City Councilor Vince Crisanti (Ward 1), and Angel Foundation leader John Wujek. Together we were there to build on our early advocacy with the Toronto Youth Council to support Major Chow's funding announcement for essential nutritional programs in schools
- Toured the renovated **Regina Mundi site in Trustee Rizzo's Ward,** with the TCDSB Capital team to review the construction process
- Posted a video in support of **National Flag Day,** encouraging students and families to proudly celebrate our Canadian flag and the independence of our nation
- Met with CIO Damad to continue our discussions on the vast possibilities of integrating **AI into the TCDSB student experience.** This is in keeping with my desire as Chair to have TCDSB lead the way as a technology progressive Board and to be the recognized leader in this cutting-edge technology, one where we prepare our students for the future workplace
- Spoke at a memorial mass and participated in the blessing of a new stained-glass window on the third anniversary of **Father Vito Marziliano's** passing, former pastor of All Saints Parish. The mass took place at Cardinal Ambrozic Catholic Secondary School in Brampton.
- Attending and delivering greetings at the **African Canadian Heritage Mass** and Cultural Expose at Cardinal Carter Academy of the Arts
- Attending the **annual AFL-TCDSB-Marlies School Day Game at the Coca-Cola Coliseum.** This event is a fundraiser in support of the AFL and is sold out once again. I look forward to cheering on our home team the Marlies with Director Browne and AFL Trustees Morrison and Li Preti and others to be confirmed. Thank you to the wonderful people at MLSE for your continued support of student nutrition through the AFL



## Director's Monthly Report

February 2025

February represents the halfway point in the school year. Elementary students receive their Term 1 report cards and parents and teachers connect and conference about progress to date and the year ahead. Secondary students have transitioned into semester 2, or the second half of their schedules. This is an opportunity to re-set and re-commit to goals, expectations, and aspirations for success this year. So much of the academic year remains ahead of us, which provides more opportunities for students, staff, and families to work together to support success academically, socially, and spiritually. Supported by our amazing staff in every position throughout the system, our students are encouraged to continue to strive, commit, and aspire.

February is the month of "love" which we recognize as our virtue of the month in the TCDSB. Love takes on a unique context in our Catholic schools as we are called to love and serve one another as Catholic Christians. Love is often associated with St. Valentine whose feast day we celebrate on the 14th of the month. St. Valentine was a Christian martyr who ministered to Christians who were being persecuted during the Roman Empire. St. Valentine is also the patron saint of Terni, Italy, of epilepsy, and of beekeeping.

The month of February is recognized as Black History month widely, and in the TCDSB we focus on "Black History 365". Throughout the school year, through conferences, commitments, activities, and performances, we continue to work toward our goal of dismantling anti-Black racism as articulated in our Equity Action Plan, and are intentional about celebrating Black history, leadership, influence, and accomplishments to inspire all students in the TCDSB.

There are so many activities, clubs, teams, and performances happening in every school throughout the system which provide important opportunities for our students to engage and connect outside of the classroom. Such experiences are made possible because of our staff and community volunteers' willingness to share their time, talents, and expertise in order to provide these opportunities. To all those who continue to go above and beyond in support of our students we say: thank you!

During **February** we celebrate **Love** as the **Virtue of the Month for February** and recognize important observances such as: African Canadian Heritage Month, Psychology Month, TCDSB Energy Conservation Month, National Inclusive Education Month, World Interfaith Harmony Week, World Day for Consecrated Life, Winter Walk Day, Canadian School Counselling Week, World Day of the Sick, Lunar New Year, UN International Day of Women and Girls in Science, St. Valentine's Day, Childhood Cancer Awareness Day, World Day of Social Justice, Family Day, International Language Instructors' Appreciation Day (International Mother Language Day), National Human Trafficking Awareness Day

## Highlights from February include:

- Delivering greetings at the **Young Disciples** event hosted by our Nurturing Our Catholic Community Team - as a call to action for our elementary student leaders – putting faith into action
- Attending the **Areas 5 and 6 Principals Meeting** at Monsignor Fraser - Isabella Campus
- Attending **Trust 15 *Wear Your Success Celebration*** event at **Monsignor Percy Johnson Catholic Secondary School** - recognizing the achievements of our incredible students and celebrating their commitment to the program
- Attending the **African Canadian Heritage Mass and Cultural Expose** at Cardinal Carter Academy of the Arts
- Along with the Chair of the Board attending the annual **Angel Foundation for Learning - TCDSB - Marlies School Day Game at the Coca-Cola Coliseum**
- Attending Mass at **St. Edward the Confessor Catholic Church** celebrating our new cardinal and blessed Jubilee Year
- Participating in the **Spring Regional Education Council conference** along with Director of Education colleagues from GTHA
- **Meeting with Catholic Directors, particularly Catholic Directors from neighbouring GTA Catholic School Boards** in support of best practices, shared issues, solutions, and advocacy throughout Catholic education in Ontario



REPORT TO

REGULAR BOARD

## PROCEEDS OF DISPOSITION STATUS UPDATE

*The fruit of the spirit is love, joy and peace.  
Galatians 5:22*

**Drafted:**

February 5, 2025

**Meeting Date:**

February 20, 2025

M. Loberto, Superintendent Planning and Development Services

M. Zlomislic, Superintendent, Capital Development, Asset Management and Renewal

K. Morra, Senior Controller and Head of Financial Services

T. Liu, Controller, Financial Accounting and Reporting

### INFORMATION 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 provides Trustees an update on the current Proceeds of Disposition (POD) balance, including commitments, anticipated property sales and projected use.

The Board's POD balance is projected to be \$26.0M as detailed below:

Opening Balance	\$55.2M
Less: Ministry Approved Use of POD	<u>\$22.4M</u>
Current Balance	<u>\$32.8M</u>
Plus: Projected Future POD Proceeds	\$36.7M
Less: Potential Additional Request to Complete Projects	<u>\$43.5M</u>
Projected POD Balance	<u>\$26.0M</u>

**Note: The projected POD balance could be impacted by the Ministry appointed Special Assistance Team report, as POD is part of the scope.**

## B. PURPOSE

This report provides the Board of Trustees a status update on the Proceeds of Disposition (POD) current balance, potential future balance, and potential future projects that have been identified by Trustees as potential candidates for utilization of this funding source.

## C. BACKGROUND

At the September 2024 Corporate Services meeting, Trustees requested that staff provide a working report on the various options regarding POD for Trustees to consider.

Under Ontario Regulation 374/23 and Ontario Regulation 193/10, the POD from the sale, lease, or other disposition of surplus real property by school boards must be reinvested back into school facilities for school renewal purposes. Use of POD for other purposes requires Minister approval.

The Board has POD that have been approved to be used to fund additional project costs and capital initiatives. As POD is generated through the sale of Board properties, there is a limited amount available.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

Future additional POD dollars are anticipated through the sale of property and land, as mandated by the Ministry of Education. A high-level estimate has been utilized for the purposes of this report with respect to future proceeds.

In addition, estimated use of POD and the projects listed (included in Appendix A) are conditional on Ministry approval for utilization of these funds. Furthermore, the costs associated with the projects listed, are estimated construction/renovation/build costs, and should these projects proceed to tender, the actual costs could come in higher based on current market factors or any associated cost escalation due to timing of the projects.

Further to an approved motion emanating from a Regular Board Private meeting held March 21, 2024, staff have also included an appendix (Appendix B) which provides a list of childcare projects for the Board of Trustees consideration.

The childcare projects listed in Appendix B have been identified based on the following factors:

- Complexity of their sites, whereby simpler sites are more cost effective and easier to construct.
- Projects that are tender ready.
- Projects that have the lowest overall estimated project costs, based on current estimates.

While staff would consider these projects to be simpler, more straightforward, and less complex than other similar projects, construction projects, particularly with retrofits and additions, always contain an inherent level of complexity.

## **E. METRICS AND ACCOUNTABILITY**

The sale of Board's real property and use of POD outside of school renewal requires Board of Trustees approval and Ministry approval.

Capital Development staff continues to monitor capital project performance, identify funding gaps and the need for any potential additional use of POD.

## **F. CONCLUDING STATEMENT**

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

Projected Use of POD

Appendix A

		Ministry Approved Use of POD	Additional POD Required	Total POD Required
<b>A. Projects Underway</b>	<b>Ministry Letter</b>			
Pascal Baylon	March 23, 2021	463,462		463,462
St. Raymond	December 3, 2021	630,000	3,875,793	4,505,793
St. Leo	April 26, 2022	630,000	2,520,531	3,150,531
St. Antoine Daniel	April 24, 2024	408,640		408,640
St. Fidelis	April 24, 2024	675,889		675,889
<b>Subtotal</b>		<b>2,807,991</b>	<b>6,396,324</b>	<b>9,204,315</b>
<b>B. Future Projects</b>				
St. Margaret	March 8, 2021	808,182		808,182
St. Margaret (Gym) Addition	March 8, 2021	1,507,212	7,758,042	9,265,254
Baycrest Avenue	November 27, 2019	8,833,891		8,833,891
<b>Subtotal</b>		<b>11,149,285</b>	<b>7,758,042</b>	<b>18,907,327</b>
<b>C. Projects Previously Approved Linked to a Cancelled Childcare</b>				
Father Serra (Gym)	July 8, 2021	3,900,000	1,142,800	5,042,800
St. Bernard (Gym)	July 8, 2021	2,600,000	3,851,228	6,451,228
St. Kevin (Gym)	July 8, 2021	1,900,000	4,744,987	6,644,987
<b>Subtotal</b>		<b>8,400,000</b>	<b>9,739,015</b>	<b>18,139,015</b>
<b>D. Submitted to the Ministry for Consideration</b>				
St. Michael Choir	Requested Nov 30, 2021		4,800,000	4,800,000
<b>E. Board Priority Yet to be Submitted to the Ministry for Consideration</b>				
Full air-conditioning in 4 schools:				
St. Elizabeth			600,000	600,000
St. Monica			600,000	600,000
Baycrest			600,000	600,000
Buttonwood			600,000	600,000
New Ventilation Projects Within 3 Existing Schools			12,390,000	12,390,000
<b>Subtotal</b>			<b>14,790,000</b>	<b>14,790,000</b>
<b>F. Total (A to E)</b>		<b>22,357,275</b>	<b>43,483,381</b>	<b>65,840,656</b>



**APPENDIX B: Childcare – Potential POD Projects**

School/Project Name	Ward	Project Description	Childcare Spaces	City Ranking Fall 2023	Tender Ready	Zoning Complete	Permit <sup>2</sup>	SPA	Cost per child care space	Estimated Total Project Cost - Childcare <sup>1</sup> (Escalated to 2025 costs based on 2022 estimates)
St. Jude	3	Child Care Addition 1 room	10	6	Y	Y	N	N/A	\$ 248,295	\$ 2,482,947
St. John Vianney	1	Child Care Retrofit 3 rooms	49	1	Y	Y	Y	N/A	\$ 75,197	\$ 3,684,657
Nativity of Our Lord	2	Child Care Addition 5 rooms	49	14	Y	Y	N	N/A	\$ 85,766	\$ 7,547,432
St. Gerald	11	Child Care Addition 3 rooms	49	16	Y	Y	Y	N/A	\$ 156,082	\$ 7,648,006
St. Jean de Brebeuf	8	Child Care Addition 3 rooms	49	3	Y	Y	Y	N/A	\$ 169,440	\$ 8,302,570
St. Edmund Campion	12	Child Care Addition 3 rooms	49	12	Y	Y	N	N/A	\$ 169,968	\$ 8,328,455
St. Albert	7	Child Care Addition 5 rooms	88	10	Y	Y	N	Waived	\$ 98,496	\$ 8,667,675

**Notes**

1. Costs are based on the last cost estimate provided by a third party quantity surveyor (QS) and escalated based on escalation rates provided by the QS.
2. Where permit indicates 'Y', permits have expired and will require resubmission, however, these permits should take less time to gain approval.



REPORT TO

REGULAR BOARD

## NOTICE OF MOTION

*Be anxious for nothing, but in everything by prayer and supplication, with thanksgiving, let your requests be made known to God. – Philippians 4:6*

Drafted	Meeting Date
January 7, 2025	February 20, 2025

Cecilia Onyia, Senior Legal Counsel, Legal Services  
 Antonella Ceddia, Executive General Counsel & Head of Legal Services  
 Derek Luk, Senior Policy Advisor  
 Shazia Vlahos, Chief Communications Officer, Policy, Government Relations and Strategy

### 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 addresses a GAP pending item on notices of motions that was presented and adopted at the Corporate Services, Strategic Planning and Property meeting held June 8, 2021. The resolution was referred to the Governance and Policy Committee.

The resolution approved a motion outlining principles to be adopted when presenting notice of motions, motions, and/ or motion amendments at a board meeting or committee of the board meeting.

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

## **B. PURPOSE**

This report recommends minor revisions to the Governance Policy (Appendix A tracked and Appendix B clean), formerly T.20 and approval of a new Notice of Motion Guiding Principles document (Appendix C).

## **C. BACKGROUND**

1. Motions are used by trustees and members of Committees to bring proposals for consideration and debate at a meeting of the Board and/ or Committee of the Board.
2. On June 8, 2021, the Corporate Services, Strategic Planning and Property Committee meeting approved a motion outlining principles to be adopted when presenting notice of motions, motions, and/ or motion amendments.
3. By the June 2021 motion, it was resolved that in presenting notices of motion, motions or motion amendments, trustees would adopt the following principles:
  - a. Preambles will be factual and verifiable.
  - b. Preambles will be as issue specific as possible.
  - c. Negative preambles will be avoided.
  - d. Resolutions and preambles will not maliciously or falsely impugn the professional or ethical reputation of staff or trustees
  - e. Resolutions and preambles will respect the professional Board staff and Trustees.
4. The approved motion was referred to GAP and staff for necessary amendment to relevant policy.

5. On February 4, 2025, GAP approved the revisions to the Governance Policy and the new Notice of Motion Guiding Principles with the amendment to combine and reword Regulations 12f) and 12j), as appropriate.

#### **D. EVIDENCE/RESEARCH/ANALYSIS**

1. Staff has conducted an overview of existing TCDSB policies and have identified the Governance Policy as the appropriate policy to reflect the Board's resolution.
2. The Governance Policy is updated to include a new regulation that refers to the new Notice of Motion Guiding Principles, and cosmetic updates ie. Removal of repetitive language.
3. Staff is recommending attaching the new Notice of Motion Guiding Principles to the Governance Policy to assist Trustees and Committee members when preparing and presenting notices of motions, motions and motion amendments at meetings of the Board and/or Committee meetings.
4. Staff have also prepared and included a template notice of motion, and some helpful tips related to preparing notices of motion within the Notice of Motion Guiding Principles.
5. Staff combined Regulations 12f) and 12j) into a revised Regulation 12f).

#### **E. GAP RECOMMENDATION**

1. GAP recommends to Board that the proposed updated Governance Policy (Appendix A tracked and Appendix B clean) and the Notice of Motion Guiding Principles (Appendix C), be approved.

APPENDIX A      POLICY SECTION:      **Trustees Administration & Governance**

SUB-SECTION:

POLICY NAME:      **Governance**

POLICY NO:      **T.20**

<b>Date Approved:</b> June 11 <sup>th</sup> , 2015	<b>Date of Next Review:</b> <del>2019-2030</del>	<b>Dates of Amendments:</b> <b>February 2025</b>
<b>Cross References:</b>  <u><b>TCDSB Policy /Procedure</b></u> <b>Policy Framework</b> <b>Notice of Motion Guiding Principles</b> <b>TCDSB by-laws</b> <del>M.01 Meta Policy</del> <del>T.04 Trustees Code of Conduct</del>  Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities, (O.E.S.C. <del>2022-2026</del> 2014)		
<b>Responsible Department: Legal Services</b>		

**Purpose**

**Policy**

In order for the Toronto Catholic District School Board (**TCDSB**) to achieve its stated mission to be an inclusive learning community rooted in the love of Christ, educating students to grow in grace and knowledge so as to lead lives of faith, hope and charity, it is necessary for the Board to have policies and practices which are faithful to that mission and which represent good governance. Governance provides a framework and a process for the allocation of decision making powers.

The school board is a distinct corporate entity. The TCDSB Board of Trustees will act upon powers provided to them through the *Education Act*. Specifically, the Board of Trustees is responsible for the governance of the Board, while the Director

APPENDIX A      POLICY SECTION:      **Trustees Administration & Governance**

**SUB-SECTION:**

**POLICY NAME:**      **Governance**

**POLICY NO:**      **T-20**

of Education carries out the operational function. The Board of Trustees may only exercise its authority as a group at a formal meeting, as legislation gives no authority to individual trustees. In sum, the Board of trustees is responsible for the development of policy and the Director of Education is responsible for the implementation of policy. ~~In their role as governors of the TCDSB, Trustees will abide faithfully by the teachings of the magisterium and uphold the teachings of the Catholic Church in our schools.~~

**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 specifically to Trustees and the Director of Education, but has implications for how all decisions of the TCDSB are made. The Director of Education is responsible for this policy.

### **Alignment with MYSP**

~~Achieving Excellence in Governance-  
Strengthening Public Confidence~~



**POLICY SECTION:** Trustees Administration & Governance  
**SUB-SECTION:**  
**POLICY NAME:** Governance  
**POLICY NO:** T.20

~~Living Our Values~~

### **Financial Impact**

~~One of the more crucial tasks that the Board of Trustees undertake is the process of budget development. The decisions made must reflect the available funds and reflect the Board's vision. The most significant requirement set out in the Education Act is that the Board must submit a balanced budget.~~

### **Legal Impact**

~~The Education Act sets out denominational rights the duties and powers of Catholic school boards. There is potential liability if the Board intentionally or inadvertently acts beyond the scope of its legal authority. To reduce the risk of liability, school boards need clear and accessible policies. It is also notable that the Director of Education has a statutory obligation to bring attention to the Board of Trustees any act or omission by the Board of Trustees that may result in or has resulted in a contravention of the Education Act, regulation, guideline or Board policy.~~



**POLICY SECTION:** ~~Trustees~~ **Administration & Governance**

**SUB-SECTION:**

**POLICY NAME:** **Governance**

**POLICY NO:** **T-20**

## **Regulations**

1. The Toronto Catholic District School Board has a corporate responsibility to set policy. Therefore, the Board of Trustees will develop, revise, approve and implement policies guided by the mission, vision and values of the TCDSB.

The Board of Trustees responsibilities and authority is prescribed in the *Education Act*.

2. The Board Policies, Procedures and Supporting Documents should support the strategic priorities of the Multi-Year Strategic Plan by ensuring that all Board policies are aligned with Board priorities.
3. All Board policies and procedures shall be accessible to all members of the community.
4. The Board of Trustees may recommend policies for review to the appropriate committee.
5. The Board of Trustees has a clearly stated mission that includes high expectations for student achievement.
6. The Board of Trustees shall allocate its resources in support of the goals it has set, by establishing a budget consistent with the priorities set out in the vision and policies.
7. The Board of Trustees shall monitor its own performance and take action to continually improve its governance processes.





POLICY SECTION: **Trustees Administration & Governance**

SUB-SECTION:

POLICY NAME: **Governance**

POLICY NO: **T.20**

8. Consistent with Section 218.1 (e) of *The Act*, duties of board members, a member shall uphold the implementation of any board resolution after it is passed by the board.
9. Consistent with Section 207 (3) TCDSB policy on Trustee Code of Conduct, T. 04, the Chair may expel or exclude from any meeting any person who has been guilty of improper conduct at a meeting, by refusing to comply with the rules of the Board, using offensive language, disobeying the decisions of the Chair of the Board on points of order, or by making any disorderly noise or disturbance.
10. **Board members shall adhere to the Notice of Motion Guiding Principles when presenting Notices of Motion, Motions, or Motion Amendments. Specifically, trustees must ensure the content of their Motions are concise, not negatively worded, and contain facts and not false or misleading information before submission for consideration and/or discussion.**
11. The Board of Trustees may engage with constituents when developing policy, as ultimately policy work is complex, and it requires a broad perspective, with a recognition that policies shall apply to the whole board.
12. The Board of Trustees has Statutory Responsibilities as outlined in *The Act* (Section 169.1):
  - a. Promote student achievement and well-being;
  - b. Ensure effective stewardship of the board's resources;
  - c. Deliver effective and appropriate educational programs to its pupils;
  - d. Develop and maintain policies and organization structures that, promote the goals referred to above and encourage pupils to pursue their education goals;
  - e. Monitor and evaluate the effectiveness of policies developed by the board in achieving the boards' goals and the efficiency of the implementation of those policies;



POLICY SECTION: Trustees Administration & Governance

SUB-SECTION:

POLICY NAME: Governance

POLICY NO: T-20

- f. Develop a multi-year **strategic** plan aimed at achieving the goals of the Board. **This plan includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations.**
  - g. Annually review the plan with the board's Director of Education
  - h. Monitor and evaluate the performance of the board's Director of Education in meeting the director's duties under the education Act, policy guideline or regulations made under the *Education Act*;
  - i. Other duties assigned by the board that reside within the realm of policy;
  - ~~j. Creation of a multi-year plan. This plan includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations.~~
13. The Chair of the Board has the following additional duties, as outlined in *The Act (Section 218.4)*:
- a. Preside over meetings of the Board;
  - b. Conduct meetings in accordance with the boards' procedures and practices for the conduct of board meetings;
  - c. Establish agendas for board meetings with the board's director of education or the supervisory officer who is acting on behalf of the director;
  - d. Ensure members of the board have the information they need for an informed discussion;
  - e. Act as a spokesperson to the public on behalf of the board;
  - f. Convey the decisions of the board to the board's director of education or supervisory officer acting on behalf of the director.
14. The Director of Education is responsible for implementing and operationalizing all Board policies. The senior team and designated staff, along with trustees, are jointly responsible for the content and implementation of Board policies and procedures. The Director of Education also has a statutory obligation to bring to the attention of the Board of Trustees any act or omission by the board of Trustees that may result in or has resulted in a contravention of the Education Act, regulation, guideline or board policy. **If the matter is not satisfactorily resolved, the**



POLICY SECTION: ~~Trustees~~ **Administration & Governance**

SUB-SECTION:

POLICY NAME: **Governance**

POLICY NO: **T-20**

**Director of Education has a further statutory obligation to advise the Deputy Minister of Education.**

15. The Director of Education is the Chief Education Officer and the Chief Executive Officer and Secretary of the Board by which he or she is employed. At the first meeting in ~~December~~ **November** of each year, the Director shall submit to the Board a report on the action undertaken during the preceding 12 months, and a copy of the Director's Report must be submitted to the Minister on or before the 31<sup>st</sup> of January.
16. The Director of Education is responsible for the implementation of policy and is accorded the latitude within the policies and budget, as established, to select the personnel and the means required to fulfill that legal responsibility and accountability.
17. In addition to his/her duties under the Act, the Director of Education is required to:
  - a. Annually review with the board the multi-year **strategic** plan developed under section 169.1;
  - b. Ensure that the multi-year **strategic** plan developed establishes the board's priorities and identifies specific measures and resources that will be applied in achieving priorities, particularly as it applies to student achievement;
  - c. Implement and monitor the implementation of the multi-year **strategic** plan;
  - d. Report periodically to the Board on the implementation of the multi-year **strategic** plan.
18. The Governance and Policy Committee or designated standing 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



**POLICY SECTION:** Trustees Administration & Governance

**SUB-SECTION:**

**POLICY NAME:** Governance

**POLICY NO:** T-20

teachings

- ii. Support the achievement of our Multi-Year **Strategic** 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.

**Definitions:**

**Governance:**

~~Provides a framework and a process for the allocation of decision-making powers~~

**Policy:**

~~Board policies are belief statements of the Toronto Catholic District School Board that support student learning, achievement and well-being. A policy is primarily a principle or rule that guides decisions that will achieve the organizations goals.~~

**Procedure:**

~~Board procedures are operational documents for Board staff implementation. Procedures and protocols spell out how policies will be implemented. Procedures outline specific actions that must be taken by staff at various levels of the organization. Procedures may also include specific responsibilities of stakeholders such as trustees, staff, students and parents.~~

**Supporting documents:**



POLICY SECTION: **Trustees Administration & Governance**

SUB-SECTION:

POLICY NAME: **Governance**

POLICY NO: **T-20**

~~Supporting documents are aligned with board policies and/or procedures and provide additional information about the implementation of policies and/or procedures. Supporting documents include, but are not limited to: external resource documents, forms, guidelines, presentations, protocols, samples, and system communications.~~

### Metrics

- ~~1. The Director of Education has a statutory obligation to bring to the attention of the Board of Trustees any act or direction that would have the effect of contravening the Education Act, regulation, guideline or board policy. If the matter is not satisfactorily resolved, the Director of Education has a further statutory obligation to advise the Deputy Minister of Education.~~
2. The Board of Trustees shall monitor its own performance and take action to continually improve its governance processes.
- 3. The policy will be reviewed every five years or earlier including where there is a legislative/regulatory update.**



<b>POLICY NAME:</b>	<b>Governance</b>
POLICY SECTION:	Administration & Governance
DATE APPROVED:	June 11, 2015
DATE OF NEXT REVIEW:	2030
DATES OF AMENDMENTS:	February 2025
RESPONSIBLE DEPARTMENT:	Legal Services

**Policy:**

In order for the Toronto Catholic District School Board (TCDSB) to achieve its stated mission to be an inclusive learning community rooted in the love of Christ, educating students to grow in grace and knowledge so as to lead lives faith, hope and charity, it is necessary for the Board to have policies and practices which are faithful to that mission and which represent good governance. Governance provides a framework and a process for the allocation of decision-making powers.

The school board is a distinct corporate entity. The TCDSB Board of Trustees will act upon the powers provided to them through the *Education Act*. Specifically, the Board of Trustees is responsible for the governance of the Board, while the Director of Education carries out the operational function. The Board of Trustees may only exercise its authority as a group at a formal meeting, as legislation gives no authority to individual trustees. In sum, the Board of Trustees is responsible for the development of policy and the Director of Education is responsible for the implementation of policy.

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 specifically to Trustees and the Director of Education but has implications for all decisions of the TCDSB are made. The Director of Education is responsible for this policy.

**Regulations:**

1. The Toronto Catholic District School Board has a corporate responsibility to set policy. Therefore, the Board of Trustees will develop, revise, approve and implement policies guided by the mission, vision and values of the TCDSB.

The Board of Trustees responsibility and authority is prescribed in the *Education Act*.

2. The Board Policies, Procedures and Supporting Documents should support the strategic priorities of the Multi-Year Strategic Plan by ensuring that all the Board policies are aligned with Board priorities.
3. All Board Policies and Procedures shall be accessible to all members of the community.
4. The Board of Trustees may recommend policies for review to the appropriate committee.
5. The Board of Trustees has a clearly stated mission that includes high expectations for student achievement.
6. The Board of Trustees shall allocate its resources in support of the goals it has set, by establishing a budget consistent with the priorities set out in the vision and policies.
7. The Board of Trustees shall monitor its own performance and take action to continually improve its governance processes.
8. Consistent with Section 218.1 (e) of *The Act*, duties of board members, a member shall uphold the implementation of any board resolution after it is passed by the board.
9. Consistent with Section 207 (3) TCDSB policy on Trustee Code of Conduct, T. 04, the Chair may expel or exclude from any meeting any person who has been guilty of improper conduct at a meeting, by refusing to comply with the rules of the Board, using offensive language, disobeying the decisions of the Chair of the Board on points of order, or by making any disorderly noise or disturbance.
10. Board members shall adhere to the Notice of Motion Guiding Principles when presenting Notices of Motion, Motions, or Motion Amendments. Specifically, trustees must ensure the content of their Motions are concise, not negatively worded, and contain facts and not false or misleading information before submission for consideration and/or discussion.
11. The Board of Trustees may engage with constituents when developing policy, as ultimately policy work is complex, and it requires a broad perspective, with a recognition that policies shall apply to the whole board.
12. The Board of Trustees has Statutory Responsibilities as outlined in The Act

(Section 169.1):

- a. Promote student achievement and well-being;
- b. Ensure effective stewardship of the board's resources;
- c. Deliver effective and appropriate educational programs to its pupils;
- d. Develop and maintain policies and organization structures that, promote the goals referred to above and encourage pupils to pursue their education goals;
- e. Monitor and evaluate the effectiveness of policies developed by the board in achieving the boards' goals and the efficiency of the implementation of those policies;
- f. Develop a multi-year strategic plan aimed at achieving the goals of the Board. This plan includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations.
- g. Annually review the plan with the board's Director of Education;
- h. Monitor and evaluate the performance of the board's Director of Education in meeting the director's duties under the education Act, policy guideline or regulations made under the Education Act;
- i. Other duties assigned by the board that reside within the realm of policy;

13. The Chair of the Board has the following additional duties, as outlined in *The Act* (Section 218.4):

- a. Preside over meetings of the Board;
- b. Conduct meetings in accordance with the boards' procedures and practices for the conduct of board meetings;
- c. Establish agendas for board meetings with the board's director of education or the supervisory officer who is acting on behalf of the director;
- d. Ensure members of the board have the information they need for an informed discussion;
- e. Act as a spokesperson to the public on behalf of the board;
- f. Convey the decisions of the board to the board's director of education or supervisory officer acting on behalf of the director.

14. The Director of Education is responsible for implementing and operationalizing all Board policies. The senior team and designated staff, along with trustees, are jointly responsible for the content and implementation of Board policies and procedures. The Director of Education also has a statutory obligation to bring to the attention of the Board of Trustees any act or omission by the board of Trustees that may result in or has resulted in contravention of the Education Act, regulation, guideline or board policy. If the matter is not satisfactorily resolved, the Director of Education has a



further statutory obligation to advise the Deputy Minister of Education.

15. The Director of Education is the Chief Education Officer and the Chief Executive Officer and Secretary of the Board by which he or she is employed. At the first meeting in November of each year, the Director shall submit to the Board a report on the action undertaken during the preceding 12 months, and a copy of the Director's Report must be submitted to the Minister on or before the 31st of January.
16. The Director of Education is responsible for the implementation of policy and is accorded the latitude within the policies and budget, as established, to select the personnel and the means required to fulfill that legal responsibility and accountability.
17. In addition to his/her duties under the Act, the Director of Education is required to:
  - a. Annually review with the board the multi-year strategic plan developed under section 169.1;
  - b. Ensure that the multi-year strategic plan developed establishes the board's priorities and identifies specific measures and resources that will be applied in achieving priorities, particularly as it applies to student achievement;
  - c. Implement and monitor the implementation of the multi-year strategic plan;
  - d. Report periodically to the Board on the implementation of the multi-year strategic plan.
18. The Governance and Policy Committee or designated standing 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 Strategic 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 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.

**Cross References:**

TCDSB Policy/Procedure:

- Notice of Motion Guiding Principles
- Policy Framework
- Trustees Code of Conduct
  
- TCDSB by-laws

Other:

- Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities, (O.E.S.C, 2022-2026)

**Evaluation and Metrics:**

1. The Board of Trustees shall monitor its own performance and take action to continually improve its governance processes.
2. The policy will be reviewed every five years or earlier including where there is a legislative/regulatory update.

## APPENDIX C

### Notice of Motions/Motions/Motion Amendments

This document includes three parts: Guidelines, a Template Notice of Motion, and Tips.

#### **A. Guiding Principles**

##### *Introduction – Two Parts of Notices of Motion*

Notices of Motion consist of two parts: the Preamble and the “Be it Resolved” clauses. Colloquially these are known as the “whereas” (preamble) and the BIRT (Be it Resolved That) clauses. These distinct parts of a Notice of Motion are described in the next paragraph.

Preambles provide factual background information. These are statements that begin with “whereas...” and they generally explain the context and purpose/reasons for the proposed actions that follow in the “Be it Resolved That” clauses.

“Be it Resolved That” Clauses are the proposal that the mover of the motion is seeking to be adopted, that is, the action and result that the mover is seeking to achieve.

##### *Statement of Guiding Principles*

The following principles apply to Trustees of the Board and Members of Committees of the Board when drafting and presenting Notices of Motion, Motions, and Motion Amendments to a Committee of the Board or the Board.

1. Motions should contain clearly and concisely worded preambles.
  - a. Preambles must be factual and accurate.
  - b. Preambles must be as issue specific as possible.
  - c. Negative preambles must be avoided. Best efforts should be made to avoid negative statements.
2. Motions should describe succinctly and completely what the motion/amendment is intended to accomplish.
3. Trustee/Committee Members presenting a notice of motion are responsible for verifying all information in a motion/amendment and ensuring it is factual. Motions should not contain false information.
4. Lengthy motions should be avoided to the extent possible.
  - a. Aim for 3-5 “Whereas” clauses, as a best practice.
  - b. Aim for 2-3 “Be It Resolved” clauses, as a best practice.
5. Motions should be in plain, simple and direct language.
  - a. Purpose of “Whereas” clauses to provide background, context, or justification of the motion. Each “whereas” should address a distinct point or fact.

b. Purpose of “Be It Resolved” clauses to state specific actions or decisions sought for implementation.

- 6. The tone and language of notices of motion, motions, and amendments must remain professional, respectful, and courteous, and must avoid ambiguity.
- 7. No part of a notice of motion, or amendment should maliciously or falsely impugn the personal, professional or ethical reputation of Staff, Trustees or Members of Committees. All parts of a motion must respect the Staff, Trustees and Committee members.

**B. NOTICE OF MOTION TEMPLATE**

<p><b>Trustee Moving the Motion:</b></p> <p><b>Subject of the Motion:</b></p> <p><b>Motion addressed to (Regular Board or name of Committee):</b></p> <p><b>Date of Submission to Recording Secretary:</b></p> <p><b>Meeting at which Motion will be considered:</b></p> <p><b>Preamble (i.e. factual background information):</b></p> <p style="padding-left: 40px;">WHEREAS..... WHEREAS..... WHEREAS.....</p> <p><b>RESOLUTION (i.e. proposal seeking to be adopted/ result mover is seeking to achieve):</b></p> <p style="padding-left: 40px;">THEREFORE, BE IT RESOLVED THAT:</p> <ul style="list-style-type: none"><li>1. ....</li><li>2. ....</li><li>3. ....</li></ul>
---

## **C. Tips that May assist in Presenting Notice of Motions/Motions/Motion Amendments**

Motions are best understood in two parts: the Whereas(es) + the “Be it Resolved That” clause(s)

The following tips may assist in preparing your motion.

### **1. Organize your thoughts**

Before typing/writing the notice of motion/motion, some time spent thinking through the motion first, is helpful. The goal is to prepare a clear, concise, accurate motion that your colleagues will understand.

In thinking through the motion, note quickly for yourself what the main ideas are that you seek to convey through the motion. Then, include the most important details in it.

It can be helpful to ask yourself “what is the issue behind this motion?” and jot that down on a note to yourself. This may help focus your thinking before you launch into writing the actual notice of motion/motion.

### **2. Whereas Clauses**

Here, you’ll be providing background information and context. The purpose of whereas clauses is to explain to others in the meeting why this change you are proposing should be made.

### **3. Be it Resolved Clauses**

This is where you express what you actually want to do, and is the meat of the motion.

After the Whereas clauses, you start with “Be it Resolved That” and continue with “Be it Further Resolved that”

### **4. General points**

- Use the active voice throughout.
- Proofread your motion before submitting it.
- Read it aloud to yourself before submitting it. This exercise often helps in noticing sentences that are overly long or in finding redundancies. Listen for when you are holding your breath because you are reading several lines of text without a period, for example.



REPORT TO

REGULAR BOARD


## DISPOSAL OF SURPLUS OR OBSOLETE FURNITURE, FIXTURES, AND EQUIPMENT

*I am going to bring it recovery and healing; I will heal them and reveal to them abundance of prosperity and security. Jeremiah 33:6*

Drafted	Meeting Date
November 19, 2024	February 20, 2025
Jacqueline Charles, Head of Procurement Services & Risk Management Derek Luk, Senior Policy Advisor Ryan Putnam, Chief Financial Officer and Treasurer	
<h3>RECOMMENDATION REPORT</h3>	


**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 Board with a proposed updated Disposal of Surplus or Obsolete Furniture, Fixtures and Equipment, formerly F.P.07, (Appendix A - Tracked and Appendix B – Clean).

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

## **B. PURPOSE**

To propose updates to the Disposal of Surplus or Obsolete Furniture, Fixtures and Equipment Policy.

## **C. BACKGROUND**

1. This policy was last reviewed in March 2010.
2. On October 1, 2024, GAP approved the review of the Policy.
3. The TCDSB's averages approximately \$20,000.00/year in revenue from the sale of surplus assets with vehicles contributing almost 50% of total sales.
4. On February 4, 2025 GAP approved the updated policy, with an addition that schools receive first priority for surplus/ obsolete/used/end of life furniture/equipment (if appropriate) at no cost to the school community.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. The policy has been updated to simplify language.
2. Staff added a new Regulation 4 to address GAP's request that schools receive first priority for surplus/obsolete/used/end of life furniture/equipment (if appropriate) at no cost to the school community.

## **E. METRICS AND ACCOUNTABILITY**

1. The policy will be reviewed every five years.
2. Staff with approval authority will monitor the disposal of Board equipment and the Finance Department will provide regular review and oversight.

## **F. GAP RECOMMENDATION**

1. GAP recommends to Board that the proposed Disposal of Surplus or Obsolete Furniture, Fixtures and Equipment Policy provided in Appendix A (tracked) and Appendix B (clean), be approved.



## **TCDSB Policy Register**

**Policy Name:** Disposal of Surplus or Obsolete Furniture, Fixtures and Equipment  
F.P.07

**Date Approved:** Board March 31,  
2010

**Policy Section:** Finance

**Responsible Department:** Finance

**Date of Next Review:** 2030

**Dates of Amendments:** February 2025

### **Policy**

The Toronto Catholic District School Board (TCDSB) is committed to recovering maximum residual value from disposal of Surplus or Obsolete items. Furniture, fixtures and equipment that are either surplus or obsolete shall be disposed of utilizing cost effective and environmentally acceptable methods.

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 applies to any employee or Trustee who is involved in the disposal of Surplus or Obsolete items on behalf of the Board.

### **Regulations:**

1. This policy applies to all furniture, fixtures and equipment belonging to the Board and declared obsolete or surplus by the respective Principal or Departmental Manager.



2. Typical items include but are not limited to administrative and classroom furniture, fixtures and equipment such as: computers, peripherals, communications, musical instruments, fitness, audio visual, shop equipment, vehicles etc.
3. Items which are donated to or purchased on behalf of a school become the property of the Toronto Catholic District School Board and subject to this policy.
4. **Schools shall receive first priority for surplus, obsolete, used or end of life furniture or equipment (if appropriate) at no cost to the school.**
5. The ~~Materials Management~~ **Procurement Services** Department shall be responsible for the disposal of all goods and equipment that are declared obsolete or surplus to the Board's needs.
6. Items for disposal shall be sent to the Railside Warehouse facility for processing unless otherwise directed by the ~~Materials Management~~ **Procurement Services** Department, for example in such circumstances where disposal directly from a location is warranted or otherwise cost-effective.
7. All items shall be disposed of through the method considered most suitable with respect to cost, environmental considerations and the best interests of the Board.
8. Methods of disposal shall include but are not limited to: public tender, school renewal contracts, sale or auction, auction website, exchange/trade-in, negotiated sale and donation to a publicly funded or charitable organization or by environmentally approved waste management methods.
9. The proceeds of all assets sold will be forwarded to the Finance Department and credited to a general revenue account.
10. No items may be disposed of or sold privately by an employee.
11. No items may be sold to an employee except through a public sale, auction or tender.
12. Real property, buildings and portable classrooms are excluded from this policy.

**Evaluation and Metrics:**

- 1) Staff with approval authority will monitor the disposal of Board equipment and the Finance Department will provide regular review and oversight.
- 2) The policy will be reviewed every five years.

## APPENDIX B

---



<b>POLICY NAME:</b>	<b>DISPOSAL OF SURPLUS OR OBSOLETE FURNITURE, FIXTURES AND EQUIPMENT</b>
POLICY SECTION:	FINANCE
DATE APPROVED:	March 31, 2010
DATE OF NEXT REVIEW:	2030
DATES OF AMENDMENTS:	June 2019; October 2022; February 2025
RESPONSIBLE DEPARTMENT:	Finance

---

### Policy:

The Toronto Catholic District School Board (TCDSB) is committed to recovering maximum residual value from disposal of Surplus or Obsolete items. Furniture, fixtures and equipment that are either surplus or obsolete shall be disposed of utilizing cost effective and environmentally acceptable methods.

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 applies to any employee or Trustee who is involved in the disposal of Surplus or Obsolete items on behalf of the Board.

### Regulations:

1. This policy applies to all furniture, fixtures and equipment belonging to the Board and declared obsolete or surplus by the respective Principal or Departmental Manager.
2. Typical items include but are not limited to administrative and classroom furniture, fixtures and equipment such as: computers, peripherals, communications, musical instruments, fitness, audio visual, shop equipment, vehicles etc.
3. Items which are donated to or purchased on behalf of a school become the property of the Toronto Catholic District School Board and subject to this

policy.

4. Schools shall receive first priority for surplus, obsolete, used or end of life furniture or equipment (if appropriate) at no cost to the school.
5. The Procurement Services Department shall be responsible for the disposal of all goods and equipment that are declared obsolete or surplus to the Board's needs.
6. Items for disposal shall be sent to the Railside Warehouse facility for processing unless otherwise directed by the Materials Management Department, for example in such circumstances where disposal directly from a location is warranted or otherwise cost-effective.
7. All items shall be disposed of through the method considered most suitable with respect to cost, environmental considerations and the best interests of the Board.
8. Methods of disposal shall include but are not limited to: public tender, school renewal contracts, sale or auction, auction website, exchange/trade-in, negotiated sale and donation to a publicly funded or charitable organization or by environmentally approved waste management methods.
9. The proceeds of all assets sold will be forwarded to the Finance Department and credited to a general revenue account.
10. No items may be disposed of or sold privately by an employee.
11. No items may be sold to an employee except through a public sale, auction or tender.
12. Real property, buildings and portable classrooms are excluded from this policy.

**Evaluation and Metrics:**

1. Staff with approval authority will monitor the disposal of Board equipment and the Finance Department will provide regular review and oversight.
2. The policy will be reviewed every five years.



REPORT TO

REGULAR BOARD

## PURCHASE CARDS POLICY

*I am going to bring it recovery and healing; I will heal them and reveal to them abundance of prosperity and security. Jeremiah 33:6*

### Drafted

November 28, 2024

### Meeting Date

February 20, 2025

Jacqueline Charles, Head of Procurement Services & Risk Management

Carmen Giambattista, Sr. Coordinator, Audit and Accounting

Ryan Putnam, Chief Financial Officer and Treasurer

Derek Luk, Senior Policy Advisor

### 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 Purchase Cards Policy, formerly A.24, (Appendix A - Tracked and Appendix B – Clean).

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

## **B. PURPOSE**

To provide GAP with a proposed updated Purchase Cards Policy.

## **C. BACKGROUND**

1. The Credit and Purchase Cards Policy was last reviewed in October 2021.
2. On October 1, 2024, GAP approved the review of the Credit and Purchase Cards Policy in the 2024-2025 school year.
3. On February 4, 2025, GAP approved the updated policy and that all references to corporate credit cards be removed from the Policy before it goes to Board for approval.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. The policy has been updated to simplify language and formatted into the new policy template.
2. Regulation 2 has been updated to reflect current practices.
3. Regulation 3 was updated to add clarity to transactions prohibited on the Purchase Card.
4. The policy is renamed Purchase Cards from Credit and Purchase Cards Policy.

## **E. METRICS AND ACCOUNTABILITY**

1. Staff with approval authority will monitor the use of purchase cards.
2. Review of monthly statements and periodic audits by the Finance department and/or internal/external auditors.
3. The policy will be reviewed every five years.

## **F. GAP RECOMMENDATION**

1. GAP recommends to Board that the proposed Purchase Cards Policy provided in Appendix A (tracked) and Appendix B (clean), be approved.

**POLICY SECTION:** ~~Administration~~ **Finance**

**SUB-SECTION:**

**POLICY NAME:** ~~Credit and Purchase Cards~~

**POLICY NO:** ~~A.24~~

## APPENDIX A

<b>Date Approved:</b> <del>28/03/2007</del> <b>March 28, 2007</b>	<b>Date of Next Review:</b> <del>October 2026</del> <b>2030</b>	<b>Dates of Amendments:</b> October 19, 2021; <b>February 2025</b>
<b>Cross References:</b>  <b>TCDSB Policy/Procedure</b> <ul style="list-style-type: none"><li>• <b>Acceptance of Hospitality or Gifts</b></li><li>• <b>Conflict of Interest: Trustees</b></li><li>• <b>Conflict of Interest: Employees</b></li><li>• <b>Sweatshop-Free Purchasing Policy</b></li></ul> <b>Other</b> <ul style="list-style-type: none"><li>• <b>Broader Public Sector Procurement Directive (2024)</b></li><li>• <b>Building Ontario Businesses Initiative Act (BOBiA – Schedule 2 of Bill 84)</b></li><li>• <b>Canadian Free Trade Agreement (CFTA)</b></li><li>• <b>Canadian-European Union Comprehensive Economic and Trade Agreement (CETA)</b></li><li>• <b>International Labour Organization (ILO) – Labour Standards</b></li><li>• <b>The Ontario-Quebec Trade and Cooperation Agreement (OQTCA)</b></li><li>• <b>World Trade Organization Government Procurement Agreement (WTO-GPA)</b></li></ul>		
<b>Responsible Department: Finance</b>  <b>Appendix:</b>		

Policy:

This policy will govern the use of Board issued credit and/or purchasing **purchase** cards.

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

**Purpose:**

~~This policy will govern the use of Board issued credit and/or purchasing cards.~~

**Scope and Responsibility:**

~~The Director of Education or designate is responsible for this policy.~~

**This policy applies to any employee who uses a Board issued purchase card.**

**Alignment with MYSP:**

~~Living Our Catholic Values Enhancing~~

~~Public Confidence~~

~~Fostering Student Achievement and Well-Being Achieving~~

~~Excellence in Governance~~

~~Providing Stewardship of Resources~~

~~Inspiring and Motivating Employees~~

**Regulations:**

1. Board approved budget funds may be accessed by Board authorized ~~corporate credit or~~ purchase cards for low value purchases and approved expenses.
2. The card holder responsible for the card must ~~sign a card holder's agreement and shall~~ comply with the Board's purchasing policies and procedures and any other related policies concerning expenditures.
3. **The use of purchase card for the following purchases are prohibited:**
  - a. ~~No eCash advances shall be allowed on any credit card (purchasing or corporate) and~~ **or withdrawal of cash, or** items purchased ~~may not be~~ **and** returned for cash;
  - b. **Private and/or personal expenses;**



c. **Computer hardware or software, unless prior approved by TCDSB IT Department;**

d. **Splitting the total cost purchases into multiple transactions to avoid the requirement of the Purchase Policy or any TCDSB policy.**

- ~~4. Corporate credit cards may be issued to members of Directors Council and to Trustees upon request with the approval of the Director of Education or designate.~~
- ~~5. Corporate credit card expenditures incurred shall be within the Board approved budget assigned to the cardholder.~~
- ~~6. Approvals of corporate credit card expenses under this policy will be as follows:
  - ~~a. in the case of a Trustee or the Chair of the Board, the Director of Education or designate;~~
  - ~~b. in the case of the Director of Education, the Chair of the Board;~~
  - ~~c. in the case of Director's Council, the Director of Education.~~~~
7. All expenditures must be detailed on a monthly expense report form indicating the date and purpose of the expenditure and must be supported by original itemized receipts and other appropriate documentation.
8. Purchase cards shall be issued to schools and departments according to established procedures and expenditures shall be within the established block budget and funds reservations for the school or department.
9. A ~~limited~~ use purchase card (P-Card) may be used for purchases of items/services normally purchased by low value purchase orders in lieu of issuing a purchase order.
10. Use of the purchase card is limited to particular Merchant Category Codes (MCC) must comply with the Board's purchasing policy and procedures.
11. A purchase card shall be held by the ~~Materials Management~~ **Procurement Services** Department without MCC restrictions for special circumstance purchases and shall be under the care and control of the Senior Coordinator,

Finance **and/or Head of Procurement Services.**

12. Exceptions to this policy and resolution of any dispute arising shall be at the discretion of the Director for staff and the Board in the case of Trustees.

**Evaluation and Metrics:**

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

1. Monitoring of transactions by the respective approval authority. ;~~and~~
2. Review of monthly statements and periodic audits by the Finance department and/or internal/external auditors.
3. **The policy will be reviewed every five years.**

## APPENDIX B

---



<b>POLICY NAME:</b>	<b>PURCHASE CARDS</b>
POLICY SECTION:	FINANCE
DATE APPROVED:	March 28, 2007
DATE OF NEXT REVIEW:	2030
DATES OF AMENDMENTS:	October 19, 2021; February 2025
RESPONSIBLE DEPARTMENT:	Finance

---

### **Policy:**

This policy will govern the use of Board issued purchase cards.

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 applies to any employee who uses a Board issued purchase card.

### **Regulations:**

1. Board approved budget funds may be accessed by Board authorized purchase cards for low value purchases and approved expenses.
2. The card holder responsible for the card must comply with the Board's purchasing policies and procedures and any other related policies concerning expenditures.
3. The use of a purchase card for the following purchases are prohibited:
  - a. Cash advances or withdrawal of cash, or items purchased and returned for cash;
  - b. Private and/or personal expenses;
  - c. Computer hardware or software, unless prior approved by TCDSB IT Department;
  - d. Splitting the total cost purchases into multiple transactions to avoid the requirement of the Purchase Policy or any TCDSB policy.
4. All expenditures must be detailed on a monthly expense report form indicating the date

and purpose of the expenditure and must be supported by original itemized receipts and other appropriate documentation.

5. Purchase cards shall be issued to schools and departments according to established procedures and expenditures shall be within the established block budget and funds reservations for the school or department.
6. A purchase card (P-Card) may be used for purchases of items/services normally purchased by low value purchase orders in lieu of issuing a purchase order.
7. Use of the purchase card is limited to particular Merchant Category Codes (MCC) must comply with the Board's purchasing policy and procedures.
8. A purchase card shall be held by the Procurement Services Department without MCC restrictions for special circumstance purchases and shall be under the care and control of the Senior Coordinator, Finance and/or Head of Procurement Services.
9. Exceptions to this policy and resolution of any dispute arising shall be at the discretion of the Director and the Board in the case of Trustees.

### **Cross References:**

#### Legislation

- Bill S-211, Fighting Against Forced Labour and Child Labour in Supply Chains Act
- Broader Public Sector Accountability Act, 2010, S.O. 2010, c. 25 - Bill 122
- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

#### TCDSB Policy/Procedure

- Acceptance of Hospitality or Gifts
- Conflict of Interest: Trustees
- Conflict of Interest: Employees
- Sweatshop-Free Purchasing Policy

#### Other

- Broader Public Sector Procurement Directive (2024)
- Building Ontario Businesses Initiative Act (BOBiA – Schedule 2 of Bill 84)

- Canadian Free Trade Agreement (CFTA)
- Canadian-European Union Comprehensive Economic and Trade Agreement (CETA)
- International Labour Organization (ILO) – Labour Standards
- The Ontario-Quebec Trade and Cooperation Agreement (OQTCA)
- World Trade Organization Government Procurement Agreement (WTO-GPA)

**Evaluation and Metrics:**

1. Monitoring of transactions by the respective approval authority.
2. Review of monthly statements and periodic audits by the Finance department and/or internal/external auditors.
3. The policy will be reviewed every five years.



REPORT TO

REGULAR BOARD

## PURCHASING POLICY

*I am going to bring it recovery and healing; I will heal them and reveal to them abundance of prosperity and security. Jeremiah 33:6*

Drafted	Meeting Date
November 19, 2024	February 20, 2025
Jacqueline Charles, Head of Procurement Services & Risk Management Derek Luk, Senior Policy Advisor Vince Artuso, Senior Manager Facilities Procurement Margaret Lesley, Senior Manager System Procurement Ryan Putnam, Chief Financial Officer and Treasurer	
<h3>RECOMMENDATION REPORT</h3>	

**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 Board with a proposed updated Purchasing Policy, (Appendix A - Tracked and Appendix B – Clean).

**The cumulative staff time required to prepare this report was 11 hours.**

## **B. PURPOSE**

The propose updates to the Purchasing Policy.

## **C. BACKGROUND**

1. On October 1, 2024, GAP approved the review of the Purchasing Policy.
2. The Purchasing Policy was last reviewed in June 2019.
3. At Corporate Services on April 18, 2024, the Board approved an increase in the procurement approval limit to \$150,000.00 for goods and services and \$250,000.00 for capital renewal effective immediately, which has been updated in the Policy under “Scope and Responsibility”.
4. On February 4, 2025, GAP approved the updated policy.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. The policy has been updated to simplify language and add new legislation.
2. Regulations 1 was moved to “Scope and Responsibility”.
3. Regulation 15 was updated to reflect current Board practice approving contracts identified by staff as being longer than 5 (five) years.
4. Regulation 22 was updated to reflect industry best practice.
5. Regulations 23 to 26 were added to align with recent legislative changes.

## **E. METRICS AND ACCOUNTABILITY**

1. The policy will be reviewed every five years.
2. On a quarterly basis procurement activities/contract awards between \$50,000 - \$150,000 for Goods & Services and \$50,000 - \$250,000 for Capital/Renewal expenditure will be reported to the Board for information.

## **F. GAP RECOMMENDATION**

1. GAP recommends to Board that the proposed Purchasing Policy provided in Appendix A (tracked) and Appendix B (clean), be approved.



**POLICY SECTION:** Finance  
**SUB-SECTION:**  
**POLICY NAME:** Purchasing Policy  
**POLICY NO:** F.P. 01

<b>Date Approved:</b> November 5, 2014	<b>Date of Next Review:</b> <del>2030</del> June 2024	<b>Dates of Amendments:</b> June 2019; ;October 2022; <b>February 2025</b>
<p><b>Cross References:</b></p> <ul style="list-style-type: none"> <li>• <del>F.P. 04</del> Sweatshop-Free Purchasing Policy</li> <li>• <del>T.01</del> Conflict of Interest: Trustees</li> <li>• <del>H.M. 31</del> Conflict of Interest: Employees</li> <li>• <del>H.M. 33</del> Acceptance of Hospitality or Gifts</li> <li>• <del>A.24</del> Credit and Purchase Cards</li> <li>• Broader Public Sector Procurement Directive (2011<del>24</del>)</li> <li>• Canadian Free Trade Agreement (CFTA)</li> <li>• Canadian-European Union Comprehensive Economic and Trade Agreement (CETA)</li> <li>• <b>International Labour Organization (ILO) – Labour Standards</b></li> <li>• <b>The Ontario-Quebec Trade and Cooperation Agreement (OQTCA)</b></li> <li>• <b>World Trade Organization Government Procurement Agreement (WTO-GPA)</b></li> <li>• <b>Broader Public Sector Accountability Act, 2010, S.O. 2010, c. 25 - Bill 122</b></li> <li>• <b>Building Ontario Businesses Initiative Act (BOBiA – Schedule 2 of Bill 84)</b></li> <li>• <b>Bill S-211, Fighting Against Forced Labour and Child Labour in Supply Chains Act</b></li> <li>• <b>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</b></li> </ul>		
<p><b>Responsible Department: Finance</b></p> <p><b>Appendix</b> Purchasing Procedures Manual</p>		



**Purpose:**  
**Policy:**

The Board is committed to ensuring all goods and services are to be acquired through an open, transparent, fair and competitive process whenever possible in order to obtain maximum value from the expenditure of public funds.

**Alignment with MYSP:**

~~Fostering Student Achievement and Well Being~~

~~Achieving Excellence in Governance~~

~~Providing Stewardship of Resources~~

~~Strengthening Public Confidence~~

~~Inspiring and Motivating Employees~~

The Board shall purchase goods and services through a process consistent with the Mission and Vision statements of the Board and with the following objectives:

- (i) to provide a high level of service to all areas of the Board;
- (ii) to provide fair, competitive and transparent business practices for vendors and ensure equal treatment without preference;
- (iii) to obtain all goods and services at the lowest total end-user cost considering price, quality, function and delivery in an efficient, effective manner while maintaining the controls necessary for the expenditure of public funds;

- (iv) to encourage the acquisition of environmentally friendly products and the reduction of the impact of the Board's activities upon the environment.

**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 and these regulations and procedures apply to any employee or elected official who is involved in the acquisition of goods and /or services on behalf of the Board

**The Board of Trustees delegates to the Director of Education or designate the authority to approve the award of all contracts and expenditures up to \$150,000 for Goods and Services and \$250,000 for Capital/Renewal expenditure. All other contracts and expenditures greater than \$150,000 for Goods and Services and \$250,000 for Capital/Renewal expenditure must be approved by the Board of Trustees before any money is spent.**

### **Regulations:**

- ~~1. This policy and these regulations and procedures shall apply to any employee or elected official who is involved in the acquisition of goods and /or services on behalf of the Board.~~
2. All supervisory personnel shall be responsible for ensuring their immediate staff are properly informed of and comply with this policy, its regulations and procedures.
- ~~3. All purchasing activities will be carried out in accordance with all applicable Board policies and procedures and any other statutory acts or regulations.~~
4. Use of Board funds for personal purchases on behalf of an employee, elected official or family member is not permitted.
5. Purchases made without an authorized purchase order/purchase card are not permitted and will be considered an obligation of the person making the purchase and not an obligation of the Board.

6. Employees and elected officials shall not use their authority, influence or office for personal gain or to advance the interest of any particular party and shall seek to uphold and enhance the integrity of all Board business operations
7. In accordance with the Education Act, no teacher, supervisory officer or other employee of the Board may promote or sell goods or services for compensation to any board, provincial school or teachers' college, or pupil enrolled therein except as permitted by the Act.
8. All goods and services are to be acquired through a publicly advertised competitive bidding process whenever possible in order to obtain maximum value from the expenditure of public funds.
9. Any arrangements which might prevent fair competition shall be avoided, in order to ensure open competition among qualified bidders.
10. Lobbying during a competitive procurement call is prohibited. ~~Any~~ Communication with anyone other than the official point of contact from the time of issuance, up to and including the time of award, is strictly prohibited.
11. A vendor/proponent who violates the lobbying prohibition will be subject to disqualification from the current, and may be disqualified from ~~or~~ future procurements for a period of up to 5 years, at the Board's discretion
12. Awards will be given to the lowest bidder except where the best interests of the Board are served by accepting other than the lowest price.
13. Where an emergency situation exists, the approval requirements of the Purchasing Policy shall not apply, and administration shall take immediate necessary remedial action.
14. Where feasible, the Board may participate in cooperative purchasing with other school boards and public agencies.
15. Contracts for all goods and services will be limited up to a maximum term of five years, **unless otherwise identified by staff and approved by the**

**Board of Trustees**, and renewals will be subject to a public competitive bidding process whenever possible.

16. Contracts or purchases shall not be divided to avoid the requirements of this policy, its regulations or procedures and the annual or total project cost shall be considered.
17. Use of a sole or single source for an expenditure greater than \$10,000.00 will require completion of a **Limited Tendering Justification** (Sole Source Declaration Form).
18. The Director of Education shall be responsible for the approval of all procurement awards except as noted in this policy and will provide trustees with a list of procurement awards on a regular basis.
19. ~~The Materials Management~~ **Procurement Services** Department shall be responsible for operating a centralized purchasing system for tenders, contracts and purchases and have general oversight of the procurement process and procedures.
20. In accordance with the Broader Public Sector (BPS) Procurement Directives, employees and elected officials involved in the procurement process are subject to a Supply Chain Code of Ethics which requires:
  - Personal Integrity and Professionalism;
  - Accountability and Transparency and;
  - Compliance and Continuous Improvement.
21. Consulting services which are intended to provide expert or strategic advice for purposes of consideration and decision making, must be acquired through a competitive process regardless of dollar value.
22. **The Senior Manager - Purchasing and/or Head of Procurement Services**, ~~Purchasing/Materials Evaluation and Approval Committee~~, or as otherwise delegated by the Director of Education, will review tenders, proposals and quotations before issue.
23. **Consistent with its Catholic Values and fundamental commitment to social justice and human rights, the Board shall take all reasonable measures to ensure that goods are acquired from suppliers who produce under just, safe and fair working conditions in accordance**

**with the Labour Standards of the International Labour Organization (ILO).**

**a) Where a supplier is deemed to be non-compliant with the requirements and expectations of the ILO Labour Standards, the Board reserves the right to terminate the contractual relationship, without notice or penalty, at its sole and absolute discretion.**

**24. Where feasible and in compliance with Building Ontario Businesses Initiative Act (BOBiA) Broader Public Sector (BPS) entities must source goods and services from Ontario businesses that fall below domestic trade agreement thresholds. When exceeding these domestic thresholds but remaining below international levels, Canadian businesses should be the primary suppliers.**

**25. TCDSB must include accessibility criteria where possible, in their processes for buying and acquiring goods, services and facilities. This means considering accessibility, along with other criteria like the quality and cost of the items as well as incorporating accessible design and features where possible.**

## Definitions:

**Acquisition** means the process for obtaining goods and services.

**Approval** means authorization to proceed with an award for acquisition of goods and/or services.

**Award** means the notification to a proponent of acceptance of a proposal, quotation or tender that brings a contract into existence

**Contract** means a binding agreement between two or more parties.

**Conflict of Interest** means a situation in which financial or other personal considerations have the potential to compromise or bias professional judgment and objectivity.

**Consultant** means a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision-making.

**Continuous Improvement** means an ongoing process for individuals involved in supply chain policies and practices to improve their supply chain knowledge and skill levels, and to share leading practices.

**Cooperative Purchasing** means the participation of two or more public agencies, in a request for quotation, tender or proposal.

**Delegation** means the assignment of specific responsibilities along with the necessary authority in order to discharge the responsibility properly.

**Emergency Situation** may include but is not limited to situations where a risk to health and / or safety of students, staff, parents, volunteers or in a situation where a risk exists of imminent damage to any of the TCDSB properties or facilities.

**Lobbying** means an attempt to influence staff or elected officials with respect to decision or outcome related to a procurement activity.

**Procedure** means a set of instructions for carrying out a specific activity and

the specific sequence of action.

**Procurement** means the combined functions of purchasing, contract administration and disposal of surplus equipment and supplies.

**Significant Strategic Initiative** is defined as a departure from traditional procurement activities, which has yet to receive Board approval and may commit the Board to long term expenditures based on new evidence or theory requiring a different strategy. This may include first-time partners or a new category of contract.

**Single Source** means the selection of a vendor to provide goods or services without utilizing a competitive process where there is more than one vendor capable of supplying the goods or services.

**Sole Source** means a vendor who due to patent, copyright or proprietary rights limits availability of a good or service.

**Supervisory Personnel** means one who is in charge of a particular department, school or unit and responsible for directing staff behavior.

**Supply Chain Code of Ethics** sets out the basic principles of conduct and defines acceptable behaviours for individuals involved with Supply Chain Activities.

**Vendor** means one who can reasonably be expected to provide satisfactory performance on the proposed contract based on reputation, references, performance on previous contracts, and sufficiency of financial and other resources.

### **Evaluation and Metrics:**

1. ~~Streamlined Approval Process~~
2. ~~Streamlined Board Agendas~~

1. **The policy will be reviewed every five years**
2. **On a quarterly basis procurement activities/contract awards between \$50,000 - \$150,000 for Goods & Services and \$50,000 - \$250,000 for Capital/Renewal expenditure will be reported to the Board for information. This reporting will occur in March, June, September and December.**

## APPENDIX B

---



<b>POLICY NAME:</b>	<b>PURCHASING</b>
<b>POLICY SECTION:</b>	<b>FINANCE</b>
<b>DATE APPROVED:</b>	November 5, 2014
<b>DATE OF NEXT REVIEW:</b>	2030
<b>DATES OF AMENDMENTS:</b>	June 2019; October 2022; February 2025
<b>RESPONSIBLE DEPARTMENT:</b>	Finance

---

### **Policy:**

The Board is committed to ensuring all goods and services are to be acquired through an open, transparent, fair and competitive process whenever possible in order to obtain maximum value from the expenditure of public funds

The Board shall purchase goods and services through a process consistent with the Mission and Vision statements of the Board and with the following objectives:

- (i) to provide a high level of service to all areas of the Board;
- (ii) to provide fair, competitive and transparent business practices for vendors and ensure equal treatment without preference;
- (iii) to obtain all goods and services at the lowest total end-user cost considering price, quality, function and delivery in an efficient, effective manner while maintaining the controls necessary for the expenditure of public funds;
- (iv) to encourage the acquisition of environmentally friendly products and the reduction of the impact of the Board's activities upon the environment.

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 and these regulations and procedures apply to any employee or elected official who is involved in the acquisition of goods and/or services on behalf of the Board.

The Board of Trustees delegates to the Director of Education or designate the authority to approve the award of all contracts and expenditures up to \$150,000 for Goods and Services



and \$250,000 for Capital/Renewal expenditure. All other contracts and expenditures greater than \$150,000 for Goods and Services and \$250,000 for Capital/Renewal expenditure must be approved by the Board of Trustees before any money is spent.

**Regulations:**

1. All supervisory personnel shall be responsible for ensuring their immediate staff are properly informed of and comply with this policy, its regulations and procedures.
2. Use of Board funds for personal purchases on behalf of an employee, elected official or family member is not permitted.
3. Purchases made without an authorized purchase order/purchase card are not permitted and will be considered an obligation of the person making the purchase and not an obligation of the Board.
4. Employees and elected officials shall not use their authority, influence or office for personal gain or to advance the interest of any particular party and shall seek to uphold and enhance the integrity of all Board business operations.
5. In accordance with the Education Act, no teacher, supervisory officer or other employee of the Board may promote or sell goods or services for compensation to any board, provincial school or teachers' college, or pupil enrolled therein except as permitted by the Act.
6. All goods and services are to be acquired through a publicly advertised competitive bidding process whenever possible in order to obtain maximum value from the expenditure of public funds.
7. Any arrangements which might prevent fair competition shall be avoided, in order to ensure open competition among qualified bidders.
8. Lobbying during a competitive procurement call is prohibited. Communication with anyone other than the official point of contact from the time of issuance, up to and including the time of award, is strictly prohibited.
9. A vendor/proponent who violates the lobbying prohibition will be subject to disqualification from the current, and may be disqualified from ~~or~~ future procurements for a period of up to 5 years, at the Board's discretion

10. Awards will be given to the lowest bidder except where the best interests of the Board are served by accepting other than the lowest price.
11. Where an emergency situation exists, the approval requirements of the Purchasing Policy shall not apply, and administration shall take immediate necessary remedial action.
12. Where feasible, the Board may participate in cooperative purchasing with other school boards and public agencies.
13. Contracts for all goods and services will be limited up to a maximum term of five years, unless otherwise identified by staff and approved by the Board of Trustees, and renewals will be subject to a public competitive bidding process whenever possible.
14. Contracts or purchases shall not be divided to avoid the requirements of this policy, its regulations or procedures and the annual or total project costs shall be considered.
15. Use of a sole or single source for an expenditure greater than \$10,000.00 will require completion of a Limited Tendering Justification (Sole Source Declaration Form).
16. The Director of Education shall be responsible for the approval of all procurement awards except as noted in this policy and will provide trustees with a list of procurement awards on a regular basis.
17. Procurement Services Department shall be responsible for operating a centralized purchasing system for tenders, contracts and purchases and have general oversight of the procurement process and procedures.
18. In accordance with the Broader Public Sector (BPS) Procurement Directives, employees and elected officials involved in the procurement process are subject to a Supply Chain Code of Ethics which requires:
  - Personal Integrity and Professionalism;
  - Accountability and Transparency and;
  - Compliance and Continuous Improvement.
19. Consulting services which are intended to provide expert or strategic advice for purposes of consideration and decision making, must be acquired through a competitive process regardless of dollar value.

20. The Senior Manager - Purchasing and/or Head of Procurement Services, or as otherwise delegated by the Director of Education, will review tenders, proposals and quotations before issue.
21. Consistent with its Catholic Values and fundamental commitment to social justice and human rights, the Board shall take all reasonable measures to ensure that goods are acquired from suppliers who produce under just, safe and fair working conditions in accordance with the Labour Standards of the International Labour Organization (ILO).
  - a) Where a supplier is deemed to be non-compliant with the requirements and expectations of the ILO Labour Standards, the Board reserves the right to terminate the contractual relationship, without notice or penalty, at its sole and absolute discretion
22. Where feasible and in compliance with Building Ontario Businesses Initiative Act (BOBiA Broader Public Sector (BPS) entities must source goods and services from Ontario businesses that fall below domestic trade agreement thresholds. When exceeding these domestic thresholds but remaining below international levels, Canadian businesses should be the primary suppliers.
23. TCDSB must include accessibility criteria where possible, in their processes for buying and acquiring goods, services and facilities. This means considering accessibility, along with other criteria like the quality and cost of the items as well as incorporating accessible design and features where possible.

## **Cross References:**

### Legislation

- Bill S-211, Fighting Against Forced Labour and Child Labour in Supply Chains Act
- Broader Public Sector Accountability Act, 2010, S.O. 2010, c. 25 - Bill 122
- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

### TCDSB Policy/Procedure

- Acceptance of Hospitality or Gifts
- Conflict of Interest: Trustees
- Conflict of Interest: Employees

- Credit and Purchase Cards
- Sweatshop-Free Purchasing Policy

### Other

- Broader Public Sector Procurement Directive (2024)
- Building Ontario Businesses Initiative Act (BOBiA – Schedule 2 of Bill 84)
- Canadian Free Trade Agreement (CFTA)
- Canadian-European Union Comprehensive Economic and Trade Agreement (CETA)
- International Labour Organization (ILO) – Labour Standards
- The Ontario-Quebec Trade and Cooperation Agreement (OQTCA)
- World Trade Organization Government Procurement Agreement (WTO-GPA)

### **Definitions:**

**Continuous Improvement** means an ongoing process for individuals involved in supply chain policies and practices to improve their supply chain knowledge and skill levels, and to share leading practices.

**Cooperative Purchasing** means the participation of two or more public agencies, in a request for quotation, tender or proposal.

**Emergency Situation** may include but is not limited to situations where a risk to health and / or safety of students, staff, parents, volunteers or in a situation where a risk exists of imminent damage to any of the TCDSB properties or facilities.

**Lobbying** means an attempt to influence staff or elected officials with respect to decision or outcome related to a procurement activity.

**Single Source** means the selection of a vendor to provide goods or services without utilizing a competitive process where there is more than one vendor capable of supplying the goods or services.

**Sole Source** means a vendor who due to patent, copyright or proprietary rights limits availability of a good or service.

**Supply Chain Code of Ethics** sets out the basic principles of conduct and defines acceptable behaviours for individuals involved with Supply Chain Activities.

### **Evaluation and Metrics:**

1. The policy will be reviewed every five years

2. On a quarterly basis procurement activities/contract awards between \$50,000 - \$150,000 for Goods & Services and \$50,000 - \$250,000 for Capital/Renewal expenditure will be reported to the Board for information. This reporting will occur in March, June, September and December.



REPORT TO

REGULAR BOARD

## 2024-2025 MULTI-YEAR STRATEGIC PLAN REPORT

*Whom did he consult for his enlightenment, and who taught him the path of justice? Who taught him knowledge, and showed him the way of understanding? - Isaiah 40:14*

**Drafted**

**Meeting Date**

**January 31, 2025**

**February 20, 2025**

Greg Rousell, Head of Research and Analytics

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

### RECOMMENDATION REPORT

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

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



Brendan Browne  
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**

The Toronto Catholic District School Board's current Multi-Year Strategic Plan (MYSP), approved in February 2022, publicly articulates the Board's strategic priorities and was designed to be responsive to and flexible in our rapidly changing world.

This report summarizes the work underway as part of action plans, our ongoing commitments and our approaches to the MYSP priorities.

The MYSP continues to influence changes to the way we operate and how we report on the plan necessitating the expansion of the plan beyond the initial three years. The work continues to be meaningful and engaging but requires adoption of new processes and timelines while staying on course. Hence, staff recommend that the MYSP be extended for an additional 3 years.

**The cumulative staff time required to prepare this report was 65 hours.**

## **B. PURPOSE**

1. This report summarizes the work underway that supports the MYSP priorities since the last report back on January 30, 2024.

## **C. BACKGROUND**

1. On February 17, 2022, the Board of Trustees approved the implementation of the current Multi-Year Strategic plan, "In God's Image: Growing in Knowledge with Justice and Hope". The plan focuses on three priorities Knowledge (Learning), Justice (Equity) and Hope (Well-Being).
2. The MYSP outlines the mission to be accomplished and values to be enhanced through coordinated plans of action. Strategic priorities provide a blueprint for the delivery of a high-quality Catholic learning environment.
3. Foundational to the MYSP is our Faith. We are currently in our 1<sup>st</sup> year of our new Pastoral Plan – In God's Image. This year's focus is Growing in Knowledge that emphasizes intellectual pursuits, curiosity and learning as gifts from the Holy Spirit. Knowledge of our faith shapes our beliefs, values, and practices of our communities. Our Pastoral Plan guides our work and supports us in our development as a Christ-centred learning organization.
4. The MYSP is implemented and executed through the development and implementation of various action plans from both academic and business departments. These action plans align with the three strategic priorities: Learning,

Equity, and Well-Being. The MYSP executed operationally will result in our core mandate to increase student achievement and opportunities for all.

<b>Academic Plan</b>	<b>Introduction</b>	<b>Progress Reports</b>
1. <a href="#">Equity Action Plan</a>	March 30, 2023	January 11, 2024 January 9, 2025
2. <a href="#">Special Services Action Plan</a>	June 15, 2023	December 5, 2024 January 9, 2025
3. <a href="#">Mathematics Action Plan</a>	November 2, 2023	November 7, 2024 March 2025
4. <a href="#">Mental Health Action Plan</a>	November 2, 2023	January 9, 2025
5. <a href="#">Student Achievement Plan</a>	May 28, 2024	Spring 2025
6. <a href="#">Safe School Plan</a>	November 7, 2024	Fall 2025

5. The broad areas of the MYSP naturally lead to overlap and enhancement of the work we do and it also provides us with the ability to respond flexibly to any new Ministry of Education initiatives and system needs.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. The MYSP is designed as a roadmap for the board’s long-term vision and strategies to achieve its goals. The various department action plans describe activities they have or are currently undertaking to support the three strategic priorities of the board.
2. Branding is the foundation of public recognition and trust—it is not just about visibility but about shaping perception over time. Establishing a strong, consistent brand requires deliberate effort and sustained commitment, ensuring that every interaction reinforces a positive association. By intentionally branding all TCDSB materials—such as the Pastoral Plan, Math/Special Services/Mental Health Action Plans, the Budget Book, and the Director’s



Annual Report—we create a unified identity that strengthens credibility, fosters connection, and enhances our long-term public image.

3. A jurisdictional scan of all Ontario school boards reveals that most boards (30) have strategic plans that span 5 years, with 22 boards having 4-year plans and 19 boards having 3 year plans.
4. Using a mixed-methods approach that incorporates both qualitative and quantitative data the table below summarizes the efforts of various departments to support the MYSP and its goals to grow in Knowledge, with Justice and Hope.
5. Strategic plan monitoring is an iterative process and a typical monitoring cycle would include data collection, analysis, interpretation, and then time for the system to respond to the data.
  - **Year 1:** Set out strategic goals.
  - **Year 2:** Data collection.
  - **Year 3:** Data analysis and interpretation.
  - **Year 4:** System response to data and implementation of changes.
  - **Year 5:** Further data collection and analysis to inform additional responses.
6. As we are in the third year of the current MYSP, the table below shows representative samples of the data that has been collected and is currently being analysed across the various departments and how they align with the strategic priorities.

Strategic Priority	Relevant Action Plan	Examples of Key Performance Indicator / Actions
<b>Learning</b>	Student Achievement	<ul style="list-style-type: none"> <li>- All schools have developed and publicly posted a School Improvement and Equity Plan (SIEP).</li> <li>- Staff in all elementary schools have been provided resources, programs, and trained in Tier 3 early reading intervention strategies.</li> <li>- Implementation of Universal Design for Learning (UDL) and Differentiated Instruction (DI).</li> <li>- 65% increase in student participation in job skills programs.</li> <li>- Attendance patterns are analyzed to identify high absenteeism and implement interventions to promote class participation.</li> <li>- EQAO mathematics scores have increased over three years, across all three grades: Grade 3 (+0.6%), Grade 6 (+4.2%) and Grade 9 (6.1%).</li> <li>- EQAO literacy scores continue to be close to par, or above the provincial average.</li> </ul>
	Math Achievement	<ul style="list-style-type: none"> <li>- All schools have math objectives in their School Improvement and Equity Plans (SIEP).</li> <li>- Over 1000 teachers have engaged in learning around High Impact Instructional Practices (HIIP).</li> <li>- Data Dunkers and The Indigenous Beading and Math initiatives support culturally relevant pedagogy.</li> </ul>
	Nurturing Our Catholic Community	<ul style="list-style-type: none"> <li>- Shared Pastoral Plan promotional materials and resources with all school communities – posters, banner, prayer cards, etc. – supporting opportunities to understand Catholic teaching in our daily lives, and to engage in critical thinking and inquiry, service and social justice, prayer and reflection.</li> <li>- Professional development (7 sessions, 250 staff) with Principals, Chaplains, Religion Department Heads, Religion Reps, teachers to explore connections between Pastoral Plan, Ontario Catholic School Graduate Expectations, Catholic Social Teachings and the MYSP.</li> <li>- Elementary Catholic Student Leadership Impact Team (eCSLIT) and Catholic Student Leadership Impact Team (CSLIT) hold meetings 3 times monthly focusing on the Pastoral Plan Year 1 theme, “Growing in Knowledge.”</li> <li>- Elementary/secondary student retreats (68 retreats, 1918 student participants) to animate the Pastoral Plan in our school, home and parish communities, to deepen the understanding that all are created in God’s Image.</li> </ul>
	Safe Schools	<ul style="list-style-type: none"> <li>- Professional development (4 sessions, 117 staff) with administrators, teaching and non-teaching staff in areas such as nurturing culturally relevant pedagogy, and safe learning environments.</li> <li>- Academic leaders trained in Violent Threat Risk Assessment (VTRA) to support positive school climate, culture, and safety for learning.</li> <li>- Professional learning for elementary students and staff to promote positive play during unstructured time (Catholic Leaders Engaging in Active Play C-L.E.A.P.).</li> </ul>

		<ul style="list-style-type: none"> <li>- Continued collaboration with SafeTO in the Integrated Safety Coordination Teams and in the planning and delivery of the Joint School Safety Symposium for Principals, Vice Principals and Superintendents.</li> </ul>
	Special Services	<ul style="list-style-type: none"> <li>- Approximately 1500 families have attended in-person and virtual parent engagement workshops on topics including Transition to Secondary School; Preparing for Life after High School; Supporting Communication through Play; Supporting your Child through Anxiety; Fostering Emotional Resilience and Tackling Transitions.</li> <li>- The Special Education Plan has been updated and includes information for families (incorporating feedback from the Special Education Advisory Committee (SEAC)) on all aspects of Special Education, ie. the Identification, Placement and Review Committee (IPRC) process, understanding an Individual Education Plan (IEP), and lays out the roles and responsibilities of all stakeholders.</li> <li>- A direct referral process from the Orientation Centre to the Chief of Identification Placement and Review Committee (IPRC) and Assessment has been solidified as a consistent practice, ensuring that newcomer families of secondary students with significant special education needs requiring specialized programming are connected with a secondary Programming and Assessment Teacher (PAT) to begin a comprehensive intake process.</li> <li>- Geneva/Sonderly online Autism courses were offered to all staff to support a deeper understanding of Applied Behaviour Analysis (ABA) and UDL strategies effective in supporting students with autism.</li> <li>- A professional development session focussed on Helping Students Regulate and Supporting Independence in the Classroom was delivered to support staff by TCDSB Behaviour Analysts.</li> </ul>
	Capital Renewal	<ul style="list-style-type: none"> <li>- Approximately \$173 million in life cycle work between 2022-2024 has been completed improving conditions for learning throughout the system.</li> <li>- Ventilation and energy efficiency improvements in 14 schools.</li> <li>- Opening of 3 new schools, 1 major retrofit, and 1 childcare retrofit since September 2024.</li> <li>- Upcoming opening of 3 new schools.</li> </ul>
	Communications, Research and Policy	<ul style="list-style-type: none"> <li>- Communications facilitated 12 community engagement opportunities compared to 3 the previous year. Some examples include school logo modernization, LTAPP, budget, device use, policies, etc.</li> <li>- Support schools with user-friendly branded templates, including eight board-wide (newsletters, flyers/invites, trifold brochures, etc.) with approximately 100 downloads per month and six department-specific (policies, charters of rights, certificates, etc.) templates.</li> <li>- Provided issues management advice and support to all schools for over 250+ issues.</li> <li>- Present to aspiring and new school administrators on issues management, media relations and Board policies.</li> <li>- The Research and Analytics team has undertaken eight major projects and have provided comprehensive data collection and survey support to various departments.</li> </ul>

	Financial Services	<ul style="list-style-type: none"> <li>- Held monthly budget status updates and presentations to stakeholders.</li> <li>- Monitoring of staffing levels and vacancies.</li> <li>- Financial decision making grounded in student learning and academic impact.</li> </ul>
	Human Resources	<ul style="list-style-type: none"> <li>- Undertaking phase one of Human Resources Department transformation, including redesign of department structure and introduction of communities of expertise, and implementation of a new Human Resources Information System (HRIS).</li> <li>- Professional development for aspiring/new administrators to support leadership for learning.</li> </ul>
	Information and Communication Technology (ICT)	<ul style="list-style-type: none"> <li>- Deployed over 2800 student devices in elementary and secondary schools to students and teachers.</li> <li>- Over 70 workshops focused on digital literacy, cybersecurity, and the use of educational software and tools.</li> <li>- Case Management system is being configured, and staff training is underway to ensure full implementation for September 2025.</li> </ul>
	Planning and Development Services	<ul style="list-style-type: none"> <li>- Over 30 organizations benefit from the Priority School Initiative (PSI) which offers free or low-cost programs for children, youth, and seniors experiencing socio-economic challenges.</li> </ul>
	Environmental Support Services	<ul style="list-style-type: none"> <li>- Quarterly inspections with ratings to assess conditions and improve performance.</li> <li>- Assistant Caretaker Orientation inspections are conducted to ensure staff know standard cleaning procedures and provide refresher as needed.</li> <li>- Monthly meetings with SQS and Principals to discuss facility related concerns with the school.</li> </ul>

<b>Equity</b>	Nurturing Our Catholic Community Action Plan	<ul style="list-style-type: none"> <li>- Collaborating with Equity, Health and Physical Education, and Safe Schools departments to deliver professional development to staff on nurturing inclusion in our classrooms/schools so that students know they are welcomed and loved as children of God made in God’s likeness.</li> <li>- Professional Development (4 sessions, with 340 elementary teachers participating) on new Family Life Curriculum including emphasis on the importance of family, affective instruction and assessment that is inclusive for all students, and the acknowledgement, respect and affirmation of diverse perspectives and lived experiences.</li> <li>- All secondary schools participated in “A Catholic Call to Serve (ACCTS)” initiative, learning about and engaging in missions to support neighborhoods experiencing addiction or homelessness.</li> <li>- Elementary - iLITE (Intermediate Leaders in Training Event) Conferences (5 in total) with approximately 3000 student participants learning about Catholic leadership strategies and reflecting on plans for school/community betterment through initiatives promoting justice and well-being.</li> </ul>
---------------	--	---

Equity Action Plan	<ul style="list-style-type: none"> <li>- Provided training and resources focusing on Culturally Relevant Responsive Pedagogy (CRPP).</li> <li>- Two new key positions: Indigenous Cultural Liaison and Student Engagement Facilitator.</li> <li>- Mandatory system-wide professional development on stigmatizing and discriminatory language.</li> <li>- Over 3,700 staff and 41,000 have attended anti-racism presentations.</li> <li>- Facilitated student initiatives i.e. Brave (Black girls restoring, affirming and valuing each other), I Am King for black boys; and Heritage events.</li> <li>- Established the Black Staff Network (BSN) and Racialized Administrators Mentorship Program (RAMP).</li> </ul>
Safe Schools	<ul style="list-style-type: none"> <li>- Professional development for school Principals, Vice Principals, teaching and non-teaching focusing on restorative practices, implicit bias, the importance of inclusive language, nurturing culturally relevant, physically and emotionally safe learning environments; and supporting our diverse student population.</li> <li>- Student symposia to promote safe, inclusive, and accepting communities. (Secondary: 54 staff, 282 students; Elementary: 59 staff; 5 parents, 491 students).</li> <li>- 25 elementary and 25 secondary schools offered sessions on nurturing inclusive classrooms rooted in restorative practices.</li> <li>- Staff professional learning re: mitigating and other factors, understanding students with special needs and responding to behaviour within a restorative and supportive framework.</li> </ul>
Special Services	<ul style="list-style-type: none"> <li>- Professional Development for all principals, teaching, and support staff on Universal Design for Learning strategies.</li> <li>- The Rick Hansen Ambassador Series workshop was presented to over 600 support staff to deepen their understanding of attitudinal barriers for students with disabilities.</li> <li>- Regular meetings were attended by Special Services team members to support the TCDSB Accessibility for Ontarians with Disabilities Act (AODA) commitment to supporting students with disabilities.</li> </ul>
Mental Health Action Plan	<ul style="list-style-type: none"> <li>- Staff continued to formalize and strengthen pathways to community services that offer a continuum of care including identity-affirming counselling services, specialized treatment, and intensive treatment/support for children, youth, and families including referrals to our Mental Health and Addiction Nurses (MHAN) managed by the Home and Community Care Support Services of Ontario.</li> <li>- School mental health professionals have continued to benefit from ongoing professional development opportunities offered by School Mental Health Ontario such as Brief Interventions for School Clinicians (BRISC) and BDIs: Brief Digital Interventions, including considerations for engaging students in these interventions through an identity-affirming lens.</li> </ul>
Capital Renewal	<ul style="list-style-type: none"> <li>- 51 schools have completed AODA (Accessibility for Ontarians with Disabilities Act) projects.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>- Developed and conducted anti-black racism training for employees.</li> <li>- Refined diversity, equity, and inclusivity provisions on all job postings.</li> </ul>

		<ul style="list-style-type: none"> <li>- Track applicants who voluntarily declare under the DEI and AODA posting provisions.</li> </ul>
	Communications, Research and Policy	<ul style="list-style-type: none"> <li>- A review of 29 policies representing approximately 19% of the total policies, surpassing the 10% policy framework requirement, with a focus on making policies more publicly accessible and community engagement.</li> <li>- The discoverability of tcdsb.org has improved compared to last year with 7% increase in page views, 12% increase in number of users, 26% increase in search impressions on Google (ie: number of times TCDSB appears in Google search results), and 22% increase in search clicks on Google.</li> </ul>
	Planning and Development Services	<ul style="list-style-type: none"> <li>- Long Term Accommodation Program Plan (LTAPP) consultations and review currently underway.</li> <li>- More than 10,000 permits issued annually to support a range of internal and external groups.</li> <li>- Over 30 organizations benefit from the Priority School Initiative (PSI) which offers free or low-cost programs for children, youth, and seniors experiencing socio-economic challenges.</li> </ul>

<b>Well-Being</b>	Student Achievement Plan	<ul style="list-style-type: none"> <li>- Students' awareness of mental health supports is assessed through EQAO survey. During the 2023-2024 school year, 62% of Grade 10 students and 61% of Grade 9 students reported being aware of available mental health supports. Meanwhile, 55% of Grade 6 students also agreed with this statement.</li> </ul>
	Nurturing Our Catholic Community Action Plan	<ul style="list-style-type: none"> <li>- Eucharistic/Liturgical celebrations reflecting the liturgical season and Pastoral Plan themes, nurturing faith and well-being livestreamed into classrooms, school communities and homes.</li> <li>- Monthly Nurturing our Catholic Community newsletters to all administrators and teachers offering school resources, professional development and faith nurturing opportunities related to Pastoral Plan.</li> <li>- Seasonal Nurturing our Families of Faith Newsletters shared with all TCDSB families in support of a family journey of faith.</li> <li>- Weekly “Faith Fact Friday” and “Mental Health Mondays” social media posts to engage students in their faith and sharing various mental health strategies – approximately 4000 followers with latest Faith Fact at 3225 views.</li> <li>- 400 elementary classes participate in monthly lessons of the “Drawing God” initiative, focusing on faith and wellness, the Arts, community building, social-emotional learning, and Pastoral Plan themes.</li> </ul>
	Special Services Action Plan	<ul style="list-style-type: none"> <li>- Special Services central team members continue to support families through community agency engagement through a variety of programs and departmental collaborations and referral paths including direct connections with the Child Development Institute, Surrey Place, and TAIBU, and several Education Community Partnership Program (ECPP) community partners, such as Covenant House, Rosalie Hall, Michael Garron Hospital, North York General Hospital to support very high risk students requiring therapeutic care.</li> </ul>

Mental Health Action Plan	<ul style="list-style-type: none"> <li>- Evidence-based training and resources provided to board staff.</li> <li>- Partnership with Toronto Public Health to support school-based Mental Health Action Teams (MHATs).</li> <li>- System wide professional development was provided on the implementation of the revised Suicide Prevention and Life Promotion Protocol with all school staff to raise awareness about suicide.</li> <li>- In consultation with Catholic Student Leadership Impact Team executive team, a series of information posters were developed and distributed to schools for display to increase student awareness of mental health supports including identity-affirming community supports.</li> <li>- Several parent/guardian mental health newsletters and tip sheets were distributed to schools.</li> <li>- A webinar and tip sheet was offered to all parent/guardians to support their child with anxiety.</li> </ul>
Safe Schools	<ul style="list-style-type: none"> <li>- Professional development with school Principals, Vice Principals, teaching and non-teaching staff related to bullying awareness, prevention, intervention and supports; the role of empathy in nurturing caring and supportive relationships; and tools to support healthy relationships.</li> <li>- Professional learning for elementary students and staff to promote positive play during unstructured time (Catholic Leaders Engaging in Active Play C-L.E.A.P.) to reduce conflict at recess, promote positive play and develop leadership skills among junior and intermediate students.</li> <li>- Implementing the “Just One You (JOY)” and the “Brothers Empowering Success Together (BEST)” projects, working with students to build skills in leadership, healthy relationships, conflict resolution, and positive decision making.</li> </ul>
Humans Resources	<ul style="list-style-type: none"> <li>- Reconvened the Staff Well-Being Steering Committee and Staff Well Being Advisory Committee.</li> <li>- Established an Attendance Support Program (ASP) Development Team and formed the Attendance Support Program Advisory Committee in accordance with PPM 171.</li> <li>- Implemented new online reporting tool for the reporting of workplace violence and general harassment.</li> <li>- Provided system wide occupational health and safety training regarding the online reporting tool.</li> </ul>
Communications, Research & Policy	<ul style="list-style-type: none"> <li>- Enhanced TCDSB reputation by successfully pitching over two dozen stories to media which were covered by print, online and TV, an increase of 30% from previous years.</li> </ul>
Information and Communication Technology (ICT)	<ul style="list-style-type: none"> <li>- Protected personal information, fostering a safe learning environment, and promoting digital literacy to ensure students can thrive in the digital age.</li> <li>- As technology continues to evolve, the commitment to cybersecurity and privacy remains a priority to safeguard the future of education.</li> </ul>
Environmental Support Services	<ul style="list-style-type: none"> <li>- Annual interval meter data (3 year program) to track progress of pilot schools on the corrective measures implemented (rebalancing of systems, minor upgrades, reprogramming) to achieve energy efficiency where the savings can be re-invested towards facility improvements.</li> </ul>

		<ul style="list-style-type: none"><li>- Upgrading Building Automation Systems which incorporates network connectivity to improve Heating, Ventilation and Cooling (HVAC) monitoring and adjustment operations.</li><li>- Maintain MERV 13 filter replacements program with four (4) changes per year for ventilation systems</li><li>- Continuing replacement filter program for portable HEPA units that are deployed in classrooms, staffrooms, offices and work areas.</li></ul>
--	--	---



## **E. METRICS AND ACCOUNTABILITY**

1. An annual MYSP report is provided to Trustees along with monitoring and progress of action plans.
2. While tremendous work has been accomplished since the inception of the MYSP, it remains on-going and iterative.
3. The MYSP continues to influence changes to the way we operate and how we report on the plan necessitating the expansion of the plan beyond the initial three years. The work continues to be meaningful and engaging but requires adoption of new processes and timelines while staying on course.

## **F. STAFF RECOMMENDATION**

Staff recommend that the Multi-Year Strategic Plan be extended for an additional 3 years.



# 2024-2025 Multi-year Strategic Plan Report

FEBRUARY | 20 | 2025

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

# Executive Summary & Purpose



## EXECUTIVE SUMMARY

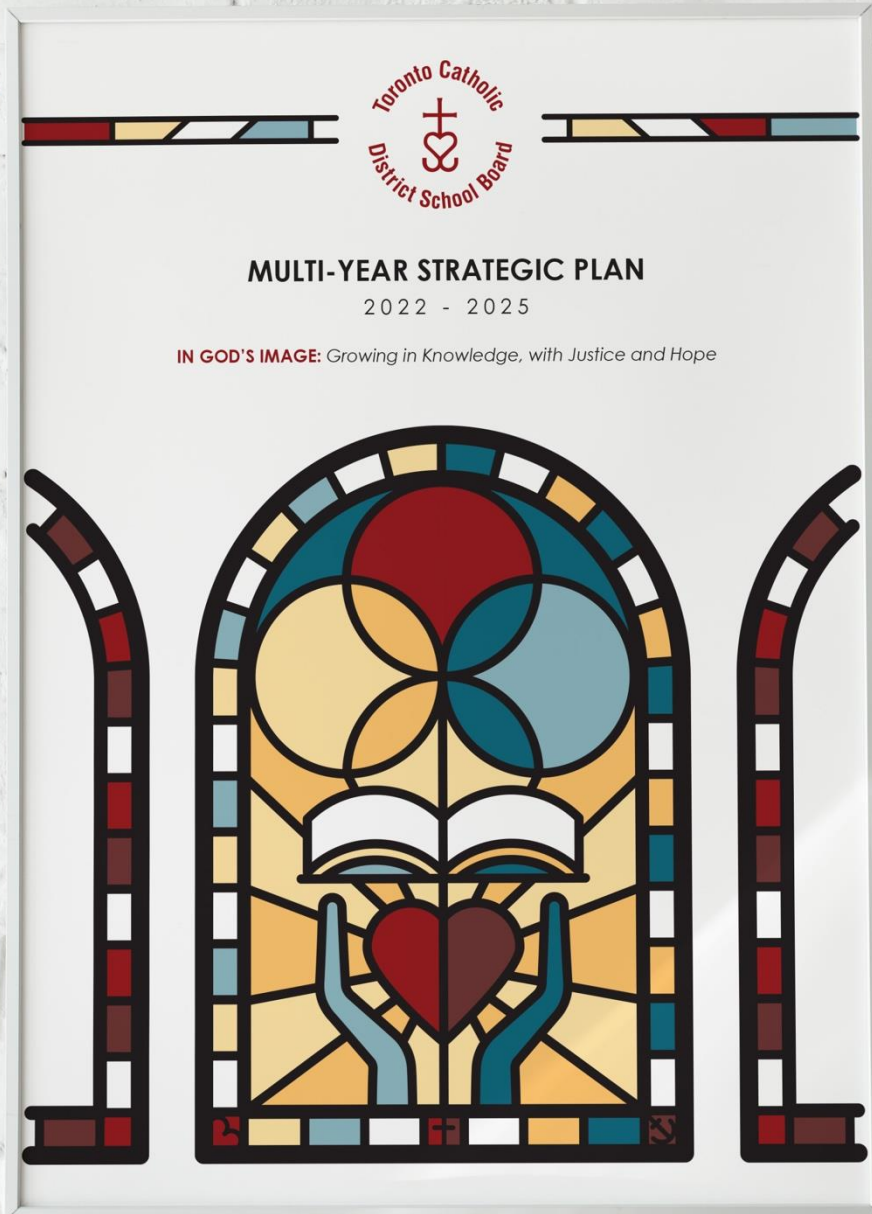
The TCDSB's Multi-Year Strategic Plan (MYSP), approved in February 2022, publicly articulates the Board's strategic priorities and was designed to be responsive to and flexible in our rapidly changing world.



## PURPOSE

This report summarizes the work underway that supports the MYSP priorities since the last report back on January 30, 2024.

# Background



## 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.



## LEARNING

GROWING IN KNOWLEDGE

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



## EQUITY

GROWING IN KNOWLEDGE WITH JUSTICE

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



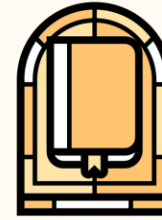
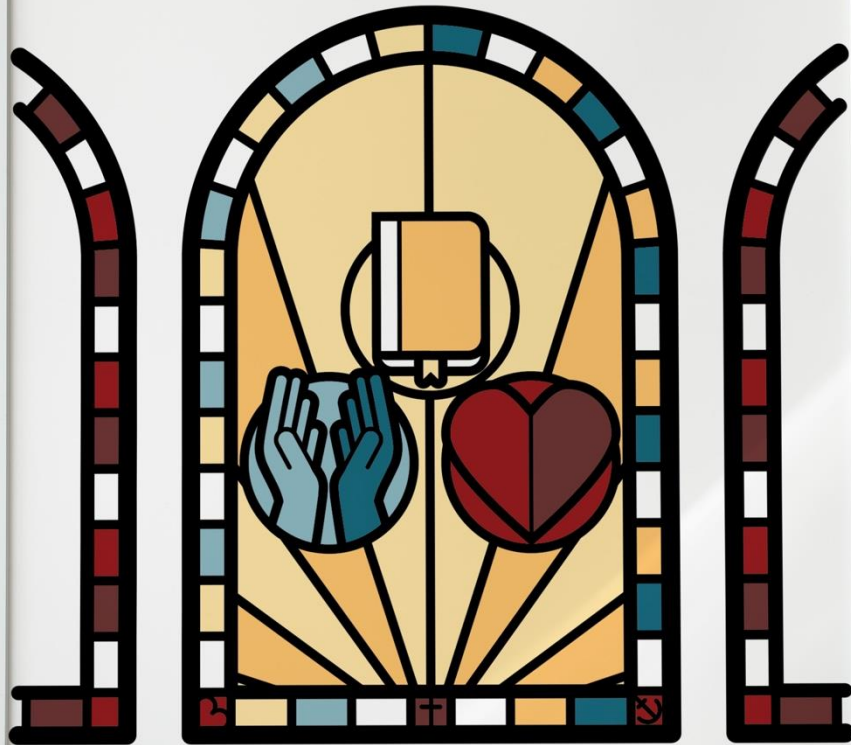
## WELL-BEING

GROWING IN KNOWLEDGE WITH JUSTICE AND HOPE

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

**PASTORAL PLAN**  
2024 - 2027

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



## LEARNING

GROWING IN KNOWLEDGE

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



## EQUITY

GROWING IN KNOWLEDGE  
WITH JUSTICE

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



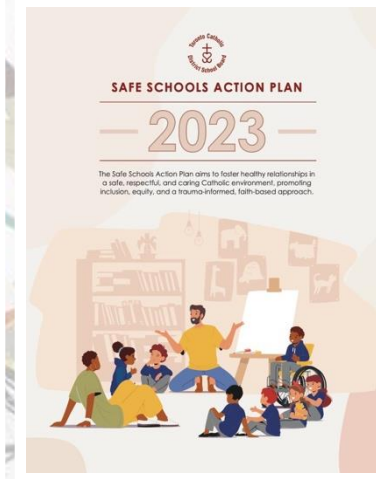
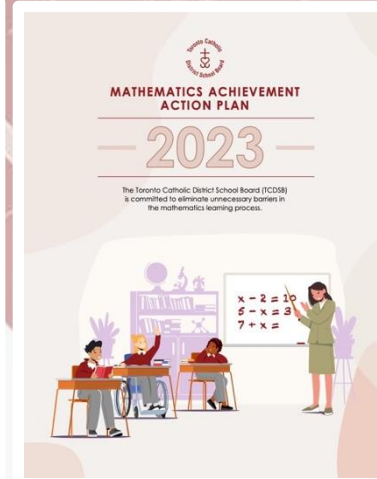
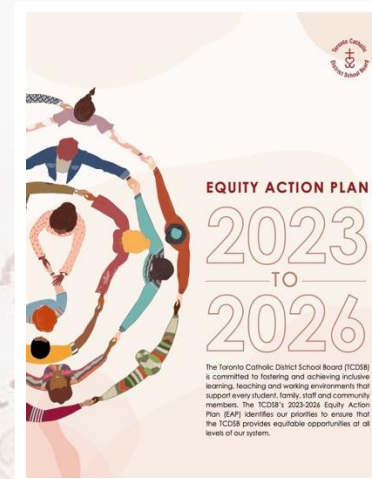
## WELL-BEING

GROWING IN KNOWLEDGE  
WITH JUSTICE AND HOPE

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

# Action Plans

ACADEMIC PLAN	DATE OF IMPLEMENTATION	PROGRESS REPORTS
<a href="#">Equity Action Plan</a>	March 30, 2023	January 11, 2024
<a href="#">Special Services Action Plan</a>	June 15, 2023	December 5, 2024 January 9, 2025
<a href="#">Mathematics Action Plan</a>	November 2, 2023	November 7, 2024 March 2025
<a href="#">Mental Health Action Plan</a>	November 2, 2023	January 9, 2025
<a href="#">Student Achievement Plan</a>	May 28, 2024	Spring 2025
<a href="#">Safe Schools Action Plan</a>	November 7, 2024	Fall 2025





# Evidence, Research, & Analysis

Branding isn't just about being seen — **it's about being remembered and trusted.** It shapes how people perceive and connect with us over time.

Consistency builds recognition—if we keep drastically changing what people are trying to remember, they won't remember.





# Comparison to other Ontario School Boards

30 school boards span:

**5 yrs**

22 school boards span:

**4 yrs**

19 school boards span:

**3 yrs**

# Methodology

## Monitoring Cycle: Collecting, Analyzing, and Responding to Data

Strategic plan monitoring is an iterative process, and a typical monitoring cycle would include data collection, analysis, interpretation, and then time for the system to respond to the data.

## Departmental Contributions to Advancing the MYSP Goals

This table summarizes department efforts to support the MYSP goals of Knowledge, Justice, and Hope using a mixed-methods approach.

- Year 1:** ○ Set out strategic goals.
- Year 2:** ○ Data collection.
- Year 3:** ○ Data analysis and interpretation.
- Year 4:** ○ System response to data and implementation of changes.
- Year 5:** ○ Further data collection and analysis to inform additional responses.



Relevant Action Plan	Examples of Key Performance Indicator / Actions
Student Achievement Plan	<ul style="list-style-type: none"> <li>All schools have developed and publicly posted a School Improvement and Equity Plan (SIEP).</li> <li>Staff in all elementary schools have been provided resources, programs, and trained in Tier 3 early reading intervention strategies.</li> <li>Implementation of Universal Design for Learning (UDL) and Differentiated Instruction (DI).</li> <li>65% increase in student participation in job skills programs.</li> <li>Attendance patterns are analyzed to identify high absenteeism and implement interventions to promote class participation.</li> <li>EQAO mathematics scores have increased over three years, across all three grades: Grade 3 (+0.6%), Grade 6 (+4.2%) and Grade 9 (6.1%).</li> <li>EQAO literacy scores continue to be close to par, or above the provincial average.</li> </ul>
Math Achievement Action Plan	<ul style="list-style-type: none"> <li>All schools have math objectives in their School Improvement and Equity Plans (SIEP).</li> <li>Over 1000 teachers have engaged in learning around High Impact Instructional Practices (HIIP).</li> <li>Data Dunkers and The Indigenous Beading and Math Initiatives support culturally relevant pedagogy.</li> </ul>
Nurturing Our Catholic Community	<ul style="list-style-type: none"> <li>Shared Pastoral Plan promotional materials and resources with all school communities—posters, banner, prayer cards, etc. – supporting opportunities to understand Catholic teaching in our daily lives, and to engage in critical thinking and inquiry, service and social justice, prayer and reflection.</li> <li>Professional development (7 sessions, 250 staff) with Principals, Chaplains, Religion Department Heads, Religion Reps, teachers to explore connections between Pastoral Plan, Ontario Catholic School Graduate Expectations, Catholic Social Teachings, the MYP, and ways in which school communities can animate the Pastoral Plan.</li> <li>Elementary Catholic Student Leadership Impact Team (eCSLIT) and Catholic Student Leadership Impact Team (CSLIT) hold meetings 3 times monthly across the TCDSB, focusing on the Pastoral Plan Year 1 theme, "Growing in Knowledge."</li> <li>Elementary/secondary student retreats (68 retreats, 1918 student participants) to animate the Pastoral Plan in our school, home and parish communities, to deepen the understanding that all are created in God's Image.</li> </ul>
Safe Schools Plan	<ul style="list-style-type: none"> <li>Professional development (4 sessions, 117 staff) with administrators, teaching and nonteaching staff in areas such as nurturing culturally relevant pedagogy, and safe learning environments.</li> <li>Academic leaders trained in Violent Threat Risk Assessment (VTRA) to support positive school climate, culture, and safety for learning.</li> <li>Professional learning for elementary students and staff to promote positive play during unstructured time (Catholic Leaders Engaging in Active Play C-L.E.A.P.).</li> <li>Continued collaboration with SafeIO in the Integrated Safety Coordination Teams and in the planning and delivery of the Joint School Safety Symposium for Principals, Vice Principals and Superintendents.</li> </ul>
Special Services Action Plan	<ul style="list-style-type: none"> <li>Approximately 1500 families have attended in-person and virtual parent engagement workshops on topics including Transition to Secondary School; Preparing for Life after High School; Supporting Communication through Play; Supporting your Child through Anxiety; Fostering Emotional Resilience and Tackling Transitions.</li> <li>After receiving significant feedback from the Special Education Advisory Committee (SEAC), the Special Education Plan has been updated and includes information for families on all aspects of Special Education, such as the Identification, Placement and Review Committee (IPRC) process, understanding an Individual Education Plan (IEP), and lays out the roles and responsibilities of all stakeholders.</li> <li>A direct referral process from the Orientation Centre to the Chief of Identification Placement and Review Committee (IPRC) and Assessment has been solidified as a consistent practice, ensuring that newcomer families of secondary students with significant special education needs requiring specialized programming are connected with a secondary Programming and Assessment Teacher (PAT) to begin a comprehensive intake process.</li> <li>Geneva/Sonderly online Autism courses were offered to all staff to support a deeper understanding of Applied Behaviour Analysis (ABA) and UDL strategies effective in supporting students with autism.</li> <li>A professional development session focussed on Helping Students Regulate and Supporting Independence in the Classroom was delivered to support staff by TCDSB Behaviour Analysts.</li> </ul>
Capital Renewal	<ul style="list-style-type: none"> <li>Approximately \$173 million in life cycle work between 2022-2024 has been completed improving conditions for learning throughout the system.</li> <li>Ventilation and energy efficiency improvements in 14 schools.</li> <li>Opening of 3 new schools, 1 major retrofit, and 1 childcare retrofit since September 2024.</li> <li>Upcoming opening of 3 new schools.</li> </ul>
Communications, Research and Policy	<ul style="list-style-type: none"> <li>Communications facilitated 12 community engagement opportunities compared to 3 the previous year. Some examples include school logo modernization, LTAPP, budget, device use, policies, etc.</li> <li>Support schools with user-friendly branded templates, including eight board-wide (newsletters, flyers/invites, trifold brochures, etc.) and six department-specific (policies, charters of rights, certificates, etc.) templates with approximately 100 downloads per month.</li> <li>Provides issues management advice and support to all schools for over 250+ issues.</li> <li>Present to aspiring and new school administrators on issues management, media relations and Board policies.</li> <li>The Research and Analytics team has undertaken eight major projects and have provided comprehensive data collection and survey support to various departments, including Curriculum, Human Resources, Finance, and Planning, among others.</li> </ul>
Financial Services	<ul style="list-style-type: none"> <li>Held monthly budget status updates and presentations to stakeholders.</li> <li>Monitoring of staffing levels and vacancies.</li> <li>Financial decision making grounded in student learning and academic impact.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>Undertaking phase one of Human Resources Department transformation, including redesign of department structure and introduction of communities of expertise, and implementation of a new Human Resources Information System.</li> <li>Professional development for aspiring and new school administrators to support system and local leadership for learning.</li> </ul>
Information and Communication Technology (ICT)	<ul style="list-style-type: none"> <li>Deployed over 2800 student devices in elementary and secondary schools to students and teachers.</li> <li>Over 70 workshops focused on digital literacy, cybersecurity, and the use of educational software and tools.</li> <li>Case Management system is being configured, and staff training is underway to ensure full implementation for September 2025.</li> </ul>
Planning and Development Services	<ul style="list-style-type: none"> <li>Over 30 organizations benefit from the Priority School Initiative (PSI) which offers free or lowcost programs for children, youth, and seniors experiencing socio-economic challenges.</li> </ul>
Environmental Support Services	<ul style="list-style-type: none"> <li>Quarterly inspections with ratings to assess conditions and improve performance.</li> <li>Assistant Caretaker Orientation inspections are conducted to ensure staff know standard cleaning procedures and provide refresher as needed.</li> <li>Monthly meetings with SQS and Principals to discuss facility related concerns with the school.</li> </ul>



Relevant Action Plan	Examples of Key Performance Indicator / Actions
Nurturing Our Catholic Community	<ul style="list-style-type: none"> <li>• Collaborating with Equity, Health and Physical Education, and Safe Schools departments to deliver professional development to staff on nurturing inclusion in our classrooms/schools so that students know they are welcomed and loved as children of God made in God's likeness.</li> <li>• Professional Development (4 sessions, with 340 elementary teachers participating) on new Family Life Curriculum including emphasis on the importance of family, affective instruction and assessment that is inclusive for all students, and the acknowledgement, respect and affirmation of diverse perspectives and lived experiences.</li> <li>• All secondary schools participated in "A Catholic Call to Serve (ACCTS)" initiative, learning about and engaging in missions to support neighborhoods experiencing addiction and homelessness.</li> <li>• Elementary - iLITE (Intermediate Leaders in Training Event) Conferences (5 in total) with approximately 3000 student participants learning about Catholic leadership strategies and reflecting on plans for school/community betterment through initiatives promoting justice and wellbeing.</li> </ul>
Equity Action Plan	<ul style="list-style-type: none"> <li>• Provided training and resources focusing on Culturally Relevant Responsive Pedagogy (CRPP).</li> <li>• Two new key positions: Indigenous Cultural Liaison and Student Engagement Facilitator.</li> <li>• Mandatory system-wide professional development on stigmatizing and discriminatory language.</li> <li>• Over 3,700 staff and 41,000 have attended anti-racism presentations.</li> <li>• Facilitated student initiatives i.e. Brave (Black girls restoring, affirming and valuing each other), I Am King for black boys; and Heritage events.</li> <li>• African Canadian Advisory Group (ACAC), Black Staff Network (BSN) and Racialized Administrators Mentorship Program (RAMP) have been established.</li> </ul>
Safe Schools Plan	<ul style="list-style-type: none"> <li>• Professional development for school Principals, Vice Principals, teaching and non-teaching focusing on restorative practices, implicit bias, the importance of inclusive language, nurturing culturally relevant, physically and emotionally safe learning environments; and supporting our diverse student population.</li> <li>• Student symposia to promote safe, inclusive, and accepting communities. (Secondary: 54 staff, 282 students; Elementary: 59 staff; 5 parents, 491 students).</li> <li>• 25 elementary and 25 secondary schools offered sessions on nurturing inclusive classrooms rooted in restorative practices.</li> <li>• Staff professional learning re: mitigating and other factors, understanding students with special needs and responding to behaviour within a restorative and supportive framework.</li> </ul>
Special Services Action Plan	<ul style="list-style-type: none"> <li>• Professional Development for all principals, teaching, and support staff on Universal Design for Learning strategies.</li> <li>• The Rick Hansen Ambassador Series workshop was presented to over 600 support staff to deepen their understanding of attitudinal barriers for students with disabilities.</li> <li>• Regular meetings were attended by Special Services team members to support the TCDSB Accessibility for Ontarians with Disabilities Act (AODA) commitment to supporting students with disabilities.</li> </ul>
Mental Health Action Plan	<ul style="list-style-type: none"> <li>• Staff continued to formalize and strengthen pathways to community services that offer a continuum of care including identity-affirming counselling services, specialized treatment, and intensive treatment/support for children, youth, and families including referrals to our Mental Health and Addiction Nurses (MHAN) managed by the Home and Community Care Support Services of Ontario.</li> <li>• School mental health professionals have continued to benefit from ongoing professional development opportunities offered by School Mental Health Ontario such as Brief Interventions for School Clinicians (BRISC) and BDIs: Brief Digital Interventions, including considerations for engaging students in these interventions through an identity-affirming lens.</li> </ul>
Capital Renewal	<ul style="list-style-type: none"> <li>• 51 schools have completed AODA (Accessibility for Ontarians with Disabilities Act) projects.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>• Developed and conducted anti-black racism training for employees.</li> <li>• Refined diversity, equity, and inclusivity provisions on all job postings.</li> <li>• Track applicants who voluntarily declare under the DEI and AODA posting provisions.</li> </ul>
Communications, Research and Policy	<ul style="list-style-type: none"> <li>• A review of 29 policies representing approximately 19% of the total policies, surpassing the 10% policy framework requirement with a focus on making policies more publicly accessible and community engagement.</li> <li>• The discoverability of tcdsb.org has improved compared to last year with 7% increase in page views, 12% increase in number of users, 26% increase in search impressions on Google (ie: number of times TCDSB appears in Google search results), and 22% increase in search clicks on Google.</li> </ul>
Planning and Development Services	<ul style="list-style-type: none"> <li>• Long Term Accommodation Program Plan (LTAPP) consultations and review currently underway.</li> <li>• More than 10,000 permits issued annually to support a range of internal and external groups.</li> <li>• Over 30 organizations benefit from the Priority School Initiative (PSI) which offers free or low-cost programs for children, youth, and seniors experiencing socio-economic challenges.</li> </ul>



Relevant Action Plan	Examples of Key Performance Indicator / Actions
Student Achievement Plan	<ul style="list-style-type: none"> <li>Students' awareness of mental health supports is assessed through EQAO survey. During the 2023-2024 school year, 62% of Grade 10 students and 61% of Grade 9 students reported being aware of available mental health supports. Meanwhile, 55% of Grade 6 students also agreed with this statement.</li> </ul>
Nurturing Our Catholic Community	<ul style="list-style-type: none"> <li>Eucharistic/Liturgical celebrations reflecting the liturgical season and Pastoral Plan themes, nurturing faith and wellbeing livestreamed into classrooms, school communities, offices and homes throughout the year on the NCC YouTube Channel.</li> <li>Monthly Nurturing our Catholic Community newsletters to all administrators and teachers offering school resources, professional development and faith nurturing opportunities related to Pastoral Plan.</li> <li>Seasonal Nurturing our Families of Faith Newsletters shared with all TCDSB families in support of a family journey of faith.</li> <li>Weekly "Faith Fact Friday" and "Mental Health Mondays" social media posts to engage students in their faith and sharing various mental health strategies – approximately 4000 followers with latest Faith Fact at 3225 views.</li> <li>400 elementary classes participate in monthly lessons of the "Drawing God" initiative, focusing on faith and wellness, the Afs, cross-curricular planning, community building, social-emotional learning, and Pastoral Plan themes.</li> </ul>
Special Services Action Plan	<ul style="list-style-type: none"> <li>Special Services central team members continue to support families through community agency engagement through a variety of programs and departmental collaborations and referral paths including direct connections with the Child Development Institute, Surrey Place, and TAIBU, and several Education Community Partnership Program (ECP) community partners, such as Covenant House, Rosalie Hall, Michael Garron Hospital, North York General Hospital to support very high risk students requiring therapeutic care.</li> </ul>
Mental Health Action Plan	<ul style="list-style-type: none"> <li>Evidence-based training and resources provided to board staff.</li> <li>Partnership with Toronto Public Health to support school-based Mental Health Action Teams (MHATs).</li> <li>System wide professional development was provided on the implementation of the revised Suicide Prevention and Life Promotion Protocol with all school staff to raise awareness about suicide.</li> <li>In consultation with Catholic Student Leadership Impact Team executive team, a series of information posters were developed and distributed to schools for display to increase student awareness of mental health supports including identity-affirming community supports.</li> <li>Several parent/guardian mental health newsletters and tip sheets were distributed throughout the school year through local school principals.</li> <li>A webinar was offered to all parent/guardians to support their child with anxiety and an infographic summarizing tips on the topic was also distributed to all participating families.</li> </ul>
Safe Schools Plan	<ul style="list-style-type: none"> <li>Professional development with school Principals, Vice Principals, teaching and non-teaching staff related to bullying awareness, prevention, intervention and supports; the role of empathy in nurturing caring and supportive relationships; and tools to support healthy relationships within the classroom.</li> <li>Professional learning for elementary students and staff to promote positive play during unstructured time (Catholic Leaders Engaging in Active Play C-L.E.A.P.) to reduce conflict at recess, promote positive play and develop leadership skills among junior and intermediate students.</li> <li>Implementing the "Just One You (JOY)" and the "Brothers Empowering Success Together (BEST)" projects, working with students to build skills in leadership, healthy relationships, conflict resolution, and positive decision making.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>Reconvened the Staff Well-Being Steering Committee and Staff Well Being Advisory Committee.</li> <li>Established an Attendance Support Program (ASP) Development Team and formed the Attendance Support Program Advisory Committee in accordance with PPM 171.</li> <li>Implemented new online reporting tool for the reporting of workplace violence and general harassment.</li> <li>Provided system wide occupational health and safety training regarding the online reporting tool.</li> </ul>
Communications, Research and Policy	<ul style="list-style-type: none"> <li>Approximately 30+ TCDSB stories were pitched to media and 84% or 26 of the pitched stories were covered by print, online and TV media outlets, an increase of 30% from previous years.</li> </ul>
Information and Communication Technology (ICT)	<ul style="list-style-type: none"> <li>Protected personal information, fostering a safe learning environment, and promoting digital literacy to ensure students can thrive in the digital age.</li> <li>As technology continues to evolve, the commitment to cybersecurity and privacy remains a priority to safeguard the future of education.</li> </ul>
Environmental Support Services	<ul style="list-style-type: none"> <li>Annual interval meter data (3-year program) to track progress of pilot schools on the corrective measures implemented (rebalancing of systems, minor upgrades, reprogramming) to achieve energy efficiency where the savings can be re-invested towards facility improvements.</li> <li>Upgrading Building Automation Systems which incorporates network connectivity to improve Heating, Ventilation and Cooling (HVAC) monitoring and adjustment operations.</li> <li>Maintain MERV 13 filter replacements program with four phases for ventilation systems</li> <li>Continuing replacement filter program for portable HEPA units that are deployed in classrooms, staffrooms, offices and work areas.</li> </ul>

# Metrics & Accountability





Trustees receive an annual MYSP report with updates on monitoring and progress.



The MYSP is ongoing and iterative, building on past progress.



The MYSP drives operational and reporting changes, requiring an extended timeline and new processes.

A background image showing a person's legs in white high-heeled shoes walking up a set of light-colored stone stairs. The scene is brightly lit, suggesting an indoor setting with large windows.

# Staff Recommendation



Thank you



REPORT TO

REGULAR BOARD

## 2025-2026 SCHOOL YEAR CALENDAR REPORT

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

Drafted	Meeting Date
January 27, 2025	February 20, 2025
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT	

### 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

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

The 2025-2026 school year calendar must be submitted to the MOE by March 1, 2025. The calendar aligns with that of the Toronto District School Board and this alignment will minimize the additional transportation costs for both boards.

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

## B. PURPOSE

1. This report provides the Board of Trustees information on the parameters used in the development of the school year calendar.
2. It also provides an outline of the communication plan that will be used to inform the TCDSB community.
3. The 2025-2026 school year calendar has been developed through a consensus process by the Academic/Business Advisory Committee (AcBac) members.

## C. BACKGROUND

1. Annually, the Board establishes the school year calendar in accordance with the Education Act and Ont. Regulation 304.
2. The TCDSB must approve a school year calendar that includes a minimum of 194 school days, of which no more than seven (7) will be professional activity (PA) days and at least 187 will be instructional days. Three (3) of the seven PA Days must be devoted to provincial education priorities as set out by the Ministry of Education. In the case of secondary schools, no more than ten (10) instructional days can be designated as exam days.
3. In the 2025-2026 school year, there are a possible 196 instructional days from September 2, 2025 to June 30, 2026. The requirement of 194 instructional days would be achieved if the first school day is Tuesday, September 2, 2025 and the last school day is Friday, June 26, 2026.

4. The selection of the PA days for 2025-2026 school year has been made in consultation with our Academic/Business Advisory Committee (AcBac) Committee members.
5. The AcBac Committee consists of members of Senior Staff and representatives from each union, association, the Catholic Parent Involvement Committee and various board departments (including Transportation, Payroll, Communications and Human Resources).
6. PA days have been aligned with the TDSB to minimize any additional transportation costs.
7. Each school year calendar must be accompanied by a general outline of the activities to be conducted on PA days, as per Ministry Policy/Program Memorandum 151, *“Professional Activity Days Devoted to Provincial Education Priorities”* (PPM151).
8. Currently, we are still waiting for the memorandum that provides direction on the Ministry Priority topics to be addressed on the PA days. Details will be submitted to the Ministry of Education in the coming months, by the August 15 deadline.
9. Summary of the proposed 2025-2026 school year calendar
  - a) Elementary Schools:
    - Two PA days are to be used for parent-teacher conferences, as per the Collective Agreement.
    - Two PA days are to be used for assessment and completion of report cards, as per the Collective Agreement.
    - Three PA days are to be used for Provincial Education Priorities of which one half day will be devoted to Faith Development.
  - b) Secondary Schools:
    - Three PA days devoted to Provincial Education Priorities and supporting Article 19 (Joint Professional Development Committee) of the Collective Agreement.
    - One PA day devoted to Faith Development.
    - The remaining three PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Improvement and Equity Plan.
  - c) The remaining school days shall be instructional days, which for secondary schools will include ten (10) examination days.
  - d) Secondary schools, in consultation with their Local School Staffing Advisory Committee (LSSAC), may schedule a Professional Activity Day

to align with the day following one of the Parent-Teacher Interview nights.

## **D. COMMUNICATIONS**

The 2025-2026 school year calendar will be communicated in the following ways:

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

## **E. STAFF RECOMMENDATION**

This report recommends that the Board of Trustees approve the attached school year calendar in **Appendix A** for the 2025-2026 school year, and that this information be communicated as outlined in Section D of this report.

## TCDSB SCHOOL YEAR CALENDAR 2025-2026

Number of school days	194
Number of Professional Activity Days	7
Number of Exam Days (Secondary Only)	10
Labour Day	September 1, 2025
First Day of School	September 2, 2025
Thanksgiving Day	October 13, 2025
Christmas Break	December 22, 2025–January 2, 2026
Family Day	February 16, 2026
Mid-Winter Break	March 16-20, 2026
Good Friday	April 3, 2026
Easter Monday	April 6, 2026
Victoria Day	May 18, 2026
Last Day of Exams for Secondary Students	June 24, 2026
Last Day of Classes for Elementary Students	June 25, 2026
Last Day of School Year	June 26, 2026

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

September 26, 2025	Provincial Education Priorities
October 10, 2025	Provincial Education Priorities
November 14, 2025	Parent-Teacher Conferences
January 16, 2026	Assessment, Evaluation and Reporting
February 13, 2026	Parent-Teacher Conferences
June 5, 2026	Assessment, Evaluation and Reporting
June 26, 2026	Provincial Education Priorities

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

September 26, 2025	Provincial Education Priorities
October 10, 2025	Provincial Education Priorities
November 14, 2025	
January 29, 2026	Provincial Education Priorities
February 13, 2026	
June 25, 2026	
June 26, 2026	

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

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





REPORT TO

REGULAR BOARD

## MONTHLY PROCUREMENT APPROVALS

“It’s no good, it’s no good!” says the buyer – then goes off and boasts about the purchase.  
(Proverbs 20:14)

### Drafted

January 22, 2025

### Meeting Date

February 20, 2025

J. Charles, Head of Procurement, Contract Administration and Risk Management

## 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 and Chief Operating Officer

Derek Boyce  
Associate Director of Corporate Services and Chief Commercial Officer

Ryan Putnam  
Chief Financial Officer and Treasurer

**A. EXECUTIVE SUMMARY**

As required by Purchasing Policy FP.01, the Board of Trustees approve all procurement activity/awards greater than \$150,000 for Goods & Services and greater than \$250,000 for Capital/Renewal expenditure.

On a quarterly basis procurement activities/contract awards between \$50,000 - \$150,000 for Goods & Services and \$50,000 - \$250,000 for Capital/Renewal expenditure will be reported to the Board for information. This reporting will occur in March, June, September and December.

This report submits to the Board of Trustees a listing of all procurement activity/awards greater than \$150,000 for Goods & Services and greater than \$250,000 for Capital/Renewal expenditure subsequent to January 16, 2025.

**B. PURPOSE**

Purchasing Policy FP.01 requires Board of Trustee approval for any procurement activity/award greater than \$150,000 for Goods & Services and greater than \$250,000 for Capital/Renewal expenditure.

**C. BACKGROUND**

This report recommends approval of the attached list of procurement activity/awards listed in Appendix A.

**D. EVIDENCE/RESEARCH/ANALYSIS**

A listing of all procurement activity for approval is provided in Appendix A.

**E. STAFF RECOMMENDATION**

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



## Appendix A: Monthly Procurement Report (Recommendation)

Contract Awards for Goods & Services over \$150,000 and Capital Expenditure over \$250,000

No.	Bid No. & Name	Description	SO/Executive Division	Recommended Supplier(s)	# of Bids Rec'd	Projected Start/End Date of Contract	Estimated cost for Initial Term	Est. total cost for Optional Term	Award based on: Lowest Price or Highest Score
1.	T-001-25 Ope 2024 009	High Performance Field and Running Track Maintenance 2025-2026  Term: Two (2) years, with two (2) optional one (1) year extensions	M. Farrell, Environmental Support Services;  M. Zlomislic,  Capital Development, Asset Management & Renewal	Dole Turf Restoration Ltd.	2	April 15, 2025 - December 31, 2028	\$298,996.00	\$313,938.00	Lowest Price
2.	T-027-25 Ren 2024 047	PA System Upgrades at St. Dorothy and Immaculate Heart of Mary Catholic School	M. Zlomislic  Capital Development, Asset Management & Renewal	Meteor Telecommunicati ons Inc.	4	February 17, 2025- April 26, 2025	\$327,700.00	NA	Lowest Price



## Appendix A: Monthly Procurement Report (Recommendation)

Contract Awards for Goods & Services over \$150,000 and Capital Expenditure over \$250,000

No.	Bid No. & Name	Description	SO/Executive Division	Recommended Supplier(s)	# of Bids Rec'd	Projected Start/End Date of Contract	Estimated cost for Initial Term	Est. total cost for Optional Term	Award based on: Lowest Price or Highest Score
3.	T-022-25 Ren 2024 042	Phase 6D Control System and Intrusion Security Systems Upgrade at 8 schools: 1. Father Henry Carr 2. Francis Libermann 3. James Cardinal McGuigan 4. Mary Ward 5. St Patrick 6. St Joan of Arc 7. MSGR Fraser – Midland Campus 8. MSGR Fraser - Norfinch	M. Zlomislic  Capital Development, Asset Management & Renewal	3 <sup>rd</sup> Rev. e.i.b. Systems Inc.	1	March 10, 2025- June 20, 2025	\$639,994.33	NA	Lowest Price
4.	P-023-25E Ren 2024 053	Contractor Award for Play Structure Supply and Installation at: 1. Blessed Sacrament ES 2. St. John Vianney ES 3. St. Augustine ES 4. St. Maria Goretti ES 5. St. Bonaventure ES 6. St. John the Evangelist ES 7. St. Paul ES	M. Zlomislic  Capital Development, Asset Management & Renewal	Park N Play Design Co. Ltd.;  S.F. Scott Manufacturing Co. Inc..	3	March 3, 2025 - October 31, 2025	\$655,067.97	NA	Highest Score

**OUR MISSION**

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

**OUR VISION**

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



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

**HELD TUESDAY, JANUARY 7, 2025**

**PRESENT:**

**Trustees:**

N. Crawford, Chair  
G. Tanuan, Vice Chair - Virtual  
A. Kennedy  
I. Li Preti – Virtual  
K. Morrison  
M. Rizzo - Virtual

**Staff:**

R. Putnam  
L. Coulter  
C. Fernandes  
R. D’Addario  
L. Di Marco  
D. Luk  
S. Vlahos  
  
S. Harris, Recording Secretary  
S. Hinds-Barnett, Assistant Recording Secretary

**5. Roll Call and Apologies**

Trustee de Domenico was absent.

**6. Approval of the Agenda**

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

The Motion was declared

CARRIED

**7. Declarations of Interest**

There were none.

**8. Approval and Signing of the Minutes**

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that the Minutes of the Meeting held November 6, 2024 be approved.

The Motion was declared

CARRIED

Trustee Morrison left the meeting at 7:30 pm.

**15. Staff Reports**

MOVED by Trustee Rizzo, seconded by Trustee Li Preti, that Item 15a) be adopted as follows:

- 15a) Concussion Policy** that the Governance and Policy Committee recommend to Board that the proposed Concussion Policy, provided in Appendix A (tracked) and Appendix B (clean) of the report, be approved.

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 Rizzo, seconded by Trustee Kennedy, that Item 15b) be adopted as follows:

- 15b) School Excursions Policy** that the Governance and Policy Committee recommend to Board that the proposed School Excursions Policy, provided in Appendix A (tracked) and Appendix B (clean) of the report, be approved.

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 Kennedy, that Item 15c) be adopted as follows:

- 15c) Occupational Health and Safety Policy** that the Governance and Policy Committee recommend to Board that the revised Occupational Health and Safety Policy, provided in Appendix A (tracked) and Appendix B (clean) of the report, be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Kennedy  
Li Preti  
Rizzo

The Motion was declared

CARRIED

Trustee Tanuan did not vote/respond.



MOVED by Trustee Kennedy, seconded by Trustee Li Preti, that Item 15d) be adopted as follows:

- 15d) Workplace Violence Policy** that the Governance and Policy Committee recommend to Board that the revised Workplace Violence Policy, provided in Appendix A (tracked) and Appendix B (clean) of the report, be approved.

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 Kennedy, seconded by Trustee Tanuan, that Item 15e) be adopted as follows:

- 15e) Respectful Workplace Policy** that the Governance and Policy Committee recommend to Board that the proposed Respectful Workplace policy (Appendix A) be approved and the Harassment and Discrimination in the Workplace policy (Appendix B), Conflict Resolution (Appendix C), and Complaint Against a Staff Person Policy (Appendix D) of the report be rescinded.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Kennedy  
Li Preti  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo left the virtual room at 7:52 p.m.

**18. Updating of Pending List**

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Items 18a) and 18b) be adopted as follows:

**18a) Monthly Pending List** received; and

**18b) Annual Policy Priority Schedule** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Kennedy  
Li Preti  
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo returned to the virtual room at 7:55 p.m.

**20. Adjournment**

MOVED by Trustee Kennedy, seconded by Trustee Li Preti, that the meeting be adjourned and that the Political Action Ad Hoc Committee Meeting be reconvened.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Kennedy  
Li Preti  
Rizzo  
Tanuan

The Motion was declared

CARRIED

---

SECRETARY

CHAIR

**OUR MISSION**

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

**OUR VISION**

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



**MINUTES OF THE REGULAR MEETING  
OF THE  
SPECIAL EDUCATION ADVISORY COMMITTEE  
PUBLIC SESSION**

**HELD WEDNESDAY, JANUARY 15, 2025**

**PRESENT:**

**Trustees:**

F. D'Amico  
A. Kennedy  
M. Rizzo – Virtual

**External Members:**

G. Wedge, Chair  
G. Feldman, Vice Chair  
R. De Belchior – Virtual  
L. Mastrogiuseppe – Virtual  
D. Nightingale - Virtual  
I. Novak - Virtual  
M. Seymour - Virtual

**Staff:**

A. Della Mora  
C. Fernandes  
M. Meehan  
V. Cocco  
A. Coke  
D. Comacchio  
O. De Figueiredo  
M. Gendron  
R. Macchia  
  
S. Adaikpoh, Acting Recording Secretary

**4. Roll Call and Apologies**

Apologies were extended on behalf of Lisa Mason and Tyler Munro. Jennifer Di Francesco and Ashley Pabon were absent.

**5. Approval of the Agenda**

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

On the Vote being taken, the Motion was declared

CARRIED

**6. Declarations of Interest**

There were none.

**7. Approval and Signing of the Minutes**

MOVED by Trustee Kennedy, seconded by Geoffrey Feldman, that the Minutes of the Meeting held December 4, 2024 be approved.

On the Vote being taken, the Motion was declared

CARRIED

**12. Consent and Review**

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

13b) Special Education Plan January 2025 – Trustee Kennedy

Sections for Discussion:

8. Transition Planning;

9. Roles and Responsibilities; and

10. Categories and Definitions of Exceptionalities; and

14a) Special Services Superintendent Update – January 2025 – Trustee Kennedy

Trustee Rizzo left the meeting at 7:13 pm.

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

Richelle De Belchior left the virtual room at 7:26 pm.

Quorum was lost.

The Chair declared a five-minute recess to establish Quorum.

The meeting resumed with George Wedge in the Chair.

**PRESENT: (Following Recess)**

**Trustees:** F. D’Amico  
A. Kennedy

**External Members:** G. Wedge, Chair  
G. Feldman, Vice Chair  
R. De Belchior – Virtual  
L. Mastrogiuseppe – Virtual  
I. Novak - Virtual  
M. Seymour – Virtual

**12 Consent and Review**

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

On the Vote being taken, the Motion was declared

CARRIED

**ITEM NOT HELD AS CAPTURED IN THE ABOVE MOTION**

13a) Draft Special Education Advisory Committee (SEAC) Annual Calendar 2024-2025

**13. Annual Calendar Items**

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

**13b) Special Education Plan January 2025** received.

**Sections for Discussion:**

**8. Transition Planning;**

**9. Roles and Responsibilities; and**

**10. Categories and Definitions of Exceptionalities**

On the Vote being taken, the Motion was declared

CARRIED



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

MOVED by Geoffrey Feldman, seconded by Trustee Kennedy, that Item 14a) be adopted as follows:

**14a) Special Services Superintendent Update – January 2025** received.

Deborah Nightingale joined the virtual room at 7:32 pm.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Trustee Kennedy, that the Agenda be reopened.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Geoffrey Feldman, seconded by Trustee Kennedy, that the Agenda, as amended to include Item 19a) Association Report From Association for Bright Children regarding the Resignation of Deborah Nightingale as SEAC's Representative, be approved.

On the Vote being taken, the Motion was declared

CARRIED

**19. Association Reports**

MOVED by Deborah Nightingale, seconded by Geoffrey Feldman, that Item 19a) be adopted as follows:

- 19a) From Association for Bright Children regarding the Resignation of Deborah Nightingale as SEAC's Representative received.**

On the Vote being taken, the Motion was declared

CARRIED

**22. Adjournment**

MOVED by Geoffrey Feldman, seconded by Trustee Kennedy, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

---

SECRETARY

---

CHAIR

**MASTER PENDING LIST AND ROLLING CALENDAR TO FEBRUARY 20, 2025**

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
1.	October 2024 Regular Board	May 2025	Corporate Services	<p>WHEREAS: Loretto Abbey Catholic Secondary School is a picturesque setting for photos, weddings and events complete with historical architecture, stunning chapel, large common spaces and beautiful grounds;</p> <p>WHEREAS: Requests for photography, weddings and other events are presently not permitted at Loretto Abbey Catholic Secondary School;</p> <p>WHEREAS: Loretto Abbey provides a sentimental and historic meaning to families who may wish to book a space for special events;</p> <p>WHEREAS: Loretto Abbey grounds are often used for engagement and wedding photos and very little if any revenues are generated;</p> <p>WHEREAS: Many requests are received from the public for the use of the chapel, common areas and grounds by the school and the local trustee for the use of Loretto Abbey for special events including weddings, engagements etc; and</p> <p>WHEREAS: Toronto Catholic District School Board may be able to generate revenue by permitting photography, weddings and other special events by use of the Loretto Abbey facilities.</p> <p>THEREFORE BE IT RESOLVED THAT: Loretto Abbey and its grounds be considered as a venue to be permitted for</p>	Associate Director of Corporate Services and Chief Commercial Officer

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<p>photography, weddings/engagements and other special events; and</p> <p>BE IT FURTHER RESOLVED THAT: Staff prepare a report on the impacts and revenues that may be generated from permitting the grounds and facilities at Loretto Abbey Catholic Secondary School (<b>Consideration of Motion from Trustee Rizzo regarding Permitting of Grounds and Facilities at Loretto Abbey Catholic Secondary School for Special Events</b>)</p>	
2.	June 2024 Regular Board	TBC	Regular Board	<p><b>WHEREAS:</b> The Board of Trustees is committed to a safe and healthy environment for students and for staff in our schools;</p> <p><b>WHEREAS:</b> Global warming is having a severe effect on the interior temperatures in our schools especially those with second and third floors;</p> <p><b>WHEREAS:</b> The TCDSB has installed cooling centres to provide temporary reprieve from the excessive heat and is now conducting a pilot project installing outdoor misting stations. These measures, while providing temporarily relief, are in fact only relatively inexpensive measures that provide a very short time of relief;</p> <p><b>WHEREAS:</b> The TCDSB relies exclusively on funding from the Ministry of Education to maintain and update our school buildings and that the Ministry does not directly fund retrofitting schools with AC;</p>	Associate Director of Corporate Services and Chief Commercial Officer

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<p><b>WHEREAS:</b> Trustees receive many complaints and concerns from parents in the months of May, June, September and October that school classrooms are experiencing high temperatures that reach and at times exceed 30 degrees Celsius, and that is not accounting for the accompanying high humidity levels which exacerbates the problem; and</p> <p><b>WHEREAS:</b> Students have great difficulty learning in a classroom that is overheated and uncomfortable. The heat in classrooms does not make for a healthy learning or working environment for students and staff.</p> <p><b>THEREFORE BE IT RESOLVED:</b> That the Board use current data available to begin a fulsome and detailed analysis of the classroom conditions across the Board regarding excessive heat and report back to the Board of Trustees their findings, their recommendations, both immediate and long term, to make our buildings safer and how we can alleviate the excessive heat. This report should include a breakdown of the buildings that have more than one floor and unless these buildings have AC, that the staff give these buildings priority for remediation; and</p> <p><b>FURTHER BE IT RESOLVED THAT:</b> Staff report on the feasibility of installing air conditioning at St. Gregory's Catholic School (<b>Consideration of Motion from Trustee de Domenico regarding Excessive Heat and Humidity in Toronto Catholic District School Board (TCDSB) School Buildings</b>)</p>	

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
3.	June 2024 Regular Board	TBC	Regular Board	<p><b>WHEREAS:</b> TCDSB has raised the issues of air conditioning on multiple occasions:</p> <p>In 2015, TCDSB requested staff to provide reports regarding full air conditioning vs other forms of cooling at Elementary and Secondary schools without air conditioning;</p> <p>Board adopted air conditioning be included when costing new school construction with comparative figures for DV and AC; and</p> <p>In 2016 staff were requested to:</p> <ul style="list-style-type: none"> <li>Increase insulation on all west and south facing walls in buildings;</li> <li>Increase insulation on all west and south facing walls in buildings;</li> <li>Operable windows should have beyond the 100 mm (10 cm) openings;</li> <li>Install white roofs with solar panels initially to reduce Hydro usage or to run air conditioning;</li> <li>Investigate green roofs to include native plants or succulents that do not require frequent watering (desert types); and</li> <li>Staff begin collection of day-to-day temperature data in order to inform the implementation of passive cooling</li> </ul>	Associate Director of Corporate Services and Chief Commercial Officer

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<p>measures in schools. Priority for data collection and monitoring to be for those schools without air conditioning, air displacement ventilation and a mechanical ventilation system.</p> <p>In 2017, the TCDSB began sending letters to all MPP's and the Minister of Education regarding air conditioning funding;</p> <p>Countless inquiries from Trustees regarding air conditioning in schools were brought to the attention of the Board through the years.</p> <p>In 2018 the Board approved:</p> <p>A four-year phased implementation plan to add cooling centres at non-air conditioned schools funded from School Renewal; and</p> <p>Portables installed in schools must have air conditioning.</p> <p><b>WHEREAS:</b> Staff have tried to mitigate air conditions in schools using various strategies and implemented some Board approved motions;</p> <p><b>WHEREAS:</b> Funding for air conditioning is not provided to school Boards by the province and becomes less likely to be funded in the future;</p> <p><b>WHEREAS:</b> Proceeds of disposition funds were approved</p>	



#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<p>to install air conditioning in two new school buildings when the Ministry refused additional funding for this purpose;</p> <p><b>WHEREAS:</b> Staff cannot teach and children cannot learn in extreme hot conditions in schools and lack of air conditioning allows a health crisis to fester;</p> <p><b>WHEREAS:</b> Studies show that schools without air conditioning, every 1 degree increase in temperature reduces learning over a school year by 2 percent; and</p> <p><b>WHEREAS:</b> As the planet continues to warm, we do see a significant increase in extreme weather events and due to these climate change effects, winters continue to shorten, and schools are dealing with a higher proportion of months with warmer weather.</p> <p><b>THEREFORE BE IT RESOLVED THAT:</b> Two pilot schools be chosen to install air conditioning;</p> <p><b>FURTHER BE IT RESOLVED THAT:</b> Funds be provided from Proceeds of Disposition; and</p> <p><b>FURTHER BE IT RESOLVED THAT:</b> Staff evaluate the efficacy of installing air conditioning in older school structures and report to Board following installation of the pilot(<b>Consideration of Motion from Trustee Rizzo regarding Air Conditioning in Schools</b>)</p>	

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
4.	October 2024 Regular Board	April 2025	Regular Board	<p>WHEREAS: There appears to be an increase in the prevalence of autism in our schools; and</p> <p>WHEREAS: Trustees have limited visibility into relevant data on this topic.</p> <p>BE IT RESOLVED THAT: Staff bring a report outlining three years of historical data, system wide capturing:</p> <ul style="list-style-type: none"> <li>- Number of students at the elementary and secondary levels and corresponding growth rates;</li> <li>- Central Human Resources allocated to Autism support (and any corresponding growth or decline in these resources); and</li> <li>- Insights into the geographical distribution of relevant students with an emphasis on ward demographics including socio economic data <b>(Consideration of Motion from Trustee Di Giorgio regarding Autism Research Request/Support)</b></li> </ul>	Associate Director of Academic Affairs and Chief Operating Officer
5.	November - 2024 Regular Board	May 2025	Regular Board	<p>WHEREAS: The Toronto Catholic District School Board (TCDSB) is the largest publicly funded Catholic Board in the province of Ontario and in Canada;</p> <p>WHEREAS: The Toronto Catholic District School Board must make decisions in compliance with many pieces of legislation including the Education Act, the Constitution of Canada, the Charter of Rights and Freedoms, the Ontario Human Rights Code, Canon Law of the Roman Catholic Church, and our own By-law 175;</p>	Chief Financial Officer and Treasurer

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<p>WHEREAS: Governance by Roberts Rules is complex and requires expertise in many instances;</p> <p>WHEREAS: If the Toronto Catholic District School Board makes a decision inappropriately it could be challenged by a ratepayer, or in court, or by the Ministry of Education;</p> <p>WHEREAS: We have an obligation to our voters, parents, students and staff to govern without error and in accordance with the highest standards of governance;</p> <p>WHEREAS: Governing according to the expected standard rules is understood by everyone to be fair and equitable; and</p> <p>WHEREAS: Conditions arise at Board meetings or at Committee Meetings of the Board when the services of a Parliamentarian would be advantageous to deal with complex or contentious issues;</p> <p>THEREFORE BE IT RESOLVED THAT: Staff prepare a report on an economically feasible way to procure the services of a Parliamentarian for situations categorized as high priority.  <b>(Consideration of Motion from Trustee Kennedy regarding Parliamentarian Services)</b></p>	
6.	January 2025 Regular Board	April 2025	Regular Board	WHEREAS: The Education Act of Ontario recognizes Student Trustees as elected representatives of students on school Boards;	Director of Education

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<p>WHEREAS: Student Trustees have been part of the Toronto Catholic District School Board for several decades;</p> <p>WHEREAS: Student Trustees advocate and serve as a voice for students at the Board;</p> <p>WHEREAS: Student Trustees have significantly contributed and participated in notable board wide, and even citywide initiatives;</p> <p>WHEREAS: Present and future Student Trustees take inspiration from previous work, accomplishments, and initiatives of past student trustees to enhance their contributions to the Board;</p> <p>WHEREAS: Keeping clear history of Student Trustees can display representation and encouragement for Grade 10 students thinking about applying for the position; and</p> <p>WHEREAS: There is no history, no records kept, or photos of past Student Trustees at the Board.</p> <p>THEREFORE BE IT RESOLVED THAT: The Director of Education be requested to prepare a report on officially recognizing Student Trustees via photo gallery of Student Trustees; maintenance of board records of Student Trustees and recreation of archival information on Student Trustees. <b>(From</b></p>	

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
7.	January 2025 Regular Board	TBC	Regular Board	<p><b>Trustee Rizzo on behalf of Student Trustees JoyGold Goodluck and Ruben Da Silveira regarding Student Trustee Recognition and Records)</b></p> <p>That the following SEAC recommendation be referred to Staff for a report:</p> <ol style="list-style-type: none"> <li>1. Mandatory professional development for bus drivers that transport students with special needs and provide ongoing support for bus driving staff should they be experiencing challenges with special needs students;</li> <li>2. That the Minister of Education consider funding for special needs staff on school buses to assist with special needs students; and</li> <li>3. That items 1 and 2 above be sent to the Transportation Consortium and Minister of Education.</li> </ol> <p><b>(Recommendation to Board from the Special Education Advisory Committee: Special Education Plan December 2024</b></p> <p><b><u>Sections for Discussion:</u></b></p> <ol style="list-style-type: none"> <li>5. Special Education Staff;</li> <li>6. Specialized Equipment; and</li> <li>7. Transportation for Students with Special Education Needs.)</li> </ol>	Associate Director of Academic Affairs and Chief Operating Officer

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
8.	December - 2022 Regular Board	November 2027	Student Achievement	That an international Languages report be presented in public session at the Student Achievement and Well-Being Committee or appropriate Committee or Board every 5 years <b>(From the Governance and Policy Committee: International Languages (Elementary) Report S.P.05)</b>	Associate Director of Academic Affairs and Chief Operating Officer

## 2025 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarterly Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Corporate Services	Annual Chief Financial Officer Overview	Chief Financial Officer and Treasurer
2	February (A)	Corporate Services	Multi-Year Financial Forecast	Chief Financial Officer and Treasurer
3	March (A)	Corporate Services	Budget Framework and Consultation Plan	Chief Financial Officer and Treasurer
4	March (A)	Corporate Services	Consensus Student Enrolment Projections	Associate Director Corporate Services
5	March (A/P)	Corporate Services	Transportation Annual Report and S.T.01 Transportation Policy Metric	Associate Director Corporate Services
6	April (A)	Corporate Services	Ministry Funding Overview	Chief Financial Officer and Treasurer
7	April (Q)	Corporate Services	Mid-Year Budget Status Report	Chief Financial Officer and Treasurer
8	May (A)	Corporate Services	Preliminary Budget Estimates	Chief Financial Officer and Treasurer
9	June (P)	Corporate Services	B.R.01 Rental of Surplus School Space and Properties Policy Metric	Associate Director Corporate Services
10	June (A)	Corporate Services	Recommended Budget Estimates	Chief Financial Officer and Treasurer
11	June (A)	Corporate Services	Delegated Authority Report	Chief Financial Officer and Treasurer
12	September (A)	Corporate Services	Delegated Authority Update Report	Chief Financial Officer and Treasurer
13	September (A)	Corporate Services	Annual Procurement Plan	Chief Financial Officer and Treasurer
14	September (A)	Corporate Services	Capital Program Update	Associate Director Corporate Services

## 2025 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

<b>15</b>	October (Q)	Corporate Services	Budget Update: Enrolment and Staffing	Chief Financial Officer and Treasurer
<b>16</b>	October (A)	Corporate Services	Trustee Honorarium Report	Chief Financial Officer and Treasurer
<b>17</b>	October (A)	Corporate Services	Capital Renewal Program Report	Associate Director Corporate Services
<b>18</b>	November (A)	Corporate Services	Audited Financial Statements	Chief Financial Officer and Treasurer
<b>19</b>	November (P)	Corporate Services	Enrolment Report and S.A.01 Admission and Placement Policy Metric	Associate Director Corporate Services
<b>20</b>	December (A)	Corporate Services	Revised Budget Estimates	Chief Financial Officer and Treasurer
<b>21</b>	December (A)	Corporate Services	Annual Legal Fees Report	Chief Financial Officer and Treasurer
<b>22</b>	December (A)	Corporate Services	Annual Investment Report	Chief Financial Officer and Treasurer
<b>23</b>	December (A)	Corporate Services	Annual Audit Committee Report	Chief Financial Officer and Treasurer
<b>24</b>	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
<b>25</b>	March (A)	Regular Board	Preliminary Staffing Projections Report	AD Academic Services and CFO/Treasurer
<b>26</b>	September (P)	Regular Board	A.06 Advocacy Policy Metric	Chief Financial Officer and Treasurer
<b>27</b>	October (P)	Regular Board	H.M.33 Acceptance of Hospitality or Gifts Policy Metric	Chief Financial Officer and Treasurer
<b>28</b>	November (A)	Regular Board	Ongoing Exit and Entry Student Survey	Associate Director Corporate Services
<b>29</b>	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
<b>30</b>	November (A)	Regular Board	Multi-Year Strategic Plan Annual Report	Director of Education



## 2025 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

<b>31</b>	December (A)	Regular Board	Director's Annual Report	Director of Education
<b>32</b>	January (A)	Student Achievement	Equity Action Plan Annual Report	Director of Education
<b>33</b>	January (A)	Student Achievement	Annual Mental Health and Wellbeing Report	Associate Director Academic Services
<b>34</b>	January (P)	Student Achievement	A.36 Accessibility Standards Policy Metric	Associate Director Academic Services
<b>35</b>	February (P)	Student Achievement	S. 19 External Research Policy Metric	Associate Director Academic Services
<b>36</b>	March (A)	Student Achievement	The Angel Foundation for Learning Annual Report and Presentation	Associate Director Academic Services
<b>37</b>	April (A)	Student Achievement	Annual EPAN Schools Allocations	AD Academic Services and CFO/Treasurer
<b>38</b>	April (A)	Student Achievement	Non-Resident VISA Student Fees	AD Academic Services and CFO/Treasurer
<b>39</b>	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
<b>40</b>	June (P)	Student Achievement	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services
<b>41</b>	September (P)	Student Achievement	H.M.40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
<b>42</b>	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
<b>43</b>	September (P)	Student Achievement	H.M.14 Harassment and Discrimination Policy Metric	Associate Director Academic Services
<b>44</b>	September (P)	Student Achievement	H.M.19 Conflict Resolution Policy Metric	Associate Director Academic Services
<b>45</b>	September (P)	Student Achievement	T.07 Community Engagement Policy Metric	Director of Education
<b>46</b>	September (P)	Student Achievement	A.37 Communications Policy Metric	Director of Education

## 2025 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

47	October (P) (5 Year Cycle)	Student Achievement	International Languages Program Report (Next Reporting Date of October 2027)	AD Academic Services and CFO/Treasurer
48	October (A)	Student Achievement	Board Improvement and Equity Plan (BIEP)	Associate Director Academic Services
49	October (A/P)	Student Achievement	S.22 Religious Accommodation Policy Metric	Associate Director Academic Services
50	October (A)	Student Achievement	Student Trustees: Voices that Challenge - CSLIT	Associate Director Academic Services
51	November (A/P)	Student Achievement	Annual Safe Schools Report and S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
52	November (A)	Student Achievement	Annual EQAO and OSSLT Assessments Report	Associate Director Academic Services
53	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
54	November (A)	Student Achievement	CPIC Annual Report	Associate Director Academic Services
55	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Policy Metric ECSLIT	Associate Director Academic Services
56	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Metric	Associate Director Academic Services
57	December (A/P)	Student Achievement	Accountability Framework for Special Education and S.P.01 Special Education Programs and Services Policy Metric	Associate Director Academic Services
58	December (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
59	December (A)	Student Achievement	Staff CPIC Annual Report	Associate Director Academic Services