

# STUDENT ACHIEVEMENT AND WELL-BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE PUBLIC MEETING

## AGENDA MARCH 20, 2025

**Frank D'Amico, Chair**  
Trustee Ward 6

**Ida Li Preti**  
Trustee Ward 3

**Angela Kennedy, Vice Chair**  
Trustee Ward 11

**Teresa Lubinski**  
Trustee Ward 4

**Nancy Crawford**  
Trustee Ward 12

**Joseph Martino**  
Trustee Ward 1

**Markus de Domenico**  
Trustee Ward 2

**Kevin Morrison**  
Trustee Ward 9

**Michael Del Grande**  
Trustee Ward 7

**Maria Rizzo**  
Trustee Ward 5

**Daniel Di Giorgio**  
Trustee Ward 10

**Garry Tanuan**  
Trustee Ward 8

**Ruben Da Silveira**  
Student Trustee

**JoyGold Goodluck**  
Student Trustee



MULTI-YEAR STRATEGIC PLAN  
2022 - 2025

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



### 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

**TERMS OF REFERENCE FOR THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC  
EDUCATION AND HUMAN RESOURCES COMMITTEE  
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

**Terms of reference:**

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

## **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**

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# AGENDA

## THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

PUBLIC SESSION  
Frank D’Amico, Chair  
Angela Kennedy, Vice-Chair

Thursday, March 20, 2025  
7:00 P.M.

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Pages

1. Call to Order
2. Opening Prayer
3. Land Acknowledgement
4. Singing of O Canada
5. Roll Call & Apologies
6. Approval of the Agenda
7. Report from Private Session
8. Declarations of Interest
9. Approval and Signing of the Minutes of the Meeting held January 9, 2025 1 - 10
10. Delegations

**11. Member Statements**

**12. Presentations**

12.a The Angel Foundation for Learning Annual Report 2023-2024 -  
John Wujek, Executive Director, The Angel Foundation for Learning  
(Refer Item 18c)

12.b Math Achievement Action Plan - K. Dixon, Superintendent of  
Mathematics Curriculum and Innovation

12.c Knights of Columbus - Nancy Crawford, Trustee Ward 12, S.  
Campbell, Executive Superintendent, Field Services, R.  
Walo, Superintendent of Education and S. Malec, Vice Principal

**13. Notices of Motion**

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

**15. Consent and Review**

**16. Unfinished Business**

**17. Matters referred or deferred**

**18. Staff Reports**

18.a Monthly Procurement Approvals (Recommendation) 11 - 18

18.b Summary of Projects for Utilization of Proceeds of Disposition  
(Recommendation) 19 - 24

18.c The Angel Foundation for Learning Annual Report 2023-2024  
(Information) (Refer Item 12a) 25 - 40

18.d Advisory Committee Report Back to Board (Information) 41 - 48

18.e Annual Report on the Accessibility Standards Policy, A.35  
(Information) 49 - 71

**19. Listing of Communications**

- 20. **Inquiries**
- 21. **Updating of Pending List**
  - 21.a Annual Calendar of Reports and Policy Metrics 72 - 73
  - 21.b Monthly Pending List 74
- 22. **Resolve into FULL BOARD to Rise and Report**
- 23. **Closing Prayer**
- 24. **Adjournment**

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# **MINUTES OF THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

## **PUBLIC SESSION**

**HELD THURSDAY, JANUARY 09, 2025**

### **PRESENT:**

#### **Trustees:**

F. D'Amico, Chair  
A. Kennedy, Vice-Chair  
N. Crawford  
M. de Domenico  
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:**

B. Browne  
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

**1. Call to Order**

The Director of Education, Dr. Brendan Browne, extended appreciation and farewell to Lori DiMarco, Superintendent of Curriculum Leadership and Innovation; and Academic Information and Communications Technology, on her retirement, and also thanked her for being an outstanding educator and leader of the Toronto Catholic District School Board for over 35 years.

**5. Roll Call and Apologies**

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

**6. Approval of the Agenda**

MOVED by Trustee Tanuan, seconded by Trustee de Domenico, that the Agenda be approved.

The Motion was declared

CARRIED



**7. Report from Private Session**

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

In PRIVATE Session:

- a) Approved Minutes of the Meeting held November 7, 2024; and
- b) Approved three new candidates for membership of the African Canadian Advisory 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 did not vote.

**8. Declarations of Interest**

There were none.

**9. Approval and Signing of the Minutes of the Meeting**

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the Minutes of the Meeting held December 5, 2024 be approved.

The Motion was declared

CARRIED

**11. Member Statements**

- 11a) From Trustee de Domenico regarding Appreciation of and Farewell to Lori DiMarco, Superintendent of Curriculum Leadership and Innovation; and Academic Information and Communications Technology, on her Retirement; and Bereavement of James Ryan, Former President of Ontario English Catholic Teachers Association (OECTA).**

Trustee Del Grande left the virtual room at 7:33 pm.

**12. Presentations**

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

- 12a) Equity Action Plan Year Two Overview – R. Fernandes, Superintendent of Indigenous Education, Equity and Community Relations received.**

The Motion was declared

CARRIED

Trustee Del Grande returned to the virtual room at 7:40 pm.

MOVED by Trustee de Domenico, seconded by Trustee Crawford, that Item 12b) be adopted as follows:

- 12b) Mental Health Action Plan Report Back 2023-2024 Highlights – Vanessa Cocco, Chief Social Worker, Marie-Josée Gendron, Chief Mental Health and Wellbeing Strategy and Melissa Hanlon, Mental Health Lead received.**

The Motion was declared

CARRIED

## **15. Consent and Review**

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

- 18a) Equity Action Plan (EAP) Year Two Report - Trustee Li Preti; and  
18b) Mental Health Action Plan Report Back 2023-2024 - Trustee Crawford

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the Items not held be received.

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.

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

21a) Annual Calendar of Reports and Policy Metrics; and

21b) Monthly Pending List

**18. Staff Reports**

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that Item 18a) be adopted as follows:

**18a) Equity Action Plan (EAP) Year Two Report** received.

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.

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that Item 18b) be adopted as follows:

**18b) Mental Health Action Plan Report Back 2023-2024 received.**

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

CARRIED

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

**22. Resolve into FULL BOARD to Rise and Report**

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the meeting resolve into FULL BOARD to Rise and Report.

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.

**23. Closing Prayer**

The Chair recognized January 9<sup>th</sup> as the national day of mourning for the late and former President of the United States, Jimmy Carter.

**24. Adjournment**

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

Trustee Del Grande left the meeting at 8:53 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
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.

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SECRETARY

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CHAIR





REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

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	Meeting Date
February 27, 2025	March 20, 2025
J. Charles, Head of Procurement, Contract Administration and Risk Management M. Lesley, Senior Manager, Procurement Services	
<b>RECOMMENDATION REPORT</b>	

**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 February 20, 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.	OECM-2019-340-01	HPE Aruba Wireless Network New Deployments, Maintenance, Support– contract addition	M. Damad, Technology, Data & Strategic Transformation and CIO	Access2Networks	4	March 21, 2025 – June 14, 2025	\$1,700,000.00	NA	NA
2.	Ministry VOR #14952	Purchase of school administration staff computer devices	M. Damad, Technology, Data & Strategic Transformation and CIO	CompuCom Canada Co.	1	March 31, 2025- April 1, 2026	\$1,200,000.00	NA	NA



## 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.	Limited Tendering	Buyout of leased monitors and desktops for School Administration	M. Damad, Technology, Data & Strategic Transformation and CIO	Macquire Equipment Finance Ltd.	1	March 31, 2025- April 1, 2026	\$455,825.00	NA	NA
4.	OECM-2017-261-01	CCTV Server, Maintenance, Support - contract addition	M. Damad, Technology, Data & Strategic Transformation and CIO	Dell Technologies	1	March 21, 2025 – November 1, 2025	\$500,000.00	NA	NA



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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
5.	T-033-25 Ren 2024 057	Contractor Award for HVAC Upgrade and BAS at: 1. St. Joan of Arc Catholic Academy 2. Francis Libermann Catholic Secondary School 3. Rene Goupil Catholic School	M. Zlomislic  Capital Development, Asset Management & Renewal	Bomben Plumbing & Heating;  Zencorp Mechanical;  Black Creek Mechanical	11	March 14, 2025 - September 30, 2026	\$3,656,800.00	NA	Lowest Price
6.	T-031-25 Ren 2024 054	Contractor Award for HVAC Upgrades at Marshall McLuhan Catholic Secondary School	M. Zlomislic  Capital Development, Asset Management & Renewal	Zencorp Mechanical	12	March 6, 2024- August 28, 2025	\$3,449,000.00	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
7.	T-037-25 Ren 2024 066	Contractor Award-CCTV Upgrades at 7 Schools: 1. Sacred Heart Catholic School 2. St Dunstan Catholic School 3. St Florence Catholic School 4. St Theresa Shrine Catholic School 5. St Ursula Catholic School 6. St Paul Catholic School 7. St Thomas More Catholic School	M. Zlomislic  Capital Development, Asset Management & Renewal	Vipond Inc.; 360 Advanced Security Corporation	5	April 15, 2025 - August 5, 2025	\$422,371.82	NA	Lowest Price
8.	T-034-25 Ren 2024 060	Contractor Award for Fire Alarm System Upgrades at Our Lady of the Assumption Catholic School and Holy Spirit Catholic School	M. Zlomislic  Capital Development, Asset Management & Renewal	Elite Electrical Solutions Ltd	7	March 24, 2025- June 28, 2025	\$317,000.00	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
9.	T-038-25 Ren 2024 063	Contractor Award for HVAC Upgrades at Father John Redmond Catholic Secondary School and Regional Arts Centre	M. Zlomislic  Capital Development, Asset Management & Renewal	Canadian Tech Air System	12	March 21, 2025- August 29, 2025	\$2,140,000.00	NA	Lowest Price
10	Ren 2024 068 T-029-25	Contractor Award for Concrete Stair Replacement at Loretto College	M. Zlomislic  Capital Development, Asset Management & Renewal	DonRos Landscape Construction	5	March 21, 2025- July 31, 2025	\$326,020.00	NA	Lowest Price
11.	T- 030-25 Ren 2024 055	Contractor Award for HVAC Upgrades at St. Gregory Catholic School	M. Zlomislic  Capital Development, Asset	Firenze Plumbing and Heating Ltd	12	March 24, 2025- August 29, 2025	\$1,965,717.40	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
			Management & Renewal						
12	T-036-25 Ren 2024 062	Contractor Award for Electrical Upgrades at St. Clare Catholic School and Santa Maria Catholic School	M. Zlomislic  Capital Development, Asset Management & Renewal	Energy Network Services INC.; AC Electric INC.	6	March 24, 2025- June 28, 2025	\$687,668.99	NA	Lowest Price





REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

## SUMMARY OF PROJECTS FOR UTILIZATION OF PROCEEDS OF DISPOSITION

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

### Drafted

March 5, 2025

### Meeting Date

March 20, 2025

T. Liu, Controller, Financial Accounting and Reporting

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

### RECOMMENDATION REPORT

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

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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 a summary of recommended projects for the utilization of Proceeds of Disposition (POD).

The Board's current POD balance, which excludes Ministry approved use of POD, is \$32,859,563. Based on current school needs and priorities expressed by the trustees, staff recommend that this balance be used to fund three major initiatives, namely:

- School Gyms, previously approved by the Ministry
- Ventilation Pilot Projects with Air-Conditioning
- Air-conditioning in new Capital Projects

These initiatives, if all approved, would require an additional investment of \$32,747,057 in POD funding and leave the Board with a balance of \$112,506. In some cases, the Board will require an exemption from the Ministry to utilize POD funds, while in others (renewal work), staff require the approval from the Board of Trustees to utilize the funds as recommended in the report.

The balance included in the amounts of POD available for projects does not include any potential recommendations by the Ministry appointed Special Assistance Team, related to our current deficit and accumulated debt positions.

## **B. PURPOSE**

1. This report provides the Board of Trustees a recommendation of projects for utilization of the Proceeds of Disposition (POD), as requested at the February 20, 2025, Regular Board meeting.
2. Furthermore, this report also addresses the Board motion directing staff to complete a pilot project to install air conditioning in an existing school to evaluate the efficacy of installing air conditioning in older school structures, and that staff report on the feasibility of installing air conditioning at St. Gregory Catholic School.

## **C. BACKGROUND**

1. In response to the September 2024 Corporate Services meeting, Trustees requested that staff provide an update report on the use of POD, tabled at Regular Board February 20, 2025.

2. On February 20, 2025, Trustees requested a follow-up report from staff with recommendations identifying projects for utilization of the remaining available POD to support other Board initiatives.
3. In March 2021, the Ministry of Education approved use of POD for a gym addition at St. Margaret and in July 2021, the Ministry of Education approved the Board's request, submitted January 2018, to use POD for gym additions at Fr. Serra, St. Kevin, St. Bernard. These gyms were recommended to the Ministry of Education, where childcare projects were approved, to leverage efficiencies in the construction process.
4. As noted in the last Proceeds of Disposition Status Update report, the projected POD balance could be impacted by the Ministry appointed Special Assistance Team report, as POD is part of the scope.
5. According to Ontario Regulation 193/10- Restricted Purpose Revenue, the POD from the sale, lease, or other disposition of surplus real property by school boards requires boards to use this funding for Renewal projects. The use of POD for purposes other than Renewal projects, require Minister approval for an exemption.

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

### **1. Gymnasium Additions**

- a) To address the Board's significantly undersized elementary school gyms, the Ministry of Education approved gym expansions at St. Margaret, Fr. Serra, St. Bernard and St. Kevin, to support physical fitness programming.
- b) The funding for these projects was submitted to the Ministry for approval in 2018 and 2019 based on the anticipated costs and market conditions at the time. The Board received approval for these projects in 2021. As a result, these projects require additional POD funding in the amount of \$17,497,057, as noted in Table 1.

### **2. Ventilation Pilot projects**

- a) Out of 196 operational TCDSB schools, 28 lack dedicated mechanical ventilation systems. These schools rely on passive ventilation through air infiltration around doors and windows, supplemented by washroom and general exhaust fans. In contrast, mechanically ventilated schools use mechanical equipment to ensure regular air exchanges and supply air to rooms through diffusers based on building code standards.

- b) A study by a mechanical engineer was completed to assess the feasibility to install new ventilation systems at the 28 schools lacking mechanical ventilation. The study also included cost estimates to add ventilation in these schools.
- c) Based on the study of the non-mechanically ventilated schools, staff recommend ventilation pilot projects at the three following schools:
  - St. Benedict
  - St. Cecilia
  - St. Lawrence
- d) The recommended schools are 3 stories or greater, and have high student enrolment.
- e) Installing new ventilation systems at these schools will be complex, potentially requiring asbestos abatement and upgrades to structural, heating, electrical services, and fire alarm systems.
- f) Construction is expected to take 6 to 8 months, necessitating either continuation into the school year or phasing over two summers.
- g) The installation of new ventilation systems will have several impacts on students and staff including:
  - **Disruption:** Construction activities may cause noise and limit access to certain areas of the school, potentially disrupting classes and daily routines;
  - **Relocation:** During summer periods, schools may be closed to permits, and childcare providers might need to be relocated;
  - **Safety:** Extensive asbestos abatement and other upgrades will require strict safety measures to ensure the well-being of everyone on site;
  - **Extended Timelines:** If construction continues into the school year, there could be ongoing disruptions, requiring careful planning to minimize impact on learning and the need to work after hours to complete the work.

### 3. **Air-conditioning**

- a) Newer buildings can be designed with ventilation systems that can be equipped with air-conditioning. The provision of air-conditioning in new school builds comes with additional capital costs. These additional costs to new Capital projects are currently being funded through POD.

- b) In response to a motion brought forth in June 2024, this report recommends including air conditioning as a separate price, along with provision of mechanical ventilation, in the recommended pilot schools as outlined above.
- c) In response to that same motion in June 2024, staff investigated the feasibility of installing air conditioning at St. Gregory School and confirmed that the original air handling systems were initially designed to include air conditioning, but this feature was removed for cost savings during construction.
- d) The site investigation further concluded that the existing air handling systems can be modified by adding cooling coils. The associated structural and electrical requirements are in place to support the addition of cooling. Most of the infrastructure is in place to support adding air-conditioning; however, some modifications will be required to the ductwork to accommodate cooling.
- e) The estimated budget for installing air conditioning at St. Gregory School was between \$400K and \$550K. There is a current a renewal project underway at this location. Staff have assessed whether the air-conditioning portion can be incorporated into this project, however, should additional funding be required, staff are also recommending permission to access Proceeds of Disposition funding.

Based on the current balance, the recommended POD allocations are summarized in Table 1:

**Table 1:**

Description	\$
<b>Opening Balance as of Sept. 1st 2024</b>	<b>55,216,838</b>
Less: Ministry Approved Use of POD	22,357,275
<b>Current Balance</b>	<b>32,859,563</b>
<b>New initiatives:</b>	
<b>Air Conditioning</b> (Capital projects + St. Gregory)	<b>2,860,000</b>
<b>Ventilation</b> (incl. AC)	<b>12,390,000</b>
<b>Gyms</b>	<b>17,497,057</b>
<b>Total recommended use of POD (new initiatives)</b>	<b>32,747,057</b>
<b>Projected POD Balance as of March 20, 2025</b>	<b>112,506</b>

1. Where possible staff will use Renewal funds to fund applicable projects
2. Board approved POD projects pending Ministry approval will be funded from future property disposition.

## **E. METRICS AND ACCOUNTABILITY**

1. Staff shall continue to monitor the health of the POD funding balance and report back to the Board.
2. Staff shall report back to the Board following the completion of the ventilation projects with air-conditioning, to review a future plan for completing ventilation in the remaining non-mechanically ventilated schools.

## **F. STAFF RECOMMENDATION**

1. That the Board of Trustees authorize staff to request an exemption from the Ministry and approve the use Proceeds of Disposition (POD) (current estimate of **\$17.5M**), to complete 4 previously approved gymnasium additions at St. Margaret, Fr. Serra, St. Kevin, and St. Bernard (Total POD investment of \$28.2M).
2. That the Board of Trustees approve the utilization of POD funding (current estimate of **\$12.4M**) for 3 ventilation pilot projects to add ventilation and air-conditioning to schools that currently are not mechanically ventilated (St. Benedict, St. Cecilia, St. Lawrence).
3. That the Board of Trustees approve the utilization of POD (current estimate of **\$460K**) to add air-conditioning to St. Gregory School, should funding be required.
4. That the Board of Trustees confirm that staff shall continue to request an exemption from the Ministry of Education to utilize POD (current estimate of **\$2.4M**) to add air-conditioning to the remaining Capital Priority projects (Buttonwood, Baycrest, St. Elizabeth, and St. Monica Catholic Elementary Schools).



# THE ANGEL FOUNDATION FOR LEARNING

## Annual Report 2023-24

**Student Nutrition Programs**

**Guardian Angel Supports**

**Empowering Student Leadership**

**Student Awards & Bursaries**

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## Message from the Chair of the Board



As I reflect on our past school year and the work of the Angel Foundation for Learning, my first thought is of appreciation, and its dual meaning—understanding and thankfulness.

I have a growing appreciation of the poverty that afflicts so many of the children and youth who attend our schools within the Toronto Catholic District School Board. The recent bouts of inflation coming out of the pandemic have only exacerbated already tenuous financial situations. We see the growing dependencies that families have on food banks. As a charity that is here to support our students, we have also witnessed a continued escalation in the requests for assistance.

I also have a deepened appreciation and thankfulness for how our supporters continue to respond to the challenges of poverty to ensure that no student goes hungry or is left out of any learning experience because of financial need. In the words of Gregory Boyle, SJ: “We are called to create a community of kinship. It is about imagining a circle of compassion and imagining that nobody is outside that circle.” That is the vision and work of the AFL.

I am grateful to the Archdiocese of Toronto that shares this vision and has, through its Catholic Charities and Share Life, partnered with us to address issues of food insecurity within the TCDSB.

I am also thankful for the “small but mighty” AFL staff who tirelessly work to alleviate student hunger and need. And finally, I am grateful for the leadership of John Wujek who, in his first year as Executive director of the AFL, has brought energy, devotion and vision to this vital role.

I invite you to review this report to see the many ways that the AFL responds to the many needs of our students and their families, and to visit the AFL website at <https://angelfoundationforlearning.org> to learn more.

With appreciation to all who continue to support the AFL throughout the year,

**Don Walker**  
Chair

For over 63,000 students, the Angel Foundation for Learning provides the meal or snack at school that may be the only nutritious meal of their day.



## Student Nutrition Programs

### The Changing Landscape

Not a day goes by that we don't hear about the rising number of families in financial crisis and the need for a strategy to respond to the overwhelming issue of food insecurity.



The Angel Foundation takes pride in the role we play in battling childhood hunger through our support of student nutrition programs that provide 1.2 million healthy snacks and meals every month to more than 62,000 students. Unfortunately these valuable programs are struggling with the rising cost of groceries and are experiencing challenges in keeping up with the needs given their limited budgets. AFL continues to provide top up funds to help sustain those programs throughout the year.

In addition, AFL also provides support for student nutrition programs operating throughout the summer, distributing close to \$100,000 to support children and youth attending various learning and recreational programs last summer.

AFL was grateful for the additional one time funding provided by various levels of government including \$50,000 to help with purchases of refrigeration systems, the Healthy Brighter Ontario Program which provided \$55,599.87 and MCCSS funding of \$384,930.

### The Great Big Crunch

Held on March 7th, this annual event focusing on healthy eating habits saw many schools participating thanks to dedicated Student Nutrition Program volunteers who ensured that students had an assortment of crunchy fruits and vegetables to enjoy for the occasion.



# It takes a village... to feed hungry students

## Toonies for Tummies

AFL was pleased to support the Ontario launch event for the annual Toonies for Tummies campaign.

Participating grocery stores and corporate sponsors help to raise funds annually through the campaign initiated by the Grocery Foundation more than a decade ago.

AFL appreciates their support and partnership in the effort to fight hunger by supporting Student Nutrition Programs in schools across Toronto.

The 2024 event was held at St. Augustine Catholic School in North York, with 90 volunteers helping to serve a nutritious breakfast to each and every student at the school. These included AFL's own Chair Don Walker, and TCDSB officials Director Dr Brendan Browne, Chair Nancy Crawford, Trustee Ida LiPreti and Executive Superintendent Shawna Campbell.

AFL was pleased to nominate the Grocery Foundation for the Toronto Catholic District School Board's Friends of Catholic Education Award to recognize the Foundation for their ongoing support of student nutrition. On hand for the presentation were AFL's Executive Director John Wujek, Grocery Foundation Executive Director Shaun McKenna and Toonies for Tummies Campaign Lead Gabby Nobrega. (right)



# Celebrating Student Nutrition Heroes

## SNP Volunteers Always Make Us Proud

The many volunteers who devote their time to ensuring that students receive nutritious meals and snacks each and every day are true heroes in our books.

This is the third year that we have been celebrating these incredible individuals without whom our student nutrition programs could not operate.

Once again during March, which is traditionally known as Nutrition Month, AFL celebrated the incredible commitment, energy and enthusiasm of the many volunteers who deliver the nutrition programs to students in schools across the City. AFL was pleased to visit a few of the sites and to present the volunteer coordinators with a token of appreciation for all that they do to support student success and well being.

Thank you to these dedicated individuals who greet each student with a smile and who contribute so much to their school communities. We extend our appreciation to them, and to all of the amazing volunteers in our Student Nutrition Programs.

The winners of this year's nutrition month draw were: Sandra Rebelo from St Maurice (top right), Nada Iesho from St Jane Frances (middle right) and Shawna Faught and Laura Tarpey from Francis Libermann (right).



## Local Efforts to Support SNPs

AFL is grateful to the school communities who dream up a variety of innovative ways to raise funds to support their local nutrition programs, such as the popcorn fundraiser held by St Raphael Catholic School (below left). We are also grateful to the many staff and employee federations who make donations to support AFL's efforts to fight hunger, such as the recent donation from a retiring caretaker who opted to ask for donations to AFL rather than a retirement gift (below right).



With key staff involvement, The Angel Foundation provides emergency financial support for families in crisis.



## Guardian Angel Supports

### Support for Students and Families

AFL is committed to ensuring that all students, regardless of their financial circumstances, can fully participate in all learning opportunities. Through our various funds, we help families with the costs associated with field trips and overnight excursions, after school, March break and summer camp programs, as well as helping with basic essentials such as school apparel, eye glasses and hearing aids. AFL also works closely with the social work team to ensure that additional support is extended to families experiencing hardships, including assistance when unexpected emergencies arise.

Our heartfelt appreciation goes out to belairdirect, who have signed on as a bronze level sponsor (\$50,000 annual donation) for 2024, supporting initiatives and events throughout the year, which translates into support for a bursary for newcomers, our student leadership initiative and our various guardian angel funds.

We also thank TD Underwriting Hope for supporting the Family Fund for Extreme Needs to help families in crisis with a donation of \$15,000, and the IBVM (Loretto) Sisters for supporting the Loretto Fund for Newcomers, the Basilian Fathers of St Michael’s College (University of Toronto) for their grant of \$25,000 to support the cost of excursions and field trips for students experiencing financial challenges and MLSE for donating close to \$30,000 (proceeds from Marlies, Argos and Raptors905 ticket sales and the Marlies school day game).



Our thanks to all our supporters, sponsors and corporate partners for their generous contributions, including TCDSB’s employee federations (TECT, TSU, TCPVA and CUPE). We could not do all we do without their partnership and support.

Check out all our sponsors and donors on our website <https://angelfoundationforlearning.org/our-donors/>

# Where your donations are going

Donations and proceeds from fundraising events are used to support student nutrition programs and other basic life essentials for students including groceries, eye glasses, hearing aids and dental work.

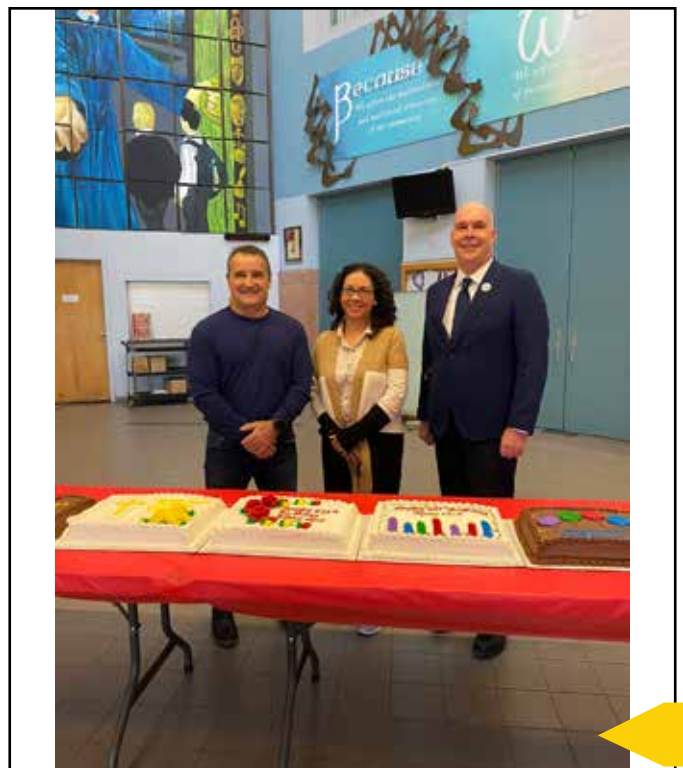
Your donations also help with the cost of school excursions, after-school and summer camp programs, as well as school apparel, bursaries and leadership programming.

We also provide emergency funds when students and families experience unexpected and often catastrophic circumstances including displacement due to fire or flood, serious illness or loss.

Snapshot of Student Support	
Guardian Angel Funds (including emergency funds when the unexpected happens, vouchers for school apparel, funds for basic essentials like groceries, eye glasses, hearing aids and emergency dental work)	\$290,000
School Allocations (educational excursions and co-curricular learning opportunities to ensure no student is left behind)	\$25,000
Awards, Bursaries and Youth Programming (including camp programs and student leadership opportunities, vouchers to offset the cost of application to colleges and universities)	\$236,000

## Celebrating a Legacy of Leadership and Caring IBVM Loretto Sisters Day Honours the Legacy and Raises Funds to Support Newcomers

AFL Executive Director, John Wujek, represented the Foundation at school events commemorating the 176th anniversary of the IBVM in Canada. Sr Jane Dunbar, IBVM, John Wujek, AFL, Sr Evanne Hunter, IBVM, Erica Wilson, Principal, Sheila Gilkinson Vice-Principal, Don Walker, AFL Chair, Mary Denisco, Chaplain and Superintendent Robert D’Addario at Loretto College (below left). Brian Hunt, Acting Vice-Principal and Nicole Chen, Vice-Principal and John Wujek at Mary Ward (below right). It was an honour for AFL to pay tribute to their legacy of leadership and giving. The event included a Youtube broadcast focusing on the newcomer experience and the support that is provided through AFL’s Loretto Fund for Newcomers. Participating schools raised over \$2,000 to support that fund.



Celebrating the award recipients is among the most meaningful events on the AFL calendar. It is an opportunity to shine a light on students and the gifts that they demonstrated in their school communities.



## Student Awards & Bursaries

### Feeding Student Dreams

### Congratulations to Recent Bursary and Award Recipients

Once again, AFL was pleased to support student success through our annual Bursary and Award Program. Our thanks to all who donated to support these awards to celebrate the outstanding achievements of students, and support their post-secondary aspirations.

The Angel Foundation for Learning congratulates all the recipients of the 2023-24 student bursaries and school awards, including the following outstanding individuals:

**Proudly Pinoy Busary:** Angelo Jerome Pangan, Brebeuf (below left) and Chelsea Samantha Corpuz, Marshall McLuhan (below right) with AFL's John Wujek, Angela Olmstead and Don Walker.



**Bacchelli Family Bursary:** Nathaly Vargas Penaranda, St Mother Teresa

**AFL Bursary for Exceptional Students:** Mayumi Chua, Mary Ward

**AFL Bursary for Studies in Mental Health:** Aliyah Leonardo Rolda, Francis Libermann

**Murdocca Family Bursary:** Shirah Franes Cardillo, Francis Libermann

**AFL Skilled Trades Bursary:** Ryan Thibeault, Neil McNeil

**Spirit of Inclusion Award:** Isabella Sophie-Rae LucienMikayla Amaral, St Ursula (below) with AFL's Marguerite Thomson.



**Tom Leon Student Bursary:** Dennise Lorenzini Juarez, Msgr Fraser College, Edgi Lance Lascota, Francis Libermann, Ramena Shlimon, Father Henry Carr and Reshana Deens, Madonna (with John Wujek and generous benefactor of the bursary Connie Leon).



To learn more about AFL Bursaries and Awards, or make a donation, visit our website at <https://angelfoundationforlearning.org/bursaries-and-awards/>

**AFL Bursary for Indigenous Youth: Amelia Gardiner, Father John Redmond with John Wujek and Iris Martinez, AFL and Andre O'Bonsawin, Indigenous Education (below left) and Thomas Desrochers, Bishop Allen (below right)**



The Foundation also offers school awards to support literacy resources for school libraries and classrooms, with special emphasis on resources for students with special needs.

The 2023-2024 winners were St Andre (below left) and Prince of Peace (below right).



## Adobo Fest--An Incredible Event for a Great Cause

AFL is so grateful to the many angels among us who help raise funds to support the work that we are doing to help students of all ages. The Adobo Fest held in the spring coordinated by St Margaret Catholic School and TCDSB's Equity, Diversity and Indigenous Education Department raised \$6,540.00 which is earmarked the newly established AFL Bursary for Filipino/a students pursuing a career in education. This unique festival of food, music, language and culture was a monumental effort that was only possible with the overwhelming commitment of the many volunteers, sponsors and participants. Our heartfelt thanks to all!



## Vouchers for College and University Applications

AFL continues to offer vouchers to offset the cost of application fees for Ontario colleges and universities. This particular expense was identified by student leaders as the first barrier to students from priority Neighbourhoods aspiring to post-secondary studies. In 2023-2024, AFL provided over \$32,000 to defray the cost for students experiencing financial

challenges including those from racialized communities and newcomers.



Through the A-Team initiative, AFL, in partnership with the Student Leadership Team and Focus on Youth, empowers students to become leaders in their community to encourage student philanthropy and community service



## Empowering Student Leadership

# Fueling the Future Empowering Student Leadership Through the A-Team Believe Initiative

What an incredible experience this has been. Last year we had just 7 ATeams participate, and this year a total of 16 teams were involved from across the TCDSB.

Each team worked through a number of assignments and online training sessions on the road to coming up with ideas for projects/initiatives in response to identified needs in their schools. Supported and inspired by Olympian Sarah Wells, they worked through the steps and stages of bringing their ideas to fruition.

The amazing talent, creativity and passion of these student leaders blew us away at pitch day on February 23rd. Our guest judges were suitably impressed with the incredible pitches presented. Our thanks to our judges, to the staff mentors who provided supervision and guidance, Mike Consul and the student leadership team and co-op students who helped make the day a huge success, and of course to the hundreds of students who stepped up to make their pitches in the hopes of winning some money to help with executing their ideas.

All teams received \$1,000 to help them initiate their projects and they are all winners in our books. The top three teams received an additional \$2,500, \$1,500 and \$1,000 respectively.

Congratulations to all who made this possible.



Marshall McLuhan-1st place with their back pack project for under privileged youth.



Loretto College-2nd place for Bloom Boutique providing new and gently used clothing for homeless youth.



Neil McNeil-3rd place for the transformation of classroom space into a much needed chapel.

# iLITE--Inspiring a New Generation of Leaders



AFL was delighted to participate in four of the five iLITE sessions, which brought together more than 500 elementary student leaders from across the Board. It was a great opportunity for AFL to highlight the work of the Foundation, and what students can do to raise awareness and support all that we do to help TCDSB students. We count on these leaders of tomorrow to help make the world a better place for everyone.



## CSLIT Hoodies

AFL's Officer of Communications and Outreach is a regular fixture at meetings of the Catholic Student Leadership Impact Team (CSLIT) and continues to solidify the relationship between these motivated youth and the Foundation. Each year CSLIT develops one or more initiatives to support AFL, and the past school year they created hoodies which were sold to students and staff, with proceeds being donated to AFL. Their efforts brought in more than \$800 to support urgent student needs.. We are blessed to have so much support from TCDSB student leaders. They truly are #AngelsAmongUs.



Mike Consul, TCDSB head of student leadership with CSLIT members (far left) and presenting a cheque to John Wujek.

## Caines Arcade

The Holy Trinity Catholic School continued the annual tradition of the Caines Arcade.

Students create their own arcade games from household materials including cardboard, tape, plastics and other items that would otherwise end up in landfill. Selling tickets to their peers to play the games for a chance to win prizes, these enthusiastic youth raised \$2250 for the Angel Foundation. Another great example of students leading the way in helping others, and doing so with creativity, energy and enthusiasm. They are well on their way to becoming our first elementary school A-Team.



# A Look Back at Some of the Other Highlights from 2023-2024

## AFL Gala Returns After a Three-Year Absence



## Spring Fling Pub Night

Hosted by AFL's newest corporate partner Nickel9 Distillery.



## Toronto Marlies-TCDSB-AFL School Day Game

Our thanks to MLSE for continuing their incredible support of AFL.



## AFL Charity Golf Tournament



# Angels Among Us

## Celebrating the School Communities, Parents and Students for All they Do to Give Back to Their Communities



Just a small sampling of all that goes on throughout the year:

St John Paul II students make sandwiches for the homeless. (left)



Loretto College Faith Day, a day of community service. (left)

Parent engagement session at St Clare (below)



St Mary CA helps out at Good Shepherd (right)



St Patrick students make cards for seniors (left)



Chaplaincy team on street patrol--reaching out to the homeless (right)



# Angel Foundation for Learning Volunteer Board of Directors 2023-2024

Don Walker – Chair  
Marguerite Thomson – Vice-Chair  
Catherine Turner-Gould – Honorary Secretary-Treasurer  
Shawna Campbell – Executive Superintendent, Field Services  
Irene Passos-Gold – Social Work Department  
Rosella D’Angelo – Community Member  
Vanessa Iarocci – Community Member  
Rory McGuckin – Community Member  
Sharron Flynn Bennett – CUPE 1328  
Raffi Guluyan – MAPA  
Toni Pucci - TCPVA  
Caroline D’Souza – TCPVA  
Rita Leone – TCSSPA  
Jose Flores – TCSSPA  
Gabriella Figliano – TECT  
Robert Bauer – TECT  
Markus de Domenico – TCDSB Trustee  
Kevin Morrison – TCDSB Trustee  
Gabriella Zazzarino – APSSP  
Gabriela Berloni – CPIC  
David Beshai – TCDSB Student Trustee  
Ashionyedue JoyGold Goodluck – TCDSB Student Trustee

## Angel Foundation for Learning Staff

John Wujek - Executive Director  
Iris Martinez – Office Manager  
Angela Olmstead – Officer, Student Nutrition Programs  
Tashian Licorish – Officer, Student Nutrition Programs  
Sherry Pearson – Officer, Student Nutrition Programs  
Ivonne Kartarahardja – Officer, Finance and Accounting  
Shayna McNall – Communications and Outreach Officer  
Emmy Szekeres Milne – Manager, Communications, Fundraising and Events



**On December 14, 2023, The Angel Foundation for Learning said farewell to retiring executive director John Yan. Toronto Catholic District School Board Chair Nancy Crawford and Director of Education Dr. Brendan Browne presented him with a token of appreciation for his years of service.**

# THE ANGEL FOUNDATION FOR LEARNING

## STATEMENT OF OPERATIONS

For the year ended August 31, 2024

	2024	2023
	\$	\$
<b>Revenues</b>		
Grants	7,053,829	7,628,359
Donations	1,121,013	521,481
Fundraising events	338,771	178,629
Interest income	153,612	47,838
	<u>8,667,225</u>	<u>8,376,307</u>
<b>Expenses</b>		
Donations	7,801,893	8,299,389
Salaries and benefits	500,189	472,164
Fundraising	112,038	20,973
Office	83,971	204,121
Professional fees	15,000	19,325
	<u>8,513,091</u>	<u>9,015,972</u>
Excess (deficiency) of revenues over expenses before other item	154,134	(639,665)
Other income		
Unrealized gain on investments	42,222	15,603
<b>Excess (deficiency) of revenues over expenses</b>	<u>196,356</u>	<u>(624,062)</u>



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

## ADVISORY COMMITTEE REPORT BACK TO BOARD

For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29:11


Drafted	Meeting Date
February 3, 2025	March 20, 2025

Roy Fernandes, Superintendent of Indigenous Education, Equity, and Community Relations

### 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**

The Advisory Committee Report Back to Board encapsulates the major topics discussed by the six Board Advisory Committees for the 2024/2025 at the midpoint of the school year. It also includes advice from each advisory committee to the Board of Trustees for consideration.

**The cumulative staff time required to prepare this report was 10 hours.**

## **B. PURPOSE**

Provide information about the main discussion points and advice from each advisory committee at the midpoint of the 2024/2025 school year.

## **C. BACKGROUND**

At the February 15<sup>th</sup> 2024 Board meeting, Trustees approved the following motion:

*The existing Advisory Committees should independently and regularly report to the Board so that trustees can develop policies needed to address all forms of systemic equity issues.*

This report meets the expectations outlined in the above motion.

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

Appendix A includes each Advisory Committee report back with specific advice to Trustees.

## **E. METRICS AND ACCOUNTABILITY**

This report is the second of two for the 2024-2025 school year.

## **F. CONCLUDING STATEMENT**

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



**APPENDIX A - Mid year report 2024-2025**

**Advisory Committees**

<b>ADVISORY COMMITTEE</b>	<b>DATE(S) (MM/DD)</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Indigenous Education Council	09/08/2024 11/12/2024 01/21/2025 04/29/2025 IEC Retreat Feb 27&28	The Indigenous Education Council (IEC) is a committee of the Toronto Catholic District School Board (TCDSB) that advises on funding requirements for First Nations, Inuit, and Métis education with the Ministry of Education. The IEC is composed of community members, TCDSB staff, and a Trustee and collaborates to enhance Indigenous education programs, focusing on the annual Board Action Plan. It evaluates the impact of Ministry-allocated funding and advises on the equitable and strategic allocation of these funds. The Council aims to improve the academic success and well-being of Indigenous students by fostering stronger community connections and sharing effective practices.	<p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>Continued support from TCDSB Leadership and Staff on Indigenous days of significance (National Day of Truth and Reconciliation).</li> <li>Develop strategy for Indigenous Student Leadership/Mentorship Program.</li> <li>Develop strategy for Indigenous family engagement initiatives.</li> <li>Continuing to finalize the <i>Tree of Life Indigenous Education Framework</i>.</li> <li>Continuing to finalize the Protocol <i>Smudging for Indigenous Staff and Students</i>.</li> <li>Continuing to finalize the Indigenous Student Data Collection Strategy.</li> </ul> <p><b>Advice to Board:</b></p> <ul style="list-style-type: none"> <li>Focus on data via a student census as this will help with the self-identification of Indigenous students which is a key priority.</li> </ul> <p><b>Next steps</b> - Student census in process for 2025/2026 school year</p>

ADVISORY COMMITTEE	DATE(S) (MM/DD)	PURPOSE/GOAL	OUTCOME/IMPACT
African Canadian Advisory Committee	09/06/2024 10/18/2024 11/20/2024 01/10/2025 02/06/2025 03/06/2025 04/02/2025 05/01/2025	The African Canadian Advisory Committee provides a platform where members of the African Canadian diasporas can discuss issues and community concerns as they relate to the experience of African Canadian students within the TCDSB. The overarching goal is to ensure success in areas of Black student achievement and well-being, Black parental engagement, and Black staff development.	<p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>• Through our first 5 meetings discussions focused on: increasing representation of Black educators, barriers of the pastoral reference letter, support for BSAs (Black Student Associations) within our schools.</li> <li>• Suggestions made around ideas to increase the hiring of qualified Black candidates.</li> <li>• Collaboration on Black History Month launch.</li> <li>• Added new student committee members.</li> <li>• Focus on Specialty programs through the LTAPP process.</li> </ul> <p><b>Advice to Board:</b></p> <ul style="list-style-type: none"> <li>• Focus on data via a workforce census as this will help identify what percentage of the workforce is Black which in turn informs the representation of Black students in the school.</li> <li>• Collect data to identify the percentage of Black educators in classroom, school, and board leadership</li> </ul> <p><b>Next steps:</b> Staff engagement survey to take place in 2025/2026 school year with demographic data collection suggested for workforce collection</p>

ADVISORY COMMITTEE	DATE(S) (MM/DD)	PURPOSE/GOAL	OUTCOME/IMPACT
2SLGBTQ+ Advisory Committee	9/16/2024 12/10/2024 2/18/2025 4/28/2025	The 2SLGBTQ+ Advisory Committee discusses issues and concerns as they relate to supporting 2SLGBTQ+ students. The goal is to create safer, more inclusive learning environments that are conducive to enhanced achievement and well-being.	<p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>• Through our first 3 meetings, discussions focused on making recommendations on professional development for staff.</li> <li>• Continued discussion around Family Life Curriculum.</li> </ul> <p><b>Advice to Board:</b></p> <ul style="list-style-type: none"> <li>• Focus on data via a student affinity group focus group that will allow us to measure 2SLGBTQ+ students' access to mental health services and supports</li> </ul> <p><b>Next steps:</b> Focus group to take place for 2SLGBTQ+ students via GSA's through research department</p>

ADVISORY COMMITTEE	DATE(S) (MM/DD)	PURPOSE/GOAL	OUTCOME/IMPACT
Filipino Canadian Advisory Committee	09/10/2024 11/12/2024 02/12/2025 04/15/2025	The Filipino Advisory Committee is tasked to advise the TCDSB Board of Trustees and Senior Staff about best practices which will foster greater student and community engagement and achievement for students of Filipino heritage. It also serves as a platform to advocate for representation in staffing, the commitment of resources to sustain and grow Filipino heritage, culture and arts in partnership with Filipino and other ethno-cultural organizations.	<p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>Continued fundraising events (i.e. Family Bowling Tournament) to support Proudly Pinoy Scholarship for students taking up education as a career to build a good base/representation of Filipino teachers.</li> <li>Active partnership with community members to enhance community and parent engagement through the planned Filipino Community Education Conference in May 2025.</li> <li>Solidifying the engagement of Filipino Student Associations through various cultural events.</li> <li>Mentoring Filipino students through co-op and internship.</li> </ul> <p><b>Advice to Board:</b></p> <ul style="list-style-type: none"> <li>Focus on data via employee census for staffing representation as well as Filipino student graduation rates.</li> <li>Secure data of Filipino parents represented in CSPC and CPIC to strengthen parental educational engagement.</li> </ul> <p><b>Next steps:</b> Staff engagement survey to take place in 2025/2026 school year with demographic data collection suggested for workforce collection</p> <p>Consider reach out to CSPC and CPIC for data collection on membership</p>

ADVISORY COMMITTEE	DATE(S) (MM/DD)	PURPOSE/GOAL	OUTCOME/IMPACT
Spanish Speaking Advisory Community	10/11/2024 01/23/2025 02/18/2025 04/02/2025	<ul style="list-style-type: none"> <li>The overarching goal of the Spanish Speaking communities Advisory Committee is to advance equitable education practices that are responsive to the diversity of students of Spanish speaking communities and to build an inclusive learning space to achieve academic success and well-being.</li> <li>To provide a space where members of the hispanic communities can advocate, discuss issues and community concerns related to the student, parent and community experiences within the TCDSB.</li> </ul>	<p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>Creation of the Spanish-Speaking Students Association and continuation of community-based, community-led support for students and parents.</li> <li>Ongoing collaboration with community organizations and consulates of Latin America and Spain to promote community engagement and identity.</li> </ul> <p><b>Advice to Board:</b></p> <ul style="list-style-type: none"> <li>Use data to assess where supports are needed for Spanish-speaking students, particularly in: Graduation, Progressive Discipline, and Suspension Rates.</li> <li>Focus on data by identifying the concentration of Spanish-speaking students in the school system to allow for targeted support measures.</li> </ul> <p><b>Next steps:</b> Student census in process for 2025/2026 school year.</p>

ADVISORY COMMITTEE	DATE(S) (MM/DD)	PURPOSE/GOAL	OUTCOME/IMPACT
Ukrainian Canadian Advisory Committee	10/15/2024 12/03/2024 02/25/2025 04/29 /2025	The goal of the UCAC is to advance equitable education practices that are responsive to the diversity of students of Ukrainian ancestry, fostering greater student achievement and success.	<p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>• Staffing and support needed for the 3 Easter Rite schools.</li> </ul> <p><b>Advice to Board:</b></p> <ul style="list-style-type: none"> <li>• Focus on data that looks at the mental health of Ukrainian students to determine necessary supports.</li> </ul> <p><b>Next steps:</b> School climate survey to take place in May 2025</p>



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

ANNUAL REPORT ON THE ACCESSIBILITY STANDARDS POLICY (A.35)

Do to others, as you would have them do to you. Luke 6:31

Table with 2 columns: Drafted, Meeting Date. Row 1: January 13, 2025, March 20, 2025. Row 2: F. Cifelli, Area 6 Superintendent of Education

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 meets the requirements for the annual Accessibility Report as outlined in the policy Accessibility Standards A.35.

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

## **B. PURPOSE**

1. This is an annual report to the Board of Trustees that serves as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to the TCDSB staff, students, parents, volunteers and Catholic community.

## **C. EVIDENCE/RESEARCH/ANALYSIS**

1. *Accessibility for Ontarians with Disabilities Act (AODA)* is a law that sets out a process for developing and enforcing accessibility standards.
2. Accessibility standards are laws that the government, businesses, non-profits and public sector organizations must follow to become more accessible.
3. The Integrated Accessibility Standards regulation (IASR) (O. Reg 191/11) under the AODA sets out requirements of public sector organizations, specifically in regard to the establishment of accessibility policies and accessibility plans.

## **D. METRICS AND ACCOUNTABILITY**

1. The Director of Education will annually update and attest compliance to the statutory obligations under the AODA in the form of the **Annual Status Report** to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
2. The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed. The members represent the following groups



- Superintendent Lead for AODA
  - Executive Superintendent of Human Resources, Equity and Leadership
  - Superintendent of Special Services
  - Superintendent of Student Success
  - Staff Representative
  - Information Technology
  - Communications delegate
  - Environmental Support Services
  - Capital Development Asset Management and Renewal
  - Transportation Services
  - Trustee Representative
  - Parent Representative (SEAC)
4. The Accessibility Working Group will meet to review progress and respond to the requirements of the AODA Plan.
  5. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going.
  6. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

## **E. ACTION PLAN**

1. The AODA Lead will create sub-groups to ensure that each area of the organization is in compliance with the AODA who will report to the Accessibility Working Group Lead.
  - a. Physical and Architectural Barriers
  - b. Informational and Communication Barriers
  - c. Attitudinal Barriers
  - d. Systematic Barriers
  - e. Transportation Barriers
2. The AODA Lead will track those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in the annual report to Trustees.

3. The Annual Status Report will be reviewed by the Board of Trustees and placed on the public website.
6. The AODA Lead will ensure that the communication of the Multi-Year Accessibility Plan and Annual Status Report is clear, updated and user friendly on the TCDSB website and it follows a board approved format.

## **F. CONCLUDING STATEMENT**

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



# AODA ANNUAL STATUS REPORT FOR ACHIEVEMENTS FOR THE 2023/2024 ACADEMIC YEAR

“Do to others, as you would have them do to you.”  
**Luke 6:31**

The Toronto Catholic District School Board (TCDSB) 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.

The TCDSB is committed to upholding a learning and working environment that actively promotes a culture of accessibility for its entire Catholic community. This involves actively removing visible and invisible barriers to accessibility.

During the past school year, the TCDSB continued its efforts to support the elimination of barriers for individuals with disabilities. According to section 4 (1) of Ontario Regulation 191/11: Integrated Accessibility Standards, in the Accessibility for Ontarians with Disabilities Act (AODA) the TCDSB is required to publish reports on the measures adopted to implement the priorities outlined in the Multi-Year Strategic Plan.



**IN GOD'S IMAGE:** *Growing in Knowledge, with Justice and Hope***Accessibility Achievements in 2023/2024**

- **DECEMBER 2023: International Day of Persons with Disabilities Initiatives:** Hosted the Rick Hansen Ambassador Speaker Series on *Accessible Sport and Inclusive Physical Activity*, reaching approximately 600 TCDSB students and staff system-wide.
- **JANUARY 2024: Rick Hansen Foundation Educator Inclusion & Accessibility E-Learning Course Pilot:** The TCDSB participated in a focus group to review the course and provide feedback on improving its content and accessibility.
- **FEBRUARY 2024: Rick Hansen Foundation Educator Inclusion & Accessibility E-Learning Course Completion:** Completed by 187 Senior Staff, Principals, and Teachers over a 60-day period, enhancing their understanding of inclusion and accessibility.
- **APRIL 2024: National AccessAbility Week Promotional Video:** A short video titled "[Accessibility for All: Learn to Fingerspell](#)," developed in partnership with a TCDSB secondary school, was created to promote National Accessibility Week (NAAW). It was shared system-wide and posted on the TCDSB Accessibility webpage.
- **MAY 2024: Accessibility Awareness Event Collaboration:** TCDSB and Dante Alighieri Academy [hosted an in-person event](#) for 400 students and staff, featuring a Rick Hansen Foundation Ambassador's presentation on "Language and Interactions." Senior leaders from the TCDSB Leadership Team and the Rick Hansen Foundation were in attendance. ASL interpretation and real-time captions were provided.
- **JUNE 2024: Barriers Students with Disabilities Grant:** Empowered students to lead initiatives promoting inclusive, barrier-free school environments and raising awareness of accessibility and inclusion, with 312 student leaders participating – see Section 5 Special Services for details.
- **SEPTEMBER 2024: Ava Speech-to-Text Training:** TCDSB Human Resources hosted training for employees with disabilities and HR staff on using the board-

approved Ava Speech-to-Text technology, with discussions on accessibility challenges and strategies

- OCTOBER 2024: Launch of the First Edition of [AODA Accessibility and Insights](#):** The Fall issue was shared system-wide, featuring AODA resources and free training opportunities and educational materials to promote accessibility and inclusion to promote accessibility and inclusion.
- OCTOBER 2024: TREAT Accessibility Initiative:** Supported accessible trick-or-treating and raised community awareness about students with disabilities, providing resources and guest speakers.
- NOVEMBER 2024: Accessibly Compliance Report:** Completed the Regional Internal Audit Team (RIAT) legislative compliance report, focusing on transportation, communication, and human resources.
- DECEMBER 2024: International Day of Persons with Disabilities:** TCDSB hosted the "Be an Ally" Disability and Inclusion Webinar, organized by the Rick Hansen Foundation. The event included ASL interpreters and captions and was open to students in Grades 4 and up. It reached 57 educators and 1,300 students across 9 schools.
- ONGOING: Monthly AODA meetings** with Capital Development, Environmental Support Services and Special Services to review and act on all AODA requests and all new school buildings.
- ONGOING: Accessibility Working Group Meetings** - Members, including those with disabilities, collaborate to identify and address accessibility barriers, supporting AODA compliance across the TCDSB community.
- ONGOING: TCDSB Accessibility Feedback Mechanisms:** TCDSB values community feedback to help identify and actively address accessibility barriers. Feedback is gathered through email, phone, in-person submissions, surveys, and other mechanisms.
- ONGOING: AODA Webpage:** Continues to serve as a key resource for accessibility information and support.

Time Period	Number of Page Views
December 5, 2021 to December 4, 2022	877
December 4, 2022 to December 3, 2023	3122
December 3, 2023 to December 3, 2024	3084

**SECTION 1**

**Architectural & Physical Barriers**

All designs of new schools and additions have building features that incorporate principles of universal and barrier-free design to meet the requirements of the Ontario Building Code and AODA in many cases to address additional exceptional program needs.

Accessibility alterations and provisions of specialized facilities within existing schools continue where identified. Accessibility is addressed with the provision of power door operators at major interior and exterior doors, barrier-free unisex accessible washrooms, ramps at level changes, enhanced ventilation requirements, appropriate signage and audio or visual emergency alarm systems.

Accomplishments	Monitoring/Next Steps
<p>A. Completion of new construction at the following schools in 2024</p> <ul style="list-style-type: none"> <li>- Regina Mundi Retrofit at former Dante Alighieri</li> <li>- Holy Angels Elementary School new school</li> </ul> <p>B. Ongoing construction and anticipated openings of new construction at the following schools for 2024-2025 opening</p> <ul style="list-style-type: none"> <li>- St. Leo Catholic Elementary School</li> <li>- Divine Mercy Catholic Elementary School</li> <li>- St. Fidelis Catholic Elementary School</li> <li>- St. Matthias Catholic School new school</li> <li>- St. Antoine Daniel Catholic Elementary School</li> <li>- St. Bruno/St. Raymond</li> </ul> <p>C. Numerous schools remain in design development and early stages of construction.</p>	<p>Continue design meetings with the Superintendent of AODA</p> <p>Local Design Committee meetings with stakeholders</p>

**Expected Outcomes** By the end of Academic Year 2024-2025

Complete the design and construction of numerous schools to meet the requirements and expectations of AODA and the Ontario Building Code.

**SECTION 2**

**Capital Development and Asset Management & Renewal, Planning and Environmental Support Services**

The TCDSB has undertaken a number of initiatives to identify, remove and prevent barriers to people with disabilities.

The Capital Development and Asset Management & Renewal department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards.

The Environmental Support Services Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. ([TCDSB Notice of Disruption Document](#)) Malfunctioning or broken accessibility components will be prioritized on work orders.

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities

Accomplishments	Monitoring/Next Steps
<ul style="list-style-type: none"> <li>• Exterior work that contains accessibility features (Barrier-free parking, clearly marked line painting for accessible parking spaces and pathways, ramps, etc.).</li> <li>• Universal Washrooms</li> <li>• Washroom renovations</li> <li>• Exterior door replacements with new door hardware</li> </ul>	<ul style="list-style-type: none"> <li>• Floor coverings</li> <li>• Guardrails</li> <li>• Playgrounds</li> <li>• Stairwells</li> <li>• Accommodation work completed either through Renewal or Environmental Support Services</li> </ul> <p>Refer to Appendix A for specific accomplishments</p> <p>Monthly meeting to review all projects and AODA requests</p> <p>Meetings with project supervisors to review project designs</p>
<p><i>Refer to Appendix A for a full list of completed projects</i></p>	

**Expected Outcomes** By the end of Academic Year 2024-2025

Continue to complete requested projects and planned projects to meet the accessibility needs of staff, students and all stakeholders and improve accessibility throughout the Board by incorporating accessible design where applicable in renovations.

**SECTION 3**

**Transportation**

The student Transportation unit continues to provide integrated accessible school transportation, or appropriate alternative accessible transportation services for students with disabilities where integrated services are not possible or not the best option due to the nature of the disability or safety concerns. Through the IPRC process, specific needs are identified and passed to transportation via the Individual Student Transportation Plan while documentation around the services provided by student transportation are provided to families through this process as well.

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
<p>A. Passed Website Accessibility Test</p> <p>The transportation consortium passed the Website Accessibility test providing various tools and items to allow stakeholders with various disabilities access to transportation information. The website meets AODA requirements for WCAG 2.0 Level AA, ensuring compliance with the standards.</p> <p>B. Published and Awarded Student Transportation Request for Tender.</p> <p>Items such as the inclusion of large-scale wheelchair-accessible school buses were included so that students in wheelchairs can accompany their peers on the same bus when attending field trips or other events where travel is required.</p>	<p>Must update and continue to review documentation on the website to ensure it is in accessible formats</p> <p>Ensure that schools are aware of this service and that it is included in the approved vendor list for school review</p>

**Expected Outcomes** By the end of Academic Year 2024-2025

Continue to deliver accessible school transportation solutions for our stakeholders.



**SECTION 4**

**Design of Public Space**

We are committed to designing, monitoring, and maintaining and repairing accessible elements of public spaces.

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
<p>A. Emergency Prevention and Maintenance: Fire Safety Plans are in the process of being updated to reflect Toronto Fire and the approved process for evacuation. Areas of Safe Refuge are being created where required.</p> <p>B. Temporary Disruptions: all service disruptions will be posted on the TCDSB Accessibility webpage.</p> <p>C. Capital completed 75% of Identifying Accessible Entrances in our buildings project</p> <p><i>Refer to Appendix B</i></p>	<p>Continue to collect feedback for improvement</p> <p>ESS - As necessary and ongoing</p> <p>As required and ongoing</p> <p>Ongoing and working with all stakeholders</p> <p>Capital to complete the Identifying Accessible Entrances in our buildings project and work with Communications to create and design AODA maps of school sites to be posted on school websites</p>

**Expected Outcomes** By the end of Academic Year 2024-2025

All projects are designed to meet the accessibility requirements of the AODA and the Ontario Building Code.

**SECTION 5**

**Special Services**

Special Education information regarding supporting students with special education needs, including those with disabilities, is reported to the Ministry of Education annually through the TCDSB’s Special Education Plan. This plan is posted on the TCDSB’s website [www.tcdsb.org](http://www.tcdsb.org).

Through the Special Equipment Amount (SEA), the Board has been able to provide assistive technology, materials, resources, and equipment at the individual school for students in need due to a disability.

The SEA process allows for individualized equipment such as a walker, standers, sensory materials, lifts, computers and assistive software to be purchased on behalf of individual students if it is deemed essential for them to have the equipment in order to access the curriculum.

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
<p>A. Ensure that requests for Special Equipment Amount (SEA) equipment for students are processed, and appropriate equipment is provided with efficiency.</p> <p>B. Ministry of Education (MOE) Removing Barriers for Students with Disabilities Grant Application approved. Grant funded professional development focused on Universal Design for Learning (UDL) for staff. It further provided funding to support the Annual Voices That Challenge (VTC) conference. Student leaders gathered insightful student opinions and perspectives to be used for the 2024 CSLIT pillar report. This event was attended by 300 students with Guest Speaker Unstoppable Tracy who spoke to students about accessibility and inclusion. Students also had the opportunity to work in groups and discuss issues facing students with disabilities and acceptance; all working towards changing attitudes towards persons with disabilities.</p>	<p>Ongoing and as requested</p> <p>Professional Development targets met for the academic year. Partner with various stakeholders including Student Trustees, CSLIT and ECSLIT to help educate and empower students about removing barriers for students with disabilities</p>

<p>C. Rick Hansen Ambassador series workshop for over 600 Elementary support staff focussed on deepening the understanding of attitudinal barriers that may impact students with disabilities.</p>	<p>Plans for further workshops through the Rick Hansen Foundation</p>
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**Expected Outcomes** By the end of Academic Year 2024-2025

By June, the MOE, Removing Barriers for Students with Disabilities Grant requirements will be fulfilled.

**SECTION 6**

**Human Resources/Employment**

The TCDSB is an equal-opportunity employer. In this regard, the Board recruits qualified staff specific to the requirements of the job. Routine processes allow staff to be placed in facilities that accommodate their disability. The TCDSB has a dedicated team of experienced professionals in Disability Management who appropriately, safely, and respectfully facilitate accommodation for staff members with disabilities in the workplace. The accommodation may include providing staff with disabilities with the necessary equipment that allows staff members to perform their duties in a barrier-free workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board’s Workplace Accommodation for Employees with Disabilities Policy. Itinerant employees are encouraged to contact the site/supervisor prior to or upon arrival at the worksite to discuss accessibility needs as outlined in the Individual Accommodation Plan (IAP).

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
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<p>A. Responding to accommodation requests made by staff in a timely manner.</p> <p>B. Developed internal processes with IT Partners to ensure IT equipment required for accommodations is given the highest priority when a ticket is logged.</p> <p>C. AVA training for Deaf and Hard of Hearing staff</p>	<p>Continue to track and monitor accommodation requests for any possible trends. If identified, proactively address opportunities for improvement with the appropriate internal stakeholders i.e., when the Board is replenishing office chairs – only purchase ergonomic chairs with adjustability</p>
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**Expected Outcomes** By the end of Academic Year 2024-2025

The TCDSB expects to continue to address individual accommodation requests in a timely manner. The Human Resources department will continue to work with internal partners to improve response time in acquiring equipment, furniture, and assistive devices for staff accommodation.

**SECTION 6A**

**Human Resources – Employment and Recruitment**

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged by accessibility barriers when seeking employment with the TCDSB.

Under the AODA, the recruitment process is to be barrier-free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

By January 1, 2014, the TCDSB was required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests accommodation and is required to provide and arrange for the provision of

suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.

Accomplishments	Monitoring/Next Steps
<p>The Recruitment Department is committed to ensuring that the appropriate accommodations are provided for those applicants who have self-identified in the job application process as a requirement for accommodations during the interview and selection process.</p> <p>In the year 2023/2024, no candidates self-identified as requiring an accommodation during the application and selection processes.</p>	<p>Candidates who self-identify as having a disability during the application process must request an accommodation from the Recruitment Department</p>

**Expected Outcomes** By the end of Academic Year 2024-2025

The Recruitment Department offers prospective job candidates two opportunities to self disclose their need for an accommodation during the recruitment process:

- Job Posting: candidates are encouraged to review the [TCDSB Fair Hiring and Accommodation Policy](#) and communicate their need for an accommodation if selected to participate in the interview process
- Application process (via Apply to Education): candidates are asked to indicate if they require an accommodation to participate in the interview process;

All accommodation requests and any modifications are dealt with by the Recruitment Department and are kept confidential. Once the candidate discloses, that they require an accommodation, the Sr. Coordinator and/or Sr. Manager of Recruitment will contact the candidate requesting supporting medical documentation to specify functional limitations associated with the disability that may be impacted by the selection process. This documentation shall not contain any specific medical diagnosis. Candidates are advised that all supporting medical documentation received is kept confidential and protected under the Personal Freedom of Information and Protection of Privacy Act (PFIPPA).

The Recruitment Department advises the Interview Panel or Hiring Manager on the approved accommodations required during the interview process.

**SECTION 6B**

## Human Resources – Training

In accordance with AODA requirements, the TCDSB provided interactive training on the Human Rights Code as it pertains to persons with disabilities for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training.

Accomplishments	Monitoring/Next Steps
<p>The Board developed a Compliance and Mandatory Training program, a Compliance Training website (I Agree) and resources for specific employee groups including all educators.</p>	<p>Ongoing training for new employees and volunteers exists in the areas of:</p> <p><b>Accessibility Awareness:</b>  <a href="https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx">https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx</a></p> <p><b>Customer Service Standards:</b>  <a href="https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx">https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx</a></p>

**Expected Outcomes** By the end of Academic Year 2024-2025

Training modules will be developed and included in onboarding new and existing employees.

### SECTION 7

## Information and Communications

The TCDSB is committed to ensuring that public information is accessible and available in a timely manner to all individuals, including those requiring alternative formats or accommodations to access information (e.g., access to Board meetings, communication products, etc.)

Accomplishments	Monitoring/Next Steps
<p>A. Consistency in Review: Ensure that all products, when produced or reviewed by the Communications department, are AODA compliant.</p> <p>B. Web Accessibility: Continues to ensure the TCDSB website complies with WCAG 2.0 Level AA standards.</p>	<p>Ongoing Compliance, Support and Review (As Needed)</p>

- C. Public Correspondence: Materials produced by the Communications, Policy & Research Department are designed with a font size larger than the standard to enhance accessibility for individuals with vision impairments. Requests for larger text formats or audio and video formats are provided where possible to ensure accessibility. Members of the public may request TCDSB communications in other accessible formats where possible.
- D. Captioning & Transcripts: Provide captioning for video content and transcripts for audio content, upon request, to ensure accessibility for individuals who are deaf or hard of hearing.
- E. Inclusive Language: Adopt inclusive language that respects diversity and avoids ableism or other forms of discrimination in all communication materials.
- F. Public Feedback: Open to public feedback about the accessibility of TCDSB communication materials.
- G. Accessible Social Media: When posting on social media platforms, accessible features like alt-text for images and colour contrasts are utilized to make posts more readable.

**Expected Outcomes** By the end of Academic Year 2024-2025

- Provides staff with access to curated tutorials from trusted external sources, such as Adobe and Microsoft, to support the creation of accessible documents, when requested. These tutorials offer step-by-step guidance on ensuring documents meet accessibility standards, covering topics such as structuring content, adding alternative text, and using accessibility checkers.
  - TCDSB’s AODA team provides monthly AODA reminders and resources for K – 12 Principals to share with school communities.
  - TCDSB’s AODA team regularly reviews and requests updates to the TCDSB Accessibility webpage to ensure it is current and rich in resources and information.

**SECTION 8**

## Customer Service

The TCDSB updated its Accessibility Standards for Services and Facilities policy (A.36) on September 22, 2016. The TCDSB remains in compliance with the Customer Service Standard.

The TCDSB regularly solicits feedback about the manner in which it provides services and facilities to people with disabilities. Feedback processes vary including in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.

Accomplishments	Monitoring/Next Steps
A. Request form Feedback Mechanisms: Implement multiple, accessible ways for the public to provide feedback or ask questions, such as an easy-to-find email address (by clicking on the ‘Accessibility’ link) at the bottom of our external web pages and accessible online forms.	Ongoing review of all feedback to inform next steps

**Expected Outcomes** By the end of Academic Year 2024-2025

Survey the public to provide feedback on request satisfaction

### Appendix A

**2023-24 AODA SUMMARY**  
**Recently Completed Capital Development and Asset Management & Renewal and Environmental Support Services Projects**

School Name	Project Description	AODA COMPLIANCE
Brebeuf College (Phase 2)	Asphalt Parking Lot, Pedestrian Paving, Exterior Stairs	Accessible parking, accessible entryway, tactile plates, depressed curbs and ramp entry ways.
Bishop Allen Academy	Interior Finishes	Paint edge of stairs for improved visibility



Chaminade	Field and Track Renovation	Accessible seating areas within new bleachers & barrier-free ramp to field
D'Arcy McGee	Asphalt Parking Lot and Pedestrian Paving	Accessible parking, accessible entryways.
Epiphany of our Lord	Asphalt Parking Lot and Play Surface	Accessible parking, signage and entryways.
Father John Redmond	Asphalt Parking Lot, Pedestrian Paving	Accessible parking and ramp to entry points.
Francis Liberman CSS	Stair Renovation	Accessible signage (Braille)
James Culnan	Asphalt Parking Lot, Asphalt School Yard, Seating, Play Elements	Accessible parking, accessible entry with depressed curb cuts.
Josyf Cardinal Slipyj	Bus Loop & Localized Asphalt Repair	Accessible ramps, signage and tactile plates installed.
Loretto College	Asphalt Parking Lot	Accessible parking
Loretto College	Site Redevelopment - Phase 1 (Design Only)	AODA Compliance incorporated
Maria Goretti CS	Full elevator replacement	New AODA audible devices inside of car, camera and braille ID sign outside of the car. (completed)
Our Lady of Grace	Site Redevelopment - Phase 1	Accessible parking and signage. Depressed curbs and tactile surface plates. Accessible ramps to field
Our Lady of Grace	Accommodation	Charging station for wheelchair inside school parking entrance
Our Lady of Sorrows	Play structure installation	Accessible ramps to play structure and elements installed.
Our Lady of the Assumption	Play Surfacing, Play Structure, Line Paint	Accessible access to play structure installed. Accessible play elements on playground; sensory boards.
St Sylvester	Accessible Ramp Entrance	Accessible ramp and railing for the main entrance installed.
St. Aidan	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps. All

		playgrounds are flush with the adjacent paving or include an accessible ramp.
St Aidan	Washroom Renovation	Barrier free washroom stall added into room 108A.
		Barrier free washroom stall added into room 125A.
St Albert	Washroom Renovation	Barrier free washroom stall added into room 108.
		Barrier free washroom stall added into room 109.
St Angela	Washroom Renovation	Included AODA compliant stalls within Boys/Girls washrooms on 1st /3rd floor Universal washroom-main floor Barrier free staff washroom 3 <sup>rd</sup> floor Updated life safety systems (audible fire devices) Automatic door operators Accessible signage (Braille)
St. Barbara	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramp and railing leading to accessible field.
St. Bede	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps.
St Catherine	Washroom Renovation	Barrier free washroom stall added into room 105.
		Barrier free washroom stall added into room 112.
St. Columba CS	Washroom Renovation	Accessible signage (Braille) AODA compliant stalls within Boys/Girls washrooms on each floor Updated life safety systems (audible fire devices)

St. Dorothy	Washroom Renovation	AODA compliant stalls within Boys/Girls washrooms all floors Universal washroom on main floor Barrier free staff washroom on second floor Updated life safety systems (audible fire devices) Automatic door operators Accessible signage (Braille)
St. Edmund Campion	Site Redevelopment - Phase 1 (Design Only)	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps. The playgrounds are flush with the adjacent paving.
St Eugene	Stair Renovation	Accessible signage (Braille)
St. Francis of Xavier	Washroom	Accessible washroom on 2nd floor
St. Jerome	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St. John Bosco	Site Redevelopment	Accessible ramps to elements and signage installed.
St John Bosco	Washroom Renovation	Barrier free washroom stall added into room 105. Barrier free washroom stall added into room 107.
St. John Paul II	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramp and railing.
St Josaphat	Washroom Renovation	Included AODA compliant stalls within Boys/Girls washrooms on each floor Updated life safety systems (audible fire devices) Automatic door operators Accessible signage (Braille)

St. Josaphat	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St. John Vianney	Accommodation	Various work including accessible parking, PA and communication, door modifications, door openers, ramps in various locations,
St. Lawrence	Asphalt Parking Lot and Site Work	Accessible parking and signage. Accessible elements: seating, wall mounted chalkboard
St Lawrence	Stair Renovation	Accessible signage (Braille)
St. Marcellus	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St Mary Academy	PA system	Sound wheel on PA system/temporary PA cover for classroom/workspace - Various Rooms
St Mary Academy	Interior Finishes	Carpeted rooms/sound dampening (RM # 240A and 139D)
St. Margherita of Citta di Castello	Asphalt Parking Lot	Accessible parking and depressed curb crossings. Accessible parking spots
St. Mary CS	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps to entryways. The playground is flush with the adjacent paving.
St. Matthew play structures	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St. Mother Teresa	Interior Doors	Automated Door openers throughout school and elevator push button

St. Oscar Romero	Asphalt Parking Lot, Pedestrian Paving, Asphalt Courts	Accessible parking, accessible entries, tactile plates, depressed curbs
St. Raphael	Site Redevelopment	Accessible ramps to accessible elements incl. signage installed.
St. Roch	Asphalt Parking Lot, Play Surface & Pedestrian Paving	Accessible ramps, signage and tactile plates installed. Ramp access to play structure installed. Accessible seating. AODA handrails on ramps.
St. Thomas More CS	Stair Renovation	Accessible signage (Braille). Stair A&B
St Wilfrid	Stair Renovation	Accessible signage (Braille)
Venerable John Merlini	Asphalt Parking Lot, Asphalt School Yard, Pedestrian Paving	Accessible parking, accessible ramps/ entryway, tactile plates, depressed curb cuts. Accessible elements-chalkboards

## 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)	Student Achievement	Equity Action Plan Annual Report	Director of Education
2	January (A)	Student Achievement	Annual Mental Health and Wellbeing Report	Associate Director Academic Services
3	January (P)	Student Achievement	A.36 Accessibility Standards Policy Metric	Associate Director Academic Services
4	February (P)	Student Achievement	S. 19 External Research Policy Metric	Associate Director Academic Services
5	March (A)	Student Achievement	The Angel Foundation for Learning Annual Report and Presentation	Associate Director Academic Services
6	April (A)	Student Achievement	Non-Resident VISA Student Fees	AD Academic Services and CFO/Treasurer
7	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
8	June (P)	Student Achievement	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services
9	September (P)	Student Achievement	H.M.40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
10	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
11	September (P)	Student Achievement	H.M.14 Harassment and Discrimination Policy Metric	Associate Director Academic Services
12	September (P)	Student Achievement	H.M.19 Conflict Resolution Policy Metric	Associate Director Academic Services
13	September (P)	Student Achievement	T.07 Community Engagement Policy Metric	Director of Education
14	September (P)	Student Achievement	A.37 Communications Policy Metric	Director of Education

## 2025 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

<b>15</b>	October (P) (5 Year Cycle)	Student Achievement	International Languages Program Report (Next Reporting Date of October 2027)	AD Academic Services and CFO/Treasurer
<b>16</b>	October (A)	Student Achievement	Board Improvement and Equity Plan (BIEP)	Associate Director Academic Services
<b>17</b>	October (A/P)	Student Achievement	S.22 Religious Accommodation Policy Metric	Associate Director Academic Services
<b>18</b>	October (A)	Student Achievement	Student Trustees: Voices that Challenge - CSLIT	Associate Director Academic Services
<b>19</b>	November (A/P)	Student Achievement	Annual Safe Schools Report and S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
<b>20</b>	November (A)	Student Achievement	Annual EQAO and OSSLT Assessments Report	Associate Director Academic Services
<b>21</b>	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
<b>22</b>	November (A)	Student Achievement	CPIC Annual Report	Associate Director Academic Services
<b>23</b>	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Policy Metric ECSLIT	Associate Director Academic Services
<b>24</b>	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Metric	Associate Director Academic Services
<b>25</b>	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
<b>26</b>	December (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
<b>27</b>	December (A)	Student Achievement	Staff CPIC Annual Report	Associate Director Academic Services

## STUDENT ACHIEVEMENT AND WELL BEING PENDING LIST TO MARCH 20, 2025

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
1.	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