

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA JUNE 12, 2025

Markus de Domenico, Chair
Trustee Ward 2

Kevin Morrison, Vice Chair
Trustee Ward 9

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Ruben Da Silveira
Student Trustee

Angela Kennedy
Trustee Ward 11

Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

JoyGold Goodluck
Student Trustee



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

Land Acknowledgement

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

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

La reconnaissance des territoires

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

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

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AGENDA

REGULAR MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

Markus de Domenico, Chair

Kevin Morrison, Vice Chair

Thursday, June 12, 2025

7:00 P.M.

Pages

1. Call to Order
2. Memorials and Opening Prayer
3. Land Acknowledgement
4. Singing of O Canada
5. Roll Call & Apologies
6. Approval of the Agenda
7. Reports from Private Session
8. Notices of Motions
9. Declarations of Interest
10. Approval and Signing of Minutes of the Previous Meetings
 - 10.a Special Board (Student Achievement) - Nil
 - 10.b Special Board (Corporate Services) - Nil

10.c	Regular Board Held May 22, 2025	1 - 22
11.	Member Statements	
12.	Presentations	
12.a	From the Chair of the Board	23
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12.c	From the Student Trustee(s) (Refer to the June 12, 2025 Addendum)	
12.d	Farewell to Student Trustee JoyGold Goodluck	
13.	Delegations	
14.	Consideration of Motions For Which Previous Notice Has Been Given	
15.	Consent and Review	
16.	Unfinished Business from Previous Meetings	
17.	Matters recommended by Standing Committees of the Board	
18.	Matters recommended by Statutory Committees of the Board	
18.a	Recommendation to Board from the Special Education Advisory Committee (SEAC)	27 - 30
	Consideration of Motion from SEAC regarding Attention Deficit Hyperactivity Disorder (ADHD) is a “Superpower” not a Disability	
18.b	Recommendation to Board from the Special Education Advisory Committee (SEAC)	31 - 34
	Consideration of Motion from SEAC regarding Motion to Reform Disciplinary Practices for Students with Learning Differences (Disabilities) and Special Education Needs	
19.	Matters referred/deferred from Committees/Board	
20.	Reports of Officials for the Information of the Board of Trustees	

20.a	Autism Research Request/Supports	35 - 39
21.	Reports of Officials Requiring Action of the Board of Trustees	
21.a	Performance Appraisal: Director of Education Policy	40 - 57
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21.d	Recommended Changes to Standing Committee Meetings Resulting from Regulation 463/97	73 - 81
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22.	Reports from External Committees / Organizations	
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23.a	From the Audit Committee: Approved Minutes of Meeting Held November 20, 2024	86 - 89
23.b	From the Special Education Advisory Committee: Approved Minutes of Meeting Held April 9, 2025	90 - 100
23.c	From the Governance and Policy Committee: Approved Minutes of Meeting Held May 6, 2025	101 - 108
23.d	From the Special Education Advisory Committee: Approved Minutes of Meeting Held May 21, 2025	109 - 122
23.e	Toronto Public Health Response to the Ontario Measles Outbreak	123 - 134
24.	Inquiries	
25.	Updating of Pending Lists	
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25.b	Annual Report	138 - 141

26. Closing Prayer

27. Adjournment

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

HELD THURSDAY, MAY 22, 2025

PRESENT:

Trustees:

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

Student Trustee:

J. Goodluck

Staff:

B. Browne
A. Della Morra
D. Boyce
R. Putnam
S. Campbell
A. Ceddia
L. Coulter
C. Fernandes
N. McInerney
A. Bria

M. Caccamo
R. D’Addario
G. Danfulani
K. Dixon
M. Farrell
R. Fernandes
K. Hodgkinson
M. Loberto
M. Meehan
R. Peterson
R. Walo
M. Zlomislic

Fr. M. Lehman

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

1. Call to Order

The meeting commenced with the Chair’s remarks on the recent heartbreaking tragedy that claimed the lives of three siblings who were also students of the Toronto Catholic District School Board (TCDSB).

2. Memorials and Opening Prayer

Father Mike led the Opening Prayer for the family and loved ones of the three TCDSB students who lost their lives in the recent motor vehicle accident.

5. Roll Call and Apologies

An apology was conveyed on behalf of Student Trustee Da Silveira.

6. **Approval of the Agenda**

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum and Member Statements: Items 11a) From Trustee Del Grande regarding TCDSB's Decision to Exclude March for Life Week held March 5-9, 2025 from its Activities Calendar; and 11b) From Trustee Lubinski, on behalf of Mrs. Sheree Clarke, Parent of a Grade 8 Student, regarding Recognition of Several TCDSB Staff Members at the Holy Trinity Catholic Elementary School for their Remarkable Contributions, Exceptional Dedication and Unwavering Support for her daughter and all Students at the School, be approved.

Results of the Vote taken, as follows

In Favour

Opposed

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

The Motion was declared

CARRIED

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

7. Reports from Private Session

There were none from PRIVATE Session at this time as there was a Motion to resolve back.

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

In DOUBLE PRIVATE Session:

- a) Approved recommendation from the Director Performance Appraisal Committee that Director of Education, Dr. Brendan Browne, be awarded the rating of Meets All Expectations for his performance throughout the 2024 to 2025 full evaluation cycle; and
- b) Received Minutes of Meetings from the Director Performance Appraisal Committee held November 14, 2024, January 9, 2025, February 20, 2025 and March 4, 2025.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

9. Declarations of Interest

In PRIVATE Session, Trustee Kennedy declared a Conflict of Interest in the following Items as she has family members who are employees of the Board. Trustee Del Grande declared a Conflict of Interest in the following Item due to a personal involvement:

- 9a) 2025 - 2026 Updated Budget Framework - R. Putnam, Chief Financial Officer and Treasurer – Trustee Kennedy;
- 15a) Ministry Investigation Update (Verbal) - Dr. B. Browne, Director of Education and R. Putnam, Chief Financial Officer and Treasurer (Refer Item 18a) – Trustee Kennedy; and
- 15c) Request for Instructions regarding a Supreme Court Matter (Verbal) - A. Ceddia, Executive General Counsel and Head of Legal Services – Trustee Del Grande

Trustees Del Grande and Kennedy did not participate in discussions regarding those Items nor vote.

Trustee Kennedy declared a Conflict of Interest in Item 12d) 2025 - 2026 Updated Budget Framework - R. Putnam, Chief Financial Officer and Treasurer as she has family members who are employees of this Board. Trustee Kennedy indicated that she would neither participate in discussions regarding that Item nor vote.

10. Approval and Signing of Minutes of the Previous Meeting

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

10b) Special Board (Corporate Services) Held April 10, 2025, approved; and

10c) Regular Board Held April 24, 2025, approved.

The Motion was declared

CARRIED

11. Member Statements

11a) From Trustee Del Grande regarding Toronto Catholic District School Board's (TCDSB) Decision to Exclude March for Life Week held March 5-9, 2025 from its Activities Calendar.

11b) From Trustee Lubinski, on behalf of Mrs. Sheree Clarke, Parent of a Grade 8 Student, regarding Recognition of Several TCDSB Staff Members at the Holy Trinity Catholic Elementary School, for their Remarkable Contributions, Exceptional Dedication and Unwavering Support for her daughter and all Students at the School.

12. Presentations

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

12a) From the Chair of the Board received.

The Motion was declared

CARRIED

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

12b) From the Director of Education received.

The Motion was declared

CARRIED

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

12c) From the Student Trustees received.

The Motion was declared

CARRIED

Student Trustee Goodluck left the meeting at 8:05 pm.

Trustee Kennedy left the horseshoe at 8:07 pm due to a Declaration of Interest in Item 12d) below, as earlier indicated.

MOVED by Trustee Crawford, seconded by Trustee Morrison, that Item 12d) be adopted as follows:

- 12d) 2025 - 2026 Updated Budget Framework - R. Putnam, Chief Financial Officer and Treasurer** received.

The Motion was declared

CARRIED

Trustee Kennedy returned to the horseshoe at 8:49 pm.

15. Consent and Review

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

- 20a) 2025 - 2026 Budget Engagement Results – Trustee Rizzo;
- 20b) Monthly Procurement - Recently Awarded Contracts – Trustee Rizzo;
- 21a) From the Governance and Policy Committee: Electronic Participation in Meetings of the Board, Committees of the Board, and the Committee of the Whole Board Policy – Trustee Rizzo;
- 21f) Recommended Changes to Standing Committee Meetings Resulting from Regulation 463/97 – Trustee Rizzo;
- 21g) Monthly Procurement - Contracts for Award – Trustee Rizzo;
- 21h) Trustee Expenses Budget Update – Trustee Rizzo; and
- 21i) REVISED: City of Toronto's Proposed Demonstration By-Law to Protect Vulnerable Institutions – Trustee Rizzo

MOVED by Trustee Martino, seconded by Trustee Tanuan, that the Items not held be received and Staff Recommendation be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 21b) **From the Governance and Policy Committee: Cafeteria Services and Food and Beverage Sold in Schools** that the proposed Cafeteria Services and Food and Beverage Sold in Schools Policy provided in Appendix A (tracked) and Appendix B (clean), be approved and the Cafeteria - Secondary Schools Policy provided in Appendix C of the report be rescinded;
- 21c) **From the Governance and Policy Committee: Awards, Scholarship and Bursaries Policy** that the proposed Awards, Scholarships, and

Bursaries Policy provided in Appendix A (tracked) and Appendix B (clean) of the report, be approved;

- 21d) **From the Governance and Policy Committee: Credit Union Policy** that the Credit Union Policy provided in Appendix A of the report be rescinded;
- 21e) **From the Governance and Policy Committee: Business Cards Policy** that the Business Cards Policy provided in Appendix A of the report be rescinded;
- 22a) **From Ontario Catholic School Trustees' Association (OCSTA) regarding Board Meeting Highlights OCSTA Board of Directors April 30 and May 3, 2025;**

Listing of Communications

- 23a) **From the Governance and Policy Committee: Approved Minutes of Meeting Held April 1, 2025;**
- 23b) **From the Catholic Parent Involvement Committee: Approved Minutes of Meeting Held April 7, 2025;**
- 23c) **From J. Paul Dube, Ombudsman, regarding Progress Report on Implementation of Recommendations concerning Student Transportation Issues;**
- 25a) **Master Pending List and Rolling Calendar; and**
- 25b) **Annual Report**

Trustee Morrison left the horseshoe at 8:58 pm.

20. Reports of Officials for the Information of the Board of Trustees

MOVED by Trustee Rizzo, seconded by Trustee Martino, that Item 20a) be adopted as follows:

- 20a) **2025 - 2026 Budget Engagement Results** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Morrison returned to the horseshoe at 9:01 pm.

MOVED by Trustee Rizzo, seconded by Trustee Morrison, that Item 20b) be adopted as follows:

20b) Monthly Procurement - Recently Awarded Contracts received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande

Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Morrison
Rizzo
Tanuan

The Motion was declared

CARRIED

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

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 21a) be adopted as follows:

21a) From the Governance and Policy Committee: Electronic Participation in Meetings of the Board, Committees of the Board, and the Committee of the Whole Board Policy received.

Trustee D'Amico left the horseshoe at 9:16 pm.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that the revised Electronic Meetings and Meeting Attendance Policy in Appendix A – Tracked and Appendix B - Clean, and Operational Procedures- “Protocol for Participating in Board and Its Committee Meetings Using Electronic Means” in Appendix C – Tracked and Appendix D - Clean be adopted.

.

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

In Favour

Opposed

Trustees Crawford
 de Domenico
 Del Grande
 Di Giorgio
 Kennedy
 Li Preti
 Lubinski
 Martino
 Morrison

Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
 De Domenico
 Del Grande
 Di Giorgio
 Kennedy
 Li Preti
 Lubinski
 Morrison
 Tanuan

Martino
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Martino, that Item 21f) be adopted as follows:

- 21f) Recommended Changes to Standing Committee Meetings Resulting from Regulation 463/97** that a report to amend the By-Laws as per the recommendation in quotes below be brought to the June 2025 Board Meeting:

“That the Board amend By-Law 175 by:

- 1) Deleting Article 6.2 “Monthly Special Meetings of the Board” and replacing it with Article 6.2 “Reports from Standing Committees to the Board – Governance and Policy, Corporate Services, and Student Achievement” found in Appendix A; and
- 2) Making minor amendments to Articles 6.3, 8.1, 9.4, and 9.9 (as shown in Appendix A) dealing with how committee reports move to the Board agenda so that these provisions are consistent with the revised Article 6.2. The highlights in Appendix A show additions and the strikethrough shows deletions.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Kennedy, that 9.9.10 Declarations of Interest be placed before 9.9.8 Consent Agenda.

Trustee D’Amico returned to the horseshoe at 9:24 pm.

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

In Favour

Opposed

Trustees Crawford
D’Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino

Morrison
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

Trustee Morrison left the horseshoe at 9:28 pm and returned at 9:29 pm.

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

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

- 21g) Monthly Procurement - Contracts for Award** that the Board of Trustees approve all procurement activities/awards listed in Appendix A of the report.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Morrison, that Item 21h) be adopted as follows:

- 21g) Trustee Expenses Budget Update** that the six-month Trustee Expenses Budget Update be received and that any remaining funds at the end of the Trustee year, being November 14, 2025, be used to reduce the deficit.

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee Li Preti, that:

BE IT RESOLVED THAT: The Trustee Expense Budget be reduced to \$6,000 per annum, effective November 14 ,2025.

The Chair ruled the AMENDMENT out of order.

Trustee Di Giorgio challenged the Chair..

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

In Favour

Opposed

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

The Chair's Ruling was upheld.

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

In Favour

Opposed

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

Rizzo
Tanuan

The Main Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Martino, that Item 21i) be adopted as follows:

- 21i) **REVISED: City of Toronto's Proposed Demonstration By-Law to Protect Vulnerable Institutions** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Martino, seconded by Trustee Li Preti, that the meeting resolve back into PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Li Preti

The Motion was declared

CARRIED

PRESENT (Following PRIVATE Session):

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

7. Reports from Private Session

MOVED by Trustee Rizzo, seconded by Trustee Martino, that the following report from Trustee Morrison be received:

In PRIVATE Session:

- a) Received a Presentation on Updated Budget Framework;
- b) Received a report on Ministry Investigation Update;
- c) Received a verbal report on a legal matter;
- d) Approved recommendations regarding a Human Resources matter; and
- e) Received a Communication from the Deputy Minister of Education, Denise Cole regarding Ministry Investigation.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Resolve into Quadruple Session

MOVED by Trustee Di Giorgio, seconded by Trustee Tanuan, that the meeting resolve into QUADRUPLE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR



Chair's Monthly Report

June 2025

Highlights of May include:

- Delivered remarks at the **J.O.Y. (Just For You) Project Celebration**, recognizing students who took part in this arts-based curriculum program centered on the Ontario Catholic School Graduate Expectations.
- Participating and delivering greetings at the **Italian Heritage Month** Celebration at Monsignor Percy Johnson Catholic Secondary School
- Attending the **TCDSB Student Nutrition** Event with Mayor Chow and the Angel Foundation at **The Divine Infant Catholic Elementary School**.
- Delivering greetings at the **TCDSB and Angel Foundation's Annual Year-End Mass and Awards Event**, honoring student recipients of the Angel Foundation's Tom Leon Bursary Award and the Catherine Templeton Award.
- Attending the **Western North York Community Recreation Centre Groundbreaking Event** hosted by The City of Toronto.
- Attending and celebrating the 60th anniversary of **St. Norbert Catholic Elementary School**.



Director's Monthly Report

June 2025

June marks the end of another academic year full of tremendous accomplishments, challenges, and successes. Staff have served and led in our communities in such profound ways, and students continue to inspire and amaze with projects, initiatives, and leadership. We are so proud of every student and look forward to their on-going achievement moving forward whether continuing with us in Toronto Catholic or moving on to the next exciting chapter.

Our graduation ceremonies are such joyous occasions for staff, students, and families as our gyms, churches, community centers, and theatres are filled with pride as our students receive their well-earned recognition. I am privileged to be invited to share these experiences every year at both elementary and secondary graduations and look forward to doing so in many communities this year. I am always proud as Director, and this year as a proud dad again as I attend a very special elementary graduation for our youngest. I will be experiencing each graduation again this year as a teacher, principal, superintendent, director, and dad along with all proud parents, guardians, family and friends.

While the year is almost at a close, there is so much still to do! So many events, activities, celebrations, and culminating events throughout the system. Thank you to staff, volunteers, and students for making each so special. We wish our graduates the best as they savour these last few weeks, engage in final exams, and enjoy the chance to be together in community. God bless all students, staff, families, guardians, and community members for a safe, healthy, and happy summer!

Highlights from **June** include:

Celebrating **Faithfulness** as the **Virtue of the Month for June** and recognizing important observances such as: The Sacred Heart of Jesus, National Indigenous History Month, Filipino Canadian Heritage Month, Portuguese Canadian Heritage Month, Italian Canadian Heritage Month, Pride Month; Canadian Armed Forces Day, Solemnity of the Most Holy Trinity, World Environment Day (UN), Portugal Day, Solemnity of the Most Holy Body and Blood of Christ, All Saints Day, Filipino Heritage Day, Solemnity of the Most Sacred Heart of Jesus, Father's Day, World Sickle Cell Day, World Refugee Day, National Indigenous Peoples Day, Solemnity of the Nativity of Saint John the Baptist, Solemnity of Saints Peter and Paul (Apostles), Red and White Day, and the last day of the school year.

- Attending the **Cricket Camp and Sports Festival** at Sunnybrook Park
- Participating and delivering greetings at the **Italian Heritage Month** Celebration at Cardinal McGuigan Catholic Secondary School and at the **Portuguese Heritage Month** Celebration at St. Sebastian Catholic Elementary School

- Along with the Chair delivering remarks at the **J.O.Y. (Just For You) Project Celebration** - celebrating close to 300 students who have participated in this art-based curriculum program with a focus on the Ontario Catholic School Graduate Expectations
- Along with Senior staff meeting with **Toronto Public Health** to discuss joint public health and education priorities
- Attending and delivering greetings at the **Toronto Catholic Principals' and Vice Principals' Association (TCPVA) Annual Awards Dinner**
- Attending the **TCDSB Leadership Summit** alongside TCDSB Principals, centered on the theme *"Hope in Four Contexts,"* featuring keynote speaker David Well
- Attending the **TCDSB Student Nutrition Event** with Mayor Chow and the Angel Foundation at **The Divine Infant Catholic Elementary School**
- Along with the Chair delivering greetings at the **TCDSB and Angel Foundation Annual Year-End Mass and Awards Event** – recognizing student recipients of the Angel Foundation Tom Leon Bursary Award and Catherine Templeton Award.
- Attending the **Western North York Community Recreation Centre Groundbreaking Event** hosted by The City of Toronto
- Along with the Associate Director Boyce and the Capital team **visiting new school sites**
- Attending the reception for the opening of **Together: Visual Exploration Ontario's Art Collection Exhibition** at Queens' Park with Lieutenant Governor Dumont
- **Visiting and celebrating School Anniversaries:**
 - St. Norbert Catholic Elementary School 60th Anniversary
 - St. Paul VI Catholic Elementary School 50th Anniversary
- Presenting the **TCDSB Innovation Exemplary Practice Awards** with local trustees, and local superintendents:
 - Father Henry Carr Catholic Secondary School
 - Immaculate Conception Catholic Elementary School
 - Monsignor Percy Johnson Catholic Secondary School
 - Our Lady of Wisdom Catholic Elementary School
 - St. Charles Garnier Catholic Elementary School
 - St. Leo Catholic Elementary School
 - St. Margaret Catholic Elementary School
 - St. Martin de Porres Catholic Elementary School
 - St. Mary Academy Catholic Secondary School
 - St. Michael Catholic Elementary School
 - St. Paul Catholic School Catholic Elementary School

- Bringing greetings on behalf of the **TCDSB at the graduation ceremony** to the Graduates of:
 - James Cardinal McGuigan Catholic Secondary School
 - Mary Ward Academy Catholic Secondary School
 - Monsignor Percy Johnson Catholic Secondary School
 - St. Bonaventure Catholic Elementary School Kindergarten Celebration
 - St. Cecilia Catholic Elementary School
 - St. Francis de Sales Catholic Elementary School
 - St. Josaphat Catholic Elementary School
 - St. Joseph's Morrow Park Catholic Secondary School
 - St. Mother Teresa Catholic Academy Catholic Secondary School
 - St. Patrick Catholic Secondary School Graduation
- **Meeting with Catholic Directors, particularly Catholic Directors from neighbouring GTA Catholic School Boards** in support of best practices, shared issues, solutions, and advocacy throughout Catholic education in Ontario



REPORT TO

REGULAR BOARD

RECOMMENDATION TO BOARD FROM THE SPECIAL EDUCATION ADVISORY COMMITTEE

We ought therefore to show hospitality to such people so that we may work together for the truth. 3 John 1:8

Drafted

May 22, 2025

S. Harris – Recording Secretary

S. Adaikpoh – Assistant Recording Secretary

Meeting Date

June 12, 2025

RECOMMENDATION REPORT

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

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



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial
Officer

Ryan Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report provides the Board of Trustees with a recommendation from the **SPECIAL EDUCATION ADVISORY COMMITTEE**.

The cumulative staff time required to prepare this report was 0.5 hours.

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with a recommendation from the Special Education Advisory Committee (SEAC).

C. BACKGROUND

1. On 2025-05-21, the Special Education Advisory Committee met.
2. At that meeting, there was a recommendation proposed to the Board of Trustees.

D. EVIDENCE/RESEARCH/ANALYSIS

The Special Education Advisory Committee met on 2025-05-21 and a motion regarding Agenda Item 15b) Consideration of Motion from Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Attention Deficit Hyperactivity Disorder (ADHD) is a “Superpower” not a Disability was approved by majority vote.

E. SPECIAL EDUCATION ADVISORY COMMITTEE RECOMMENDATION TO THE BOARD OF TRUSTEES

The Special Education Advisory Committee recommends to the Board of Trustees that the following be approved:

WHEREAS: Attention-Deficit/Hyperactivity Disorder (ADHD) should no longer be categorized as a "disorder" or "disability" but instead recognized as a cognitive difference within the framework of neurodiversity. By shifting this

label, we aim to reduce stigma, highlight strengths, and promote supportive environments that empower individuals with ADHD to thrive;

WHEREAS: Scientific research increasingly identifies ADHD as a variation in cognitive functioning rather than a pathological condition. Studies highlight that ADHD traits such as impulsivity, hyperfocus, and risk-taking have evolutionary roots, which may have been advantageous in dynamic environments. Viewing ADHD as a difference rather than a deficit aligns with the growing neurodiversity movement, which recognizes diverse cognitive profiles as part of human variation;

WHEREAS: ADHD individuals frequently exhibit traits that can be powerful assets, including creativity, spontaneity, and innovation. Research shows that individuals with ADHD excel in fields requiring dynamic thinking, adaptability, and unconventional problem-solving. Labeling ADHD as a "disorder" focuses disproportionately on weaknesses rather than fostering environments where ADHD traits can be leveraged for success;

WHEREAS: Challenges associated with ADHD often stem from traditional education and work systems that prioritize prolonged focus, rigid routines, and low stimulation settings. ADHD individuals may thrive when provided with flexible structures, engaging tasks, and creative outlets. By framing ADHD as a cognitive difference, institutions can shift from imposing conformity to nurturing strengths;

WHEREAS: The "disorder" and "disability" labels contribute to stigma, reducing self-esteem and reinforcing negative stereotypes. Reframing ADHD as a cognitive difference encourages individuals to embrace their unique abilities and seek environments where they can excel; and

WHEREAS: ADHD should be categorized as a Cognitive Difference under the broader umbrella of Neurodiversity. This terminology acknowledges the unique cognitive profile of ADHD individuals without pathologizing their experiences. ADHD is a Superpower!

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees to write a letter to the Ministry of Education from the TCDSB Board of Trustees asking the Ministry of Education to recognize ADHD under the Education Act as a disability. Research shows that ADHD individuals have unique strengths—such as creativity, problem-solving, and adaptability—that can thrive in the right learning environments. By implementing inclusive educational strategies, and training teachers, staff, and administration on the research, development, and

evolution in thought on ADHD, we can better support students to reach their full potential.



REPORT TO

REGULAR BOARD

RECOMMENDATION TO BOARD FROM THE SPECIAL EDUCATION ADVISORY COMMITTEE

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Drafted

May 22, 2025

S. Harris – Recording Secretary

S. Adaikpoh – Assistant Recording Secretary

Meeting Date

June 12, 2025

RECOMMENDATION REPORT

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2022 - 2025

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Treasurer

A. EXECUTIVE SUMMARY

This report provides the Board of Trustees with a recommendation from the **SPECIAL EDUCATION ADVISORY COMMITTEE**.

The cumulative staff time required to prepare this report was 0.5 hours.

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with a recommendation from the Special Education Advisory Committee (SEAC).

C. BACKGROUND

1. On 2025-05-21, the Special Education Advisory Committee met.
2. At that meeting, there was a recommendation proposed to the Board of Trustees.

D. EVIDENCE/RESEARCH/ANALYSIS

The Special Education Advisory Committee met on 2025-05-21 and a motion regarding Agenda Item 15c) Consideration of Motion from Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Motion to Reform Disciplinary Practices for Students with Learning Differences (Disabilities) and Special Education Needs was approved by majority vote.

E. SPECIAL EDUCATION ADVISORY COMMITTEE RECOMMENDATION TO THE BOARD OF TRUSTEES

The Special Education Advisory Committee recommends to the Board of Trustees that the following be approved:

WHEREAS: Students with learning disabilities and special education needs, including Attention-Deficit/Hyperactivity Disorder (ADHD), autism, and

other neurodivergent conditions, often face disciplinary actions that do not align with their educational and developmental needs;

WHEREAS: punitive measures such as withholding recess, detentions, and exclusion from classroom activities disproportionately impact these students and do not address the root causes of behavioral challenges;

WHEREAS: Research from the American Academy of Pediatrics and educational psychologists highlights that recess and movement are essential for self-regulation, focus, and emotional well-being, particularly for students with ADHD and other learning differences; and

WHEREAS: Traditional punitive approaches often exacerbate behavioral challenges rather than support students in developing self-management skills. A shift toward positive, inclusive discipline aligns with human rights laws, Ontario's Education Act, and best practices in special education.

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the policy prohibits the removal of recess and other physical activity as a form of punishment for students with learning disabilities or special education needs;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that staff are training on trauma-informed and neurodiversity-affirming disciplinary approaches;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the policy encourages restorative practices, including conflict resolution and behavioral support strategies tailored to individual student needs;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the policy Implements a review system to track and assess disciplinary actions taken against students with special education needs to ensure compliance with equitable practices;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that a Positive Discipline Policy is adopted and ensures all schools within its jurisdiction implement the outlined practices by September 2025 for the new school year;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees the policy prohibit the use of regulation-based supports — such as scheduled breaks, sensory room access, or movement opportunities, etc. — as contingent rewards. Resources that these children need to self-regulate should never be taken away because of not completing work or behavior discipline;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that all school-based staff are training on trauma-informed and neurodiversity-affirming disciplinary approaches; and

BE IT RESOLVED THAT: SEAC further recommend to the Board of Trustees that the adoption and implementation of preventative, strength-based strategies that foster emotional regulation, connection, and engagement. These proactive approaches minimize the need for reactive disciplinary measures and contribute to more inclusive, supportive learning environments for all students.



REPORT TO

REGULAR BOARD

AUTISM RESEARCH REQUEST/SUPPORTS

God is not unjust; he will not forget your work and the love you have shown him as you have helped his people and continue to help them. Hebrews 6:10

Drafted

April 22, 2025

Meeting Date

June 12, 2025

Maria Meehan, Superintendent of Special Services

Odile De Figueiredo, Senior Manager, Autism

Greg Rousell, Head of Research and Analytics

RECOMMENDATION REPORT

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

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MULTI-YEAR STRATEGIC PLAN
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A. EXECUTIVE SUMMARY

This report provides an overview of autism prevalence and service delivery within the Toronto Catholic District School Board (TCDSB) from 2021-2022 to 2023-2024. It responds to a Board motion requesting system-wide data on the number of students with autism, central human resource allocations, and geographic distribution.

The report highlights a 24.5% increase in the number of students formally identified with autism over the three-year period.

Additionally, the report outlines the structure of the centrally coordinated, Special Services multi-disciplinary Autism Team and its role in supporting students, families, and staff across all schools.

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

B. PURPOSE

This report responds to the motion requesting an overview of autism prevalence, resourcing, and demographic distribution across the Toronto Catholic District School Board (TCDSB). It includes three years of historical data and insights into support services for students diagnosed with Autism Spectrum Disorder (ASD).

Motion: WHEREAS: There appears to be an increase in the prevalence of autism in our schools; and

WHEREAS: Trustees have limited visibility into relevant data on this topic.

BE IT RESOLVED THAT: Staff bring a report outlining three years of historical data, system wide capturing:

- Number of students at the elementary and secondary levels and corresponding growth rates;
- Central Human Resources allocated to Autism support (and any corresponding growth or decline in these resources); and
- Insights into the geographical distribution of relevant students with an emphasis on ward demographics including socio economic data

C. BACKGROUND

This report provides an overview of autism prevalence and service delivery within the Toronto Catholic District School Board (TCDSB) from 2021-2022 to 2023-2024.

It highlights a 24.5% increase in the number of students formally identified with Autism Spectrum Disorder (ASD)

1. It is essential to recognize that no two students diagnosed with autism are alike. Each individual has a unique profile of strengths and needs that must be considered when interpreting system-wide data. Understanding this diversity is critical to designing effective supports.
2. The TCDSB's Special Services Autism Programs and Services Team provides system-wide support for students diagnosed with Autism Spectrum Disorder (ASD) through a centralized, multi-disciplinary Autism Team. This team is composed of Autism Support Teachers, Speech-Language Pathologists, Psychologists, Social Workers, Educational Assistants, and Behaviour Analysts. Each member of the team is assigned to a specific group of schools, ensuring that support is timely, consistent, and responsive to the unique needs of individual school communities.
3. Support for autistic students begins at the school level, with collaboration among the principal/vice principal, classroom educators, support staff, and members of the School Based Support Learning Team assigned to each school. The allocation of this staffing is reviewed annually. The centrally coordinated Autism Team supplements these efforts by providing specialized expertise and guidance to strengthen in-school practices. The Autism Team enhances these foundational supports by offering consultation, intervention, contributions to the development of Individual Education Plans (IEPs), and transition planning, in partnership with schools, families, and outside agencies, such as Surrey Place.
4. It is critical to acknowledge that each autistic student has individualized needs. A one-size-fits-all approach is not appropriate; rather, personalized support plans and strategies are essential to foster student success and well-being.
5. While the Board acknowledges the value of analysing the distribution of students with autism across wards and socio-economic contexts, publishing data disaggregated by school or ward could inadvertently compromise student confidentiality. This would violate ethical standards and privacy regulations.
6. Caution is warranted when interpreting aggregate figures, as they do not capture the complexity and diversity of student needs. The number of students with autism in a particular school or area offers limited insight into the individualized supports required. Each student's educational experience is

distinct and must be addressed through personalized strategies that reflect their unique strengths and needs.

D. EVIDENCE/RESEARCH/ANALYSIS

1. It is important to recognize that students with autism are not a homogeneous group; each student presents a unique combination of strengths and areas of need. This diversity must be thoughtfully considered when interpreting system-wide data and planning appropriate supports.

2. Student Enrolment- Three-Year Historical Trends

Between 2021-22 and 2023-24, the number of students formally identified with Autism increased from 2,451 to 3,052, marking a 24.5% increase system-wide.

3. The number of students identified with autism increased across both the elementary and secondary panels between 2021–2022 and 2023–2024.

- Elementary Panel:

The number of students increased steadily from 1,819 in 2021–2022 to 2,334 in 2023-2024. This represents total growth of 28.3% over the three-year period.

- Secondary Panel:

Although the secondary panel exhibited some fluctuation, the number of students increased from 632 in 2021-2022 to 718 in 2023-2024, despite a decline to 583 in 2022-2023. This represents a net increase of 13.6% over the three-year period.

4. Human Resource Allocation to Autism Support (Central Team)

Between 2021 and 2024, there has been a notable increase in Behaviour Analyst staffing, growing from 2.0 positions in 2021–2022 to 10.0 in both 2022-2023 and 2023-2024. The number of Autism Support Teachers and multi-disciplinary team members has remained stable over the same three-year period.

5. The table below provides a current snapshot of the number of students with the exceptionality of Autism across the eight area superintendencies.

Number of Students with the Exceptionality of Autism, by Area Superintendency, as of June 2, 2025			
Area	Total Number of Students	Number of Students with Autism Exceptionality	Percentage of the Total Number of Students with Autism Exceptionality
1	13619	417	3.1%
2	14787	426	2.9%
3	12915	446	3.5%
4	10969	420	3.8%
5	7072	320	4.5%
6	7969	291	3.7%
7	7473	386	5.2%
8	10347	383	3.7%

E. METRICS AND ACCOUNTABILITY

1. There has been a continued increase in the number of students identified with autism across the TCDSB. Special Services, in collaboration with departments such as Research and Human Resources, will continue to monitor emerging needs and implement appropriate supports and strategies to ensure responsive service delivery.
2. In addition to providing direct consultation to students and families, members of the multi-disciplinary Autism Team play a critical role in building the capacity of school staff. Through consultation, professional learning, and collaborative planning, team members equip educators with the tools and strategies necessary to support autistic students.

F. STAFF RECOMMENDATION

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



REPORT TO

REGULAR BOARD

PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION POLICY

Examine yourselves to see whether you are living in the faith. Test yourselves. Do you not realize that Jesus Christ is in you? unless, indeed, you fail to pass the test. - 2 Corinthians 13:5

Drafted

May 21, 2025

Meeting Date

June 12, 2025

Derek Luk, Senior Policy Advisor

Cecilia Onyia, Senior Legal Counsel, Legal Services

Antonella Ceddia, Executive General Counsel & Head of Legal Services

Nicole McInerney Chief Communications Officer, Policy, Government Relations and Strategy

RECOMMENDATION REPORT

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

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



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



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A. EXECUTIVE SUMMARY

The report provides Board with an updated Performance Appraisal – Director of Education Policy that aligns with the direction outlined in Ontario Regulation 83/24: Director of Education Performance Appraisal.

The cumulative staff time required to prepare this report was 17 hours.

B. PURPOSE

The proposed updated Performance Appraisal: Director of Education Policy and supporting documents update language and processes to ensure compliance with the Ministry of Education’s direction outlined in Ontario Regulation 83/24: Director of Education Performance Appraisal.

More specifically, these include a proposed updated Performance Appraisal: Director of Education Policy (Appendix A - Tracked and Appendix B – Clean) and converting the Director of Education Performance Review Process supporting document into the Director of Education Performance Appraisal Guiding Principles (Appendix C - tracked and Appendix D - Clean).

C. BACKGROUND

1. In June 2024, Ontario Regulation 83/24: Director of Education Performance Appraisal was introduced. The regulation requires all publicly funded school boards to conduct an annual performance appraisal of their Director of Education.
2. The policy formerly known as H.C.06 was last updated in 2018.
3. At the April 1, 2025 GAP meeting, the committee raised that a resolution related to the Director’s Performance Appraisal (DPA) process would be addressed at the Ontario Catholic Trustees’ Association (OCSTA) AGM & Conference in May 2025 (Appendix F).
4. As a result, GAP approved the following motion at their April 1, 2025 meeting: *That the Performance Appraisal - Director of Policy be postponed to the June 3, 2025 Governance and Policy Committee Meeting.*
5. At OCSTA’s May 1-3 AGM & Conference, the resolution was discussed, approved and referred to OCSTA’s Political Advocacy Committee for review and implementation.
6. On June 3, 2025 GAP amended guiding principal nine to read: *The Performance Review will focus on the seven goals which include six goals outlined in O. Reg 83/ 24 and an additional goal from Ontario Catholic School Trustees’ Association (OCSTA) promoting*

identity by Nurturing our Catholic Community, Culture and Christian service in the Board, and approved the updated policy and supporting documents.

D. EVIDENCE/RESEARCH/ANALYSIS

1. While ongoing advocacy via OCSTA continues, boards are expected to continue to follow Ontario Regulation 83/24.
2. Updates to the policy include:
 - i) New cross-references added to reflect updated DPA resources.
 - ii) New Regulation 3 to reflect a requirement to develop a Performance Plan.
 - iii) Updated Regulation 4 to include the goals outlined in O.Reg. 83/24 for the Director as well as the additional goal of promoting Catholic identity by nurturing our Catholic community, culture and service in the Board.
 - iv) New Regulation 5 to reflect a requirement for a report and timing for additional feedback required for the DPA.
 - v) Updated Regulation 9 to reflect a requirement to provide the Minister of Education with an update that the performance appraisal evaluation cycle has been conducted, and that the final performance appraisal report has been adopted by Board resolution.
3. Converting the previous Director of Education Performance Review Process document into a standalone Director of Education Performance Guiding Principles which includes:
 - i) Keeping the current guiding principles within the document and making additions to reflect the Ministry's requirements and reflect Catholic values.
 - ii) New guiding Principle 2 to reflect the collaborative appraisal process.
 - iii) New guiding Principle 3 adding language from the Pastoral Plan.
 - iv) New Guiding Principle 8 to note the additional goal of promoting Catholic identity.
 - v) Process language has been removed as a new process resource provided by the Ministry is included as a proposed supporting document, as well as two new OCSTA developed resources are now cross-referenced in the policy (Ontario Catholic School Trustees' Association – DPA Placemat and Ontario Catholic School Trustees' Association – Dates for Director Performance Appraisal).

E. METRICS AND ACCOUNTABILITY

1. The Policy will be reviewed every five years, or earlier if the province makes any legislative changes that impact the DPA process.

F. GAP RECOMMENDATION

1. GAP recommends to Board that the proposed Performance Appraisal: Director of Education Policy provided in Appendix A (tracked) and Appendix B (clean), and the Director of Education Performance Appraisal Guiding Principles (Appendix C – tracked and D - clean) be approved.

Appendix A

POLICY SECTION: ADMINISTRATION &
GOVERNANCE ~~HUMAN~~
RESOURCES

SUB-SECTION: COMPENSATION

POLICY NAME: PERFORMANCE APPRAISAL:
DIRECTOR OF EDUCATION

POLICY NO: H.C.06

Date Approved: October 4, 2006	Date of Next Review: May 2020 2030 (biennial)	Dates of Amendments: May 2013; September 2013; February 25, 2016–Board; May 31, 2018; June 2025
Responsible Department: Legal Services		
Cross References: O. Reg. 83/24 - Director of Education Performance Appraisal Multi-year Strategic Plan Director of Education's Term Employment Contract- Director of Education Performance Appraisal Guiding Principles Trustee Code of Conduct Policy Ontario Catholic School Trustees' Association – DPA Placemat <u>Ontario Education Services Corporation – Director</u> <u>Performance Appraisal</u> <u>Ontario Education Services Corporation 2022-2026</u> <u>Good Governance Guide</u> <u>Ontario Education Services Corporation Trustee</u> <u>Development Program Modules</u> Executive Search Committee Recommendation Report to Board, March, 2017- Education Act, Section 283 (2) and 283.1, Section 169.1		
Appendix A – TCDSB Performance Review Process for the Director of Education- Appendix B – Director of Education Candidate Profile, 2017		

Purpose **Policy**

Ontario Regulation 83/24 - Director of Education Performance Appraisal (O. Reg. 83/24), requires the Board of Trustees (Trustees) to establish a committee

composed of not fewer than three and not more than seven Trustees to annually appraise the Director of Education (Director) based on mandatory assessment criteria and any additional, locally focused priorities identified by the Trustees in collaboration with the Director.

The policy establishes a standardized, fair and transparent framework for the annual performance appraisal process of the Director by the Trustees. The process provides a structured opportunity for the Director to receive feedback and identify concerns in a timely and supportive way to facilitate development, goal achievement and resolution.

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

~~The Director of Education is responsible for implementing the Toronto Catholic District School Board's Vision, Mission and Multi-Year Strategic Plan. The Board of Trustees shall conduct an annual performance review of the Director through a fair process, providing constructive feedback in a manner that supports and strengthens the integrity of the roles performed by the Director and the Board.~~

~~The Board of Trustees and the Director of Education collaborate to provide each student at the Toronto Catholic District School Board with meaningful Catholic faith development experiences and exemplary education. This policy will establish a standardized, fair and transparent framework for the annual performance review process of the Director by the Board of Trustees. The process will measure the degree to which the director is fulfilling this mandate, and will provide a structured opportunity for the Director to receive feedback and identify concerns in a timely and supportive way to facilitate resolution.~~

Scope and Responsibility

This policy applies to the Director of Education and is managed by the elected Trustees. ~~The Board of Trustees is~~ **are** responsible for this policy.

~~Alignment with MYSP~~

~~Living Our Values~~

~~Achieving Excellence in Governance~~

Regulations

1. The Trustees and the Director of Education will jointly develop the content, process and the methods of data collection **in compliance with O.Reg. 83/24.** and review. The Performance Review **Appraisal** is not intended to encompass every aspect of the Director's work, but to focus **on the Director's success in implementing the actions and achieving the goals set out in the performance plan required by O.Reg. 83/24.** the goals determined for the year under review. (Appendix A)
2. The Performance Review **Appraisal** Process will be developmental in its nature, providing for a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
3. **The Director's Performance Appraisal Committee Chair and at least one other member of the committee will meet with the Director to develop and finalize the performance plan.**
4. The process by which the Director's performance is reviewed and the occurrence of the review will be made known to the public.
5. The content of the review **appraisal** surveys, the feedback to the Director, discussions with the Trustees and subsequent documentation will be held in confidence. The review **appraisal** surveys shall be based on the Director's areas of responsibility as outlined in the following sources:
 - i. the Education Act;
 - ii. ~~the Ontario Leadership Framework for Supervisory Officers five leadership practices;~~
 - iii. ~~the Candidate Profile from the recruitment of the Director of Education~~ (Appendix A);
 - iv. **the six goals outlined in O.Reg. 83/24:**
 - **Advance the provincial priorities in education in the area of student achievement set out in Ontario Regulation 224/23 (Provincial Priorities in Education - Student Achievement).**

- **Manage human, capital and fiscal resources to achieve the goals identified in the board's multi-year plan developed under clause 169.1 (1) (f) of the Act.**
- **Promote a healthy and inclusive workplace with effective systems for staff selection and oversight.**
- **Create and maintain respectful and collaborative relationships with students, parents, staff, school board communities, community partners and stakeholders, Ministry staff and the Minister.**
- **Demonstrate leadership that maintains or improves the reputation of and public confidence in the board.**
- **Ensure compliance with applicable laws, Ministry policies and guidelines, and board mandates.**

v. **the additional goal of promoting Catholic identity by nurturing our Catholic community, culture and Christian service in the Board.**

vi. ~~the goals established jointly for the year based on the above and the Multi-Year Strategic Plan;~~

vii. **O. Reg. 83/24 - Director of Education Performance Appraisal; and**

viii. **the Director's Performance Plan.**

6. **In a Director's first full evaluation cycle and every second full evaluation cycle after that, an entity that has at least five years of experience conducting multi-source executive performance assessments will take the following steps as part of the appraisal process:**

A) Request feedback from the persons listed below in respect of the Director's performance.

i) Each Trustee.

ii) Each Student Trustee of the board.

iii) Each member of every statutory, ad hoc, or other committee of the board.

iv) Each staff member of the board who reports directly to the Director.

v) Each parent member of the school council at each school of the board.

vi) A representative nominated by each local employee association representing employees of the board.

vii) A representative sample of community partners and stakeholders, as identified by the committee with input from the Director.

B) Prepare a written report summarizing and analyzing the feedback.

- ~~7. The annual performance review process will alternate between a limited reviewer pool and a more fulsome reviewer pool:~~
 - ~~(a) Internal staff and external community reviewers are limited to twenty individuals, chosen randomly from selected groups.~~
 - ~~(b) The fulsome reviewer format will include an expanded reviewer pool and may involve a 360 degree format.~~
8. The process by which the Director's performance is **appraised**, reviewed and the occurrence of the review **appraisal** will be made known to the **TCDSB community**public.
- ~~9. The results of each annual review are linked to any salary changes in compliance with the Director's Term Employment contract.~~
10. The Director will be provided with a **draft of the performance appraisal report on or before July 7th**~~written copy of his/her performance review and will be permitted an opportunity to respond to the committee's evaluation, performance rating and explanation for the rating by July 31st.~~ it. Should any significant disagreement concerning the performance review arises between the Director and the Board, the Director will provide the Chair of the Board with a written response outlining the area(s) of disagreement. Upon receipt of the Director's response, the Chair would present this response to the Trustees in order to come to a reasonable resolution.
- ~~11. The results of each annual appraisal review are linked to any salary changes in compliance with the Director's Term Employment contract.~~
12. The Board of Trustees **will provide written confirmation to the Minister of Education that the performance appraisal evaluation cycle has been conducted, and that the final performance appraisal report has been**

adopted by Board resolution. ~~approve a public motion confirming that the Director's performance review process has been completed in accordance with this policy.~~

13. ~~Before the review occurring at the end of the second to last year of the Director's contract, the Chair will initiate separate succession planning discussions with the Board of Trustees and with the Director to determine preliminary interest in extending the Director's Term Employment Contract. This will provide direction on the requirement to initiate an executive search process in sufficient time. (Appendix B)~~

Definitions

Entity

A third party that has at least five years of experience conducting multi-source executive performance assessments.

Board of Trustees

~~The twelve elected officials charged with governing the TCDSB.~~

Chair of the Board

~~The Trustee elected by the Board of Trustees to serve as Chair of the Board for the year, shortened to The Chair.~~

Director of Education

~~The Chief Executive Officer and Secretary to the Board, shortened to The Director.~~

Term Employment Contract

~~The terms and conditions of the Director of Education's employment, shortened to Contract.~~

Evaluation and Metrics

1. The policy will be reviewed every five years.

2. ~~The effectiveness of this Policy will be evaluated by the Board of Trustees after each performance review cycle in October of each year. The criteria will include ease of implementation and achievement of the Policy objectives.~~

Appendix B



POLICY NAME:	Performance Appraisal: Director of Education
POLICY SECTION:	Administration and Governance
DATE APPROVED:	October 4, 2006
DATE OF NEXT REVIEW:	2030
DATES OF AMENDMENTS:	May 2013; September 2013; February 2016; May 2018; June 2025
RESPONSIBLE DEPARTMENT:	Legal Services

Policy:

Ontario Regulation 83/24 - Director of Education Performance Appraisal (O. Reg. 83/24), requires the Board of Trustees (Trustees) to establish a committee composed of not fewer than three and not more than seven Trustees to annually appraise the Director of Education (Director) based on mandatory assessment criteria and any additional, locally focused priorities identified by the Trustees in collaboration with the Director.

The policy establishes a standardized, fair and transparent framework for the annual performance appraisal process of the Director by the Trustees. The process provides a structured opportunity for the Director to receive feedback and identify concerns in a timely and supportive way to facilitate development, goal achievement and resolution.

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

Scope and Responsibility:

This policy applies to the Director of Education and is managed by the Trustees. Trustees are responsible for this policy.

Regulations:

1. The Trustees and the Director will jointly develop the content, process and the methods of data collection in compliance with O. Reg. 83/24. The Performance Appraisal is not intended to encompass every aspect of the Director’s work, but to focus on the Director’s success in implementing the actions and achieving the goals set out in the performance plan required by O. Reg. 83/24.

2. The Performance Appraisal Process will be developmental in its nature, providing for a joint learning opportunity between the Director and the Trustees to affirm success and improve identified areas of need.
3. The Director's Performance Appraisal Committee Chair and at least one other member of the committee will meet with the Director to develop and finalize the performance plan.
4. The content of the appraisal surveys, the feedback to the Director, discussions with the Trustees and subsequent documentation will be held in confidence. The appraisal surveys shall be based on the Director's areas of responsibility as outlined in the following sources:
 - i. the Education Act;
 - ii. the six goals outlined in O.Reg. 83/24:
 - Advance the provincial priorities in education in the area of student achievement set out in O.Reg. 224/23 (Provincial Priorities in Education - Student Achievement).
 - Manage human, capital and fiscal resources to achieve the goals identified in the board's multi-year plan developed under clause 169.1 (1) (f) of the Act.
 - Promote a healthy and inclusive workplace with effective systems for staff selection and oversight.
 - Create and maintain respectful and collaborative relationships with students, parents, staff, school board communities, community partners and stakeholders, Ministry staff and the Minister.
 - Demonstrate leadership that maintains or improves the reputation of and public confidence in the board.
 - Ensure compliance with applicable laws, Ministry policies and guidelines, and board mandates.
 - iii. the additional goal of promoting Catholic identity by nurturing our Catholic community, culture and Christian service in the Board;
 - iv. O. Reg. 83/24 - Director of Education Performance Appraisal; and
 - v. the Director's Performance Plan.
5. In a Director's first full evaluation cycle and every second full evaluation cycle after that, an entity that has at least five years of experience conducting multi-source executive performance assessments will take the following steps as part of the appraisal process:

- A) Request feedback from the persons listed below in respect of the Director's performance.
- i) Each Trustee.
 - ii) Each student trustee of the board.
 - iii) Each member of every statutory, ad hoc, or other committee of the board.
 - iv) Each staff member of the board who reports directly to the Director.
 - v) Each parent member of the school council at each school of the board.
 - vi) A representative nominated by each local employee association representing employees of the board.
 - vii) A representative sample of community partners and stakeholders, as identified by the committee with input from the Director.

B) Prepare a written report summarizing and analyzing the feedback.

6. The process by which the Director's performance is appraised, and the occurrence of the appraisal will be made known to the TCDSB community.
7. The Director will be provided with a draft of the performance appraisal report on or before July 7th and will be permitted an opportunity to respond to the committee's evaluation, performance rating and explanation for the rating by July 31st.
8. The results of each annual appraisal are linked to any salary changes in compliance with the Director's Term Employment contract.
9. The Board of Trustees will provide written confirmation to the Minister of Education that the performance appraisal evaluation cycle has been conducted, and that the final performance appraisal report has been adopted by Board resolution.

Cross References:

Legislation

Education Act, Section 283 (2) and 283.1, Section 169.1

Policy/Procedure

Trustee Code of Conduct Policy

Director of Education Performance Appraisal Guiding Principles

Other

Director of Education's Term Employment Contract

Ontario Catholic School Trustees' Association – DPA Placemat

[Ontario Education Services Corporation – Director Performance Appraisal](#)

[Ontario Education Services Corporation 2022-2026 Good Governance Guide](#)

[Ontario Education Services Corporation Trustee Development Program Modules](#)

Definitions:

Entity: A third party that has at least five years of experience conducting multi-source executive performance assessments.

Evaluation and Metrics:

1. The policy will be reviewed every five years.

Guiding Principles

1. The Performance **Appraisal Review** Process is **mandated by the Ministry of Education** developmental in nature, **and** it is a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
2. **The Director Performance Appraisal Committee shall conduct an annual performance review of the Director through a fair, respectful and collaborative process, providing constructive feedback in a manner that supports and strengthens the integrity of the role performed by the Director..**
3. **The Director's Performance Appraisal committee should recognize their unique and important role in bringing our Pastoral Plan to life in our schools, offices, and the broader community.**
4. The process and its annual occurrence are transparent and available for public information. The process is well understood and communicated to stakeholders.
5. The content of the review surveys, the feedback to the Director and discussions with the Trustees are held in confidence and the documents are stored confidentially.
6. ~~The Process is conducted in a respectful and collaborative manner.~~
7. ~~The Director, and the Trustees~~ **Director Performance Appraisal Committee Chair, and at least one other member of the committee** jointly develop the content ~~(the goals to be reviewed each year), the process and the methods of data collection and review.~~ **of the Performance Plan based on the criteria outlined in O.Reg. 83/24.**
8. The Director and the Trustees **Director Performance Appraisal Committee** share information frequently and schedule at least two formal updates throughout the year.
9. ~~Limited Number of Goals to be reviewed each year:~~ The Performance Review **Appraisal** will focus on the ~~limited number of results-oriented~~ **the seven goals which include six goals outlined in O. Reg 83/24 and an additional goal from Ontario Catholic School Trustees' Association (OCSTA) promoting identity by Nurturing our Catholic Community, Culture and Christian service in the Board.**
10. Evidence, both qualitative and quantitative, is to be observed by **the Director Performance Appraisal Committee** Trustees and ~~internal and external reviewers~~ throughout the year.

Performance Review Process

The Annual Performance Appraisal period is considered to be the calendar year from October 1 to September 30. The review cycle is conducted yearly, with the formal review activities occurring within the first two weeks of October. The following process will form the basis of the Director of Education's Performance Review:

First Week of October—Progress Report and Questionnaires

- Director will provide a progress report in a meeting with Trustees
- Questionnaire based on previously established goals for the Director's performance is distributed to Trustees
- Questionnaires will be completed anonymously on the evening of distribution
- Different, parallel performance appraisal provided to selected staff members at various levels in the organization and community members (including external, prominent Catholic community leaders) for completion
- One week later, the Chair provides the Director with a copy of the different Questionnaires



Middle of October—Review of Questionnaire Results

- Chair summarizes the results of both sets of Questionnaires and presents results to the Trustees
- Chair meets with the Director to discuss the performance feedback
- Director presents Performance Goals for the upcoming year to Trustees and consensus about the nature of the performance Goals is sought



May—Ad Hoc Director Performance Appraisal Committee

- Ad Hoc Committee Composition: Chair, Vice Chair, Chairs of the Standing Committees, and one Trustee elected at the May Board meeting
- Design the next Performance Review Questionnaire based on the Director's performance goals established in October, previous



Appendix D

Director of Education Performance Appraisal



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

Guiding Principles

1. The Performance Appraisal Process is mandated by the Ministry of Education, and is a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
2. The Director Performance Appraisal Committee shall conduct an annual performance review of the Director through a fair, respectful and collaborative process, providing constructive feedback in a manner that supports and strengthens the integrity of the role performed by the Director.
3. The Director's Performance Appraisal should recognize their unique and important role in bringing our Pastoral Plan to life in our schools, offices, and the broader community.
4. The process and its annual occurrence are transparent and available for public information. The process is well understood and communicated to stakeholders.
5. The content of the review surveys, the feedback to the Director and discussions with the Trustees are held in confidence and the documents are stored confidentially.
6. The Director, Director Performance Appraisal Committee Chair, and at least one other member of the committee jointly develop the content of the Performance Plan based on the criteria outlined in O.Reg. 83/24.
7. The Director and the Director Performance Appraisal Committee share information frequently and schedule at least two formal updates throughout the year.
8. The Performance Review will focus on the seven goals which include six goals outlined in O. Reg 83/24 and an additional goal from Ontario Catholic School Trustees' Association (OCSTA) promoting identity by Nurturing our Catholic Community, Culture and Christian service in the Board.
9. Evidence, both qualitative and quantitative, is to be observed by the Director

Performance Appraisal Committee throughout the year.



REPORT TO

REGULAR BOARD

MENTAL HEALTH AND WELL-BEING POLICY

When the righteous cry for help, the Lord hears, and rescues them from all their troubles. – Psalm 34:17

Drafted

May 21, 2025

Meeting Date

June 12, 2025

Derek Luk, Senior Policy Advisor

Nicole McInerney, Acting Chief Communications Officer, Policy, Government Relations & Strategy

Maria Meehan, Superintendent of Special Services, Special Education, Mental Health and Well-Being

RECOMMENDATION REPORT

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

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



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

To provide the Board with a proposed updated Mental Health and Well-Being, formerly S.03, (Appendix A - Tracked and Appendix B – Clean).

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

B. PURPOSE

The proposed updated policy follows GAP's direction to review student-facing policies during the 2024-2025 school year.

C. BACKGROUND

1. The Mental Health and Well-Being Policy was last reviewed in September 2017.
2. On June 17, 2024, the Ministry of Education released Policy/Program Memorandum 169 (PPM 169) - Student Mental Health that required school boards to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention supports and services that respect students as individuals with diverse needs and experiences.
3. On October 1, 2024, GAP approved the review of the Mental Health and Well-Being Policy in the 2024-2025 school year.
4. On March 4, 2025, GAP approved the work plan to ensure the updated policy is in alignment with PPM 169.
5. On June 3, 2025 GAP approved the updated Mental Health and Well-Being Policy.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The processes and supports in place via the TCDSB's Mental Health Action Plan 2023-2026 address the PPM's requirements.
2. The proposed updated policy includes revisions such as:
 - i. Language from the policy section from the current policy moved into proposed Regulations (1 – 4).
 - ii. A definition of School Based Support Learning Team to ensure clarity.

E. METRICS AND ACCOUNTABILITY

1. The policy will be reviewed every five years and associated process guidelines will be reviewed annually.

F. GAP RECOMMENDATION

1. GAP recommends to Board that the proposed Mental Health and Well-Being Policy provided in Appendix A (tracked) and Appendix B (clean), be approved.

Appendix A**POLICY SECTION: SCHOOLS, STUDENTS AND LEARNING****SUB-SECTION:****POLICY NAME: MENTAL HEALTH AND WELL-BEING****POLICY NO: S. 03****POLICY NO: S. 03**

Date Approved: June 11, 2013	Date of Next Review: September 2022 2030	Dates of Amendments: September 21, 2017; June 3, 2025
Responsible Department: Special Services Cross References: Ministry of Education Policy/Program Memorandum Policy/Program Memorandum 169 - Student Mental Health TCDSB Policy /Procedure Duty to Report, Duty to Support Mental Health Response Guidelines Suicide Intervention Guidelines Mental Health Crisis Response Guidelines TCDSB Mental Health Action Plan 2023-2026 S.17 Suspected Child Abuse Reporting Ministries of Children and Youth Services, and Education, Open Minds, Healthy Minds, 2011 Government of Ontario, Moving On Mental Health: A System that makes sense for children and youth, 20154.		
Appendix A- Mental Health Response Guidelines Appendix B- Suicide Intervention Guidelines Appendix C- Mental Health Crisis Response Guidelines		

Policy**Purpose:**

Policy/Program Memorandum 169 - Student Mental Health outlines requirements for school boards to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention supports and services that respect students as individuals with diverse needs and experiences.

Appendix A **POLICY SECTION: SCHOOLS, STUDENTS AND LEARNING**
SUB-SECTION:
POLICY NAME: MENTAL HEALTH AND WELL-BEING
POLICY NO: S-03

This policy affirms the TCDSB’s commitment to build awareness about mental health concerns affecting students, and to guide the response to critical mental health issues impacting students. The care and support of our students is ~~the~~ **a** collective responsibility **shared by** ~~of~~ all members of our Catholic community.

Employees of the Toronto Catholic District School Board shall refer any students with identifiable mental health concerns to the school’s **appropriate local school-based support learning team members, namely, social work and psychology staff.**

~~local mental health response staff as per the Mental Health Response Guidelines (Appendix A). In the event that the mental health concern involves suicidal ideation, employees shall implement the Suicide Intervention Guidelines. (Appendix B). In the event of a mental health crisis occurrence, employees of the Toronto Catholic District School Board shall implement the Mental Health Crisis Response Guidelines (Appendix C).~~

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

Scope and Responsibility:

The policy extends to staff members, students and their families while in attendance at school or engaged at other TCDSB events. The Director of Education, with the assistance of Supervisory Officers and Principals, is responsible for this policy.

Alignment with MYSP:

~~Living Our Catholic values~~

~~Strengthening Public Confidence~~

~~Fostering Student Achievement and Well-Being~~

Regulations:

1. Employees of the Toronto Catholic District School Board shall refer any students with identifiable mental health concerns to the school's appropriate local school-based support learning team members, namely, social work and psychology staff.
2. Through the school principal, the social worker and/or psychologist who are members of the local school-based support learning team will be engaged in a timely manner when concerns involve suicidal ideation and to support following a critical incident at a school or in the community that may impact school functioning.
3. In the event that a student expresses suicidal ideation, employees shall follow the Suicide Prevention and Life Promotion Protocol.
4. In the event of a mental health crisis occurrence, employees of the Toronto Catholic District School Board shall implement the Mental Health Crisis Response Guidelines.
5. Mental Health Response Guidelines and the Suicide Intervention Guidelines have been developed for the TCDSB. All staff members shall use these guidelines when dealing with students presenting mental health concerns.
6. The Suicide Prevention and Life Promotion Protocol has been developed for the TCDSB. All staff members must follow these guidelines when there is concern about a student regarding suicidal ideation and/or behaviour, as indicated by a disclosure or other signs.
7. Mental Health Crisis Response Guidelines have been developed for the TCDSB. All staff shall use these guidelines when dealing with a mental health crisis occurrence.
8. The TCDSB shall provide ongoing professional learning for all employees about the types of mental health concerns impacting students via engagement at the local school level with members of the social work and psychology departments.

Appendix A POLICY SECTION: SCHOOLS, STUDENTS AND LEARNING
SUB-SECTION:

POLICY NAME: MENTAL HEALTH AND WELL-BEING

POLICY NO: S-03

9. To sustain awareness about mental health concerns, all employees will annually review this policy and any related process guidelines ~~Mental Health Response Guidelines, the Suicide Prevention and Life Promotion Protocol Intervention Guidelines, and Mental Health Crisis Response Guidelines.~~
10. The dignity and privacy of the student experiencing mental health concerns will be respected in all circumstances.
11. The Director of Education is empowered to modify the guidelines as required and will notify the Board of Trustees of any changes made to the guidelines.

Definitions:

Mental Health Concern

Includes, but is not limited to, any concerns of a psychological or social emotional nature as outlined in the Mental Health Response Guidelines and the Suicide Prevention and Life Promotion Protocol Intervention Guidelines.

Mental Health Response Staff

Staff includes administrators, social workers, psychology staff, and/or guidance counsellors, as outlined in the Mental Health Response Guidelines.

Mental Health Crisis Occurrence

Includes, but is not limited to, any occurrence that results in a negative mental health impact for the school or students. For example, the aftermath of a violent/traumatic incident at the school/in the community, serious illness of student/ staff, death of student or staff member (e.g. illness, accident, suicide).

School Based Support Learning Team – Social Workers and Psychologists

Social workers and psychologists are clinical staff that are regulated mental health providers with extensive training in identifying, supporting and referring students to relevant services. These staff members will be engaged by the school principal in a timely manner when concerns involve suicidal ideation and to support following a critical incident at school or in the community that may impact school

Appendix A **POLICY SECTION:** **SCHOOLS, STUDENTS AND LEARNING**
SUB-SECTION:
POLICY NAME: **MENTAL HEALTH AND WELL-BEING**
POLICY NO: **S-03**

functioning.

Evaluation and Metrics:

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

- ~~1. TCDSB staff will consult with other Catholic school boards in Ontario with respect to their implementation of mental health policies and procedures.~~
2. Special Services personnel will review the **associated process guidelines will be reviewed annually**. ~~Mental Health Response Guidelines, the Suicide Prevention and Life Promotion Protocol Intervention Guidelines, and the Mental health Crisis Response Guidelines~~ and assess their effectiveness.
3. **The policy will be reviewed every five years.**

APPENDIX B



POLICY NAME:	MENTAL HEALTH AND WELL-BEING
POLICY SECTION:	Schools, Students and Learning
DATE APPROVED:	July 11, 2013
DATE OF NEXT REVIEW:	2030
DATES OF AMENDMENTS:	October 2019; January 2015; December 1987; September 1981; May 1967; March 1966; June 3 2025
RESPONSIBLE DEPARTMENT:	Special Services

Policy:

Policy/Program Memorandum 169 - Student Mental Health outlines requirements for school boards to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention supports and services that respect students as individuals with diverse needs and experiences.

This policy affirms the TCDSB's commitment to build awareness about mental health concerns affecting students, and to guide the response to critical mental health issues impacting students. The care and support of our students is a collective responsibility shared by all members of our Catholic community.

Employees of the Toronto Catholic District School Board shall refer any students with identifiable mental health concerns to the school's appropriate local school-based support learning team members, namely, social work and psychology staff.

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

Scope and Responsibility:

The policy extends to staff members, students and their families while in attendance at school or engaged at other TCDSB events. The Director of Education, with the assistance of Supervisory Officers and Principals, is responsible for this policy.

Regulations:

1. Employees of the Toronto Catholic District School Board shall refer any students with identifiable mental health concerns to the school's appropriate local school-based support learning team members, namely, social work and psychology staff.
2. Through the local school principal, the social worker and/or psychologist who are members of the local school-based support learning team will be engaged in a timely manner when concerns involve suicidal ideation and to support following a critical incident at a school or in the community that may impact school functioning.
3. In the event that a student expresses suicidal ideation, employees shall follow the Suicide Prevention and Life Promotion Protocol.
4. In the event of a mental health crisis occurrence, employees of the Toronto Catholic District School Board shall implement the Mental Health Crisis Response Guidelines.
5. Mental Health Response Guidelines has been developed for the TCDSB. All staff members shall use these guidelines when dealing with students presenting mental health concerns.
6. The Suicide Prevention and Life Promotion Protocol has been developed for the TCDSB. All staff members shall follow these guidelines when there is concern about a student regarding suicidal ideation and/or behaviour, as indicated by a disclosure or other signs.
7. Mental Health Crisis Response Guidelines have been developed for the TCDSB. All staff shall use these guidelines when dealing with a mental health crisis occurrence.
8. The TCDSB shall provide ongoing professional learning for all employees about the types of mental health concerns impacting students via engagement at the local school level with members of the social work and psychology departments.
9. To sustain awareness about mental health concerns, all employees will annually review this policy and any related process guidelines.
10. The dignity and privacy of the student experiencing mental health concerns will be respected in all circumstances.
11. The Director of Education is empowered to modify the guidelines as required, and will notify the Board of Trustees of any changes made to the guidelines.

Definitions:

Mental Health Concern

Includes, but is not limited to, any concerns of a psychological or social emotional nature as outlined in the Mental Health Response Guidelines and the Suicide Prevention and Life Promotion Protocol Intervention Guidelines.

Mental Health Response Staff

Staff includes administrators, social workers, psychology staff, and/or guidance counselors, as outlined in the Mental Health Response Guidelines.

Mental Health Crisis Occurrence

Includes, but is not limited to, any occurrence that results in a negative mental health impact for the school or students. For example, the aftermath of a violent/traumatic incident at the school/in the community, serious illness of student/ staff, death of student or staff member (e.g. illness, accident, suicide).

School Based Support Learning Team – Social Workers and Psychologists

Social workers and psychologists are clinical staff that are regulated mental health providers with extensive training in identifying, supporting and referring students to relevant services. These staff members will be engaged by the school principal in a timely manner when concerns involve suicidal ideation and to support following a critical incident at school or in the community that may impact school functioning.

Cross References:

Ministry of Education Policy/Program Memorandum

- Ministry of Education Nutritional Standards for Ontario Schools
- Policy/Program Memorandum 169 - Student Mental Health

TCDSB Policy/Procedure

- Fund Raising in Schools
- Prevalent Medical Conditions
- Duty to Report, Duty to Support
- Mental Health Response Guidelines
- Suicide Intervention Guidelines
- Mental Health Crisis Response Guidelines

Other

- TCDSB Mental Health Action Plan 2023-2026
- Government of Ontario, Moving On Mental Health: A System that makes sense for children and youth, 2015

Evaluation and Metrics:

1. The policy will be reviewed every five years.
2. The associated process guidelines will be reviewed annually.



REPORT TO

REGULAR BOARD

TCDSB OCSTA REPRESENTATIVE REPLACEMENT

Jesus said to them, "I am the bread of life, he who comes to Me will not hunger, and he who believes in Me will never thirst - John 6:35"

Drafted

June 2, 2025

Meeting Date

June 12, 2025

Brendan Browne, Director of Education

Antonella Ceddia, Executive General Legal Counsel

RECOMMENDATION REPORT

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

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



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 Toronto Catholic District School Board (TCDSB) is allocated two positions on the Ontario Catholic School Trustee Association (OCSTA) Board of Directors for the province. The two TCDSB representatives are appointed for two-year terms at the annual “Caucus” meeting in November. The current two-year term concludes this November, requiring Trustees to consider appointments for the next two-year term.

The TCDSB have been represented by Trustee Tanuan and Trustee Martino on the OCSTA Board of Directors since November 2023.

Trustee Martino resigned from the OCSTA Board of Directors with immediate affect at the end of May 2025. As a result of this resignation, TCDSB Trustees need to identify a replacement Director to serve on the OCSTA Board of Directors for the remainder of the current two-year term

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

1. To make trustees aware of the TCDSB vacancy on the OCSTA Board of Directors;
2. For Trustees to identify a Trustee to replace Trustee Martino on the OCSTA Board of Directors for the remainder of this current two-year term.

C. BACKGROUND

1. OCSTA is the provincial association representing Catholic Trustees from all 29 Catholic School Boards throughout Ontario.
2. The TCDSB is allocated two Director positions on the OCSTA Board of Directors.
3. Two TCDSB Trustees are appointed by the Board for two-year terms at the Caucus meeting in November every two years.
4. With the resignation of Trustee Martino from the OCSTA Board of Directors, TCDSB Trustees need to confirm a replacement to serve on the board.

5. The Trustee appointed to replace Trustee Martino will complete the two-year appointment term. The Board will be appointing two trustees for the next two-year term at the upcoming Caucus meeting in November 2025.

D. RECOMMENDATION

That the Board of Trustees confirm the appointment of a replacement Trustee to serve on the OCSTA Board of Directors until the November 2025 Caucus meeting.



REPORT TO

REGULAR BOARD

RECOMMENDED CHANGES TO STANDING COMMITTEE MEETINGS RESULTING FROM REGULATION 463/97

When you come together, each one has a hymn, a lesson, a revelation, a tongue, or an interpretation. Let all things be done for building up. Corinthians 14:26

Drafted**Meeting Date**

June 3, 2025

June 12, 2025

Brendan Browne, Director of Education

RECOMMENDATION REPORT

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

Mission: *Nurturing the faith development and academic
excellence of our Catholic learning community through the
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MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



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Director of Education

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Affairs & Chief Operating Officer

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Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

In July 2024, the Ontario Government amended Ontario Regulation 463/97 – Electronic Meetings and Meeting Attendance, with some changes taking effect on July 29, 2024, and further changes taking effect on September 1, 2025.

Effective September 1, 2025, a Trustee will be deemed to have vacated their seat if they:

- a) absent themselves without being authorized by resolution entered in the minutes, from three consecutive regular meeting of the Board; or
- b) fail to be physically present at a regular meeting of the Board or Committee of the Whole Board without approval of an exemption allowing attendance by electronic means, in accordance with the Board’s Electronic Meetings and Meeting Attendance Policy

The current practice of the Board is to “rise and report” by resolving into Board at the end of the Student Achievement and Corporate Services Committee meetings in order to approve all decisions made in committee. Since the By-Laws require that both committees are comprised of all members of the Board, all Trustees are part of decision making at these two committee meetings. This process has worked well for the Board and is only being reconsidered in light of the changes to Regulation 463/97.

As Secretary to the Board of Trustees, the Director of Education has considered potential risk to Trustees as a result of this amendment to Regulation 463/97. In light of the changes taking effect on September 1, 2025 – particularly b) above – continuing the practice of “rise and report” at the end of committee meetings presents a risk to Trustees when resolving into full Board if they are not in attendance at a committee meeting.

The Director of Education recommends that the Board discontinue its practice of rising and reporting to the Board after meetings of its Student Achievement and Well-Being and Corporate Services Committee meetings, whose membership includes all members of the Board.

A report outlining this recommendation and the suggested changes was brought to May 22nd Board meeting. The Board approved the recommendation to bring this change to the June 12th Board meeting as per Operating Bylaw 175.

The cumulative staff time required to prepare this report was 2 hours

B. PURPOSE

1. This Report is on the Order Paper of the Regular Board because it recommends revision to Board Bylaw 175.
2. The recommended revision to the Board Bylaw is to delete Article 6.2 of Bylaw 175 and replace it with the language found in Appendix A.
3. The changes to Ontario Regulation 463/97 that take effect September 1, 2025 mean that a Trustee may be deemed to have vacated their seat, if they fail to be physically present at a regular meeting of the Board or Committee of the Whole Board without approval of an exemption allowing attendance by electronic means, in accordance with the Regulation.
4. As Secretary of the Board, the Director of Education reviewed the impact of the Government's changes to electronic participation of the Board of Trustees.
5. The Director's review resulted in a recommendation that the Board amend Bylaw 175. The Director's recommendation is made in the interest of eliminating any potential risk that the "rise and report" to Board after the Corporate Services and Students Achievement standing committee meetings (whose membership is all Board members), is considered a regular board meeting which would require in person attendance or electronic attendance only with approval as per Regulation 463/97.

C. BACKGROUND

1. In July 2024, *Ontario Regulation 463/97- Electronic Meetings and Meeting Attendance (O. Reg 463/97)* was amended by *Ontario Regulation 313/24* with some changes taking effect on July 29, 2024, and further changes taking effect on September 1, 2025.
2. The requirements for a trustee to physically attend at least three regular board meetings during each 12-month period beginning November 15, 2022, and to physically attend at least one meeting in each four-month period starting November 15 of each year, both currently in effect, is revoked effective September 1, 2025.
3. Effective September 1, 2025, a Trustee will be deemed to have vacated their seat if they:

- a. absent themselves without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the Board; or
- b. fail to be physically present at a regular meeting of the Board or Committee of the Whole Board without approval of an exemption allowing attendance by electronic means, in accordance with the Board's Electronic Meetings and Meeting Attendance Policy

D. EVIDENCE/RESEARCH/ANALYSIS

1. Article 6.2 of the Board By-law provides that a Special Meeting of the Board shall be held immediately following the conclusion of the regular meetings of all standing committees of the Board solely to permit the standing committee to rise and report to the Board on matters considered at such meetings.
2. All Board members are members of the Corporate Services Committee and the Student Achievement and Well-Being Committee, as provided in Bylaw Article 7.3.2.1.
3. Regulation 463/97 does not mandate in person attendance or electronic attendance with approval, for standing committee meetings.
4. Though the "rise and report" into Board provided in article 6.2 is referenced as a "Special monthly meeting of the Board." it has potential to be considered a regular meeting of the Board, and therefore captured by Ontario Regulation 463/97.
5. The recommended amendment to Article 6.2 will require minor amendments to Articles 6.3, 8.1, 9.4, and 9.9 so that these provisions are consistent with the revisions to Article 6.2.

E. RECOMMENDATION

That the Board amend By-Law 175 by:

- 1) Deleting Article 6.2 "Monthly Special Meetings of the Board" and replacing it with Article 6.2 "Reports from Standing Committees to the Board – Governance and Policy, Corporate Services, and Student Achievement" found in Appendix A; and
- 2) Making minor amendments to Articles numbering (as shown in Appendix A) dealing with how committee reports move to the Board agenda so that these provisions are consistent with the revised Article 6.2. The highlights in Appendix A show additions and the strikethrough shows deletions."

Appendix A

The Director of Education recommends that the Board amend By-Law 175 by:

- 1) Deleting and replacing current Article 6.2 with the rewritten Article 6.2 set out below;
- 2) Making minor amendments to current Articles 6.3, 8.1, 9.4, and 9.9 dealing with how committee reports move to the Board agenda, as set out below, to make them consistent with the revised Article 6.2 (additions shown in highlight and deletions in strikethrough); and

6.2. Reports from Standing Committees to Board – Governance and Policy, Corporate Services, and Student Achievement

Reports and matters from the Governance and Policy Committee, Corporate Services Committee, and Student Achievement Committee, will stand referred to the next regular meeting of the Board for approval provided that:

6.2.1. At the regular meeting of the Board, reports and matters from Committees whose membership Includes all Members of the Board of Trustees (that is Corporate Services Committee and Student Achievement Committee) will be adopted and approved by the Board on consent, unless they are held for debate subject to, and in accordance with, Article 6.2.2 below.

6.2.2 In order to be held for debate, as per Article 6.2.1 above, reports and any other matters referred to the regular Board meeting from the Corporate Services Committee or the Student Achievement Committee will be held for debate only if two-thirds of all members of the Board of Trustees vote to hold the item for debate.

6.3 ~~Other~~ Special Meetings – Requirements for Calling & Notice

Special Meetings of the Board of Trustees shall be held only to consider Urgent Matters. The person calling the Special Meeting or requesting that the Special Meeting be called must indicate why the matter(s) to be considered are Urgent Matters. A Special Meeting may be held:

6.3.1 at the call of the Director; or

- 6.3.2 at the call of the Chair of the Board of Trustees; or
- 6.3.3 at the written request to the Director from five Trustees, on a date fixed by the director that is within seven days of receipt of the request.

Where the Chair of the Board of Trustees and the Director agree that a Special Meeting will be held, such meeting may be held with twenty-four (24) hours' notice delivered to each Trustee.

8.1 General

Every Committee (~~excluding the Standing Committees~~) shall report to the Board of Trustees after each of its Meetings, by way of written reports containing recommendations for action.

9.4 Requirements for Placing Items on the Agenda or Order Paper of a Meeting of a Board of Trustees

No matter shall be placed on the draft Agenda or Order Paper of a Meeting of the Board of Trustees unless:

- 9.4.1 it is consistent with the requirements of the *Education Act*, its regulations, and the Board's by-laws;
- 9.4.2 it is a matter that is referred to the Board of Trustees by a Committee, including reports and matters that have been referred to the Board for approval under Article 6.2;
- 9.4.3 the Committee having cognizance of the matter has delivered its written reports containing recommendations for action as prescribed by Article 8.1, and the reports have been sent electronically to each Trustee not less than one-hundred-and-twenty (120) hours (5 days) before the meeting, with hard copies to be sent to each Trustee not less than 72 hours (3 days) before the meeting;
- 9.4.4 it is a recommendation or report from a statutory committee established under the *Education Act* or the Ontario Catholic School

Trustees' Association (OCSTA);

- 9.4.5 it is a Notice of Motion as prescribed in Article 9.7;
- 9.4.6 the matter is one for which Notice of Motion has been given at a prior Meeting of the Board of Trustees;
- 9.4.7 it is a presentation given with the approval of the Board of Trustees, which approval shall be determined without debate;
- 9.4.8 it is a communication for receipt, referral, or both receipt and referral, and a written copy thereof has been delivered to each Trustee not less than one- hundred-and-twenty (120) hours before the Meeting;
- 9.4.9 it is an Inquiry as prescribed in Article ~~9.9.21~~ 9.9.22 or a Member Statement as prescribed in Article ~~9.9.11~~ 9.9.12;
- 9.4.10 upon the affirmative vote of a majority of all Trustees eligible to vote on the matter; or
- 9.4.11 it is a matter that, in the opinion of the Director, requires action by the Board of Trustees as an Urgent Matter.

9.9 Order Paper for Regular Meetings of the Board of Trustees

Subject to the provisions of Article 9.4, the order of business for regular Meetings of the Board of Trustees that are open to the public shall be as follows:

- 9.9.1 Call to Order;
- 9.9.2 Memorials and Prayer;
- 9.9.3 Land Acknowledgement;
- 9.9.4 Singing of O Canada;
- 9.9.5 Roll Call and Apologies;
- 9.9.6 Approval of the Agenda;

- 9.9.7 Reports from Private Session;
- 9.9.8 Declarations of Interest;
- 9.9.9 Notices of Motions;
- 9.9.10 Consent Agenda;
- 9.9.11 Approval and signing of the Minutes of the Previous Meetings;
- 9.9.12 Member Statements, with each Trustee entitled to make one (1) Member Statement not to exceed one (1) minute in length, and which may not be subject to any comment, motion or debate;
- 9.9.13 Presentations, not to exceed 15 minutes, given with the approval of the Chair of the Board of Trustees and the Director, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 9.9.14 Delegations made in accordance with the Board's policy on delegations and public participation, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
 - 9.9.14.1 9.9.13.4 A report may be requested following a delegation only in special circumstances, on a majority vote, when: (i) an item is deemed urgent; (ii) the Director of Education recommends it; or (iii) the topic is time-sensitive.
- 9.9.15 Consideration of Motions for which previous notice has been given;
- 9.9.16 Unfinished Business from Previous Meetings;
- 9.9.17 Matters referred/deferred from Committees /Board;
- 9.9.18 Reports of Officials for the information of the Board of Trustees;
- 9.9.19 Reports of Officials Requiring Action of the Board of Trustees which have not been Reviewed by Committee;

9.9.20~~19~~ A recommendation or report from a statutory committee established under the *Education Act* or the Ontario Catholic School Trustees' Association (OCSTA);

9.9.21~~20~~ Listing of communications, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;

9.9.22~~21~~ Inquiries that are Urgent Matters, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff.

9.9.22.1~~9.9.21.1~~ Any Inquiry that is not dealt with at the Meeting shall automatically fall off the Order Paper and must be re-introduced to the Order Paper if the Trustee wishes to raise it at a future meeting;

9.9.23~~22~~ Updating of Pending Items List;

9.9.24~~23~~ Closing Prayer; and

9.9.25~~24~~ Adjournment.



REPORT TO

REGULAR BOARD

RECOMMENDED CHANGE TO ARTICLE 6.1.1 TCDSB OPERATING BY-LAW #175

*Do not think that I have come to abolish the law or the prophets; I have come not to abolish but to fulfil.
Matthew 5:17*

Drafted

May 30, 2025

Meeting Date

June 12, 2025

Brendan Browne, Director of Education

RECOMMENDATION REPORT

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

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



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This Board's Operating Bylaw #175 currently includes the following provision:

“6.1.1.2 A Trustee must be physically present in the meeting room of the Board of Trustees for at least three regular meetings of the Board of Trustees in each 12- month period beginning November 15”.

As the Board is aware from previous discussions, the requirement above is no longer law, as of September 1, 2025. Specifically, as of September 1, 2025, by Ontario Regulation 463/97 “Electronic Meetings and Meeting Attendance,” the requirement for Trustees to be physically present in the board meeting room for at least three (3) regular meetings of the board during each 12-month period starting November 15, is revoked.

This report addresses a simple change, which is deletion of Article 6.1.1.2 to ensure that the bylaw complies with legislative changes that take effect September 1, 2025.

The cumulative staff time required to prepare this report was 1.5 hours

B. PURPOSE

This Report recommends an amendment to TCDSB Operating By-law #175 to ensure that the Bylaw complies with the parts of Regulation 463/97 that take effect September 1, 2025.

C. BACKGROUND

1. In July 2024, Ontario Regulation 463/97 “Electronic Meetings and Meeting Attendance” was amended by the Ontario Government with some changes taking effect on September 1, 2025.
2. To ensure compliance with legislation, this report recommends an amendment to TCDSB Operating By-law #175 by deleting Article 6.1.1.2 in its entirety as indicated in Appendix A.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This recommendation report is on the Order Paper for Trustees' attention and pursuant to Article 17 of the By-Laws that requires written notice and rationale for amendments in advance of a meeting at which an amendment vote is taken.

E. RECOMMENDATION

1. The Director of Education recommends that the Board amend Article 6.1.1 of TCDSB Operating By-Law #175 by deleting subarticle 6.1.1.2 in its entirety effective September 1, 2025, as provided in Appendix A.

APPENDIX A

The Amendment recommended to Bylaw Article 175 is to delete the text in article 6.1.1.2 (as indicated in strikethrough below).

6.1.1 Frequency of Attendance at Regular Meetings

Attendance at regular meetings shall be as prescribed by the Education Act and regulations.

OUR MISSION

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

OUR VISION

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



**MINUTES OF THE REGULAR MEETING OF THE
AUDIT COMMITTEE
OPEN (PUBLIC) SESSION**

HELD WEDNESDAY, NOVEMBER 20, 2024

Trustees: A. Kennedy, Chair
N. Crawford
K. Morrison – Virtual

External Members: J. Law, Vice Chair – Virtual
M. Morden - Virtual

Staff: R. Putnam
C. Giambattista
D. Johnston
T. Liu
K. Morra
G. Sequeira

S. Adaikpoh, Acting Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Auditors: T. Ferguson, Deloitte LLP
P. Hatt, Toronto and Area Regional Internal Audit Team

6. Approval of the Agenda

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

On the Vote taken, the Motion was declared

CARRIED

7. Declarations of Interest

There were none.

8. Approval and Signing of the Minutes of the Previous Meeting

MOVED by Jonathan Law, seconded by Trustee Crawford, that the Minutes of the PUBLIC (Open Session) Meeting held May 1, 2024 be approved.

On the Vote taken, the Motion was declared

CARRIED

15. Staff Reports

MOVED by Trustee Morrison, seconded by Trustee Crawford, that Item 15a) be adopted as follows:

15a) 2023-2024 Audit Committee Annual Report received.

On the Vote taken, the Motion was declared

CARRIED

18. Updating of Pending List

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

18a) Pending List of Reports received.

On the Vote taken, the Motion was declared

CARRIED

Resolve into PRIVATE Session

MOVED by Maria Morden, seconded by Trustee Crawford, that the meeting resolve into PRIVATE SESSION.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

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

HELD WEDNESDAY, APRIL 9, 2025

PRESENT:

Trustees:

F. D'Amico
A. Kennedy

External Members:

G. Wedge, Chair
G. Feldman, Vice Chair
R. De Belchior – Virtual
J. Di Francesco - Virtual
L. Mastrogiuseppe – Virtual
A. Pabon – Virtual
M. Seymour - Virtual

Staff:

A. Della Mora
C. Fernandes
M. Meehan
F. Cifelli
V. Cocco
A. Coke
D. Comacchio
O. De Figueiredo
M. Gendron
R. Macchia
K. Morra

S. Hinds-Barnett, Acting Recording Secretary

4. Roll Call and Apologies

An Apology was extended on behalf of Tyler Munro. Trustee Rizzo, Lisa Mason and Ivona Novak were absent.

5. Approval of the Agenda

MOVED by Jennifer Di Francesco, seconded by Goeffrey Feldman, that the Agenda, as amended to include Member Statement, Item 9a) From Jennifer Di Francesco regarding Heartfelt Gratitude to Volunteers on the Special Education Advisory Committee (SEAC) and throughout the Toronto Catholic District School Board (TCDSB), in Celebration of Volunteer Month, April, be approved.

The Motion was declared

CARRIED

6. Declarations of Interest

Trustee Kennedy declared a Conflict of Interest in Item 10a) 2025 – 2026 Budget Framework – R. Putnam, Chief Financial Officer and Treasurer, as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate in discussions regarding that Item nor vote.

7. Approval and Signing of the Minutes

MOVED by Trustee Kennedy, seconded by Geoffrey Feldman, that the Minutes of the Meeting held March 5, 2025 be approved.

The Motion was declared

CARRIED

9. Member Statements

- 9a) **From Jennifer Di Francesco regarding Heartfelt Gratitude to Volunteers on the Special Education Advisory Committee (SEAC) and throughout the Toronto Catholic District School Board (TCDSB), in Celebration of Volunteer Month, April.**

Trustee Kennedy left the virtual room at 7:09 pm due to a Declaration of Interest in Item 10a) below, as earlier indicated.

10. Presentations

MOVED by Geoffrey Feldman, seconded by Jennifer Di Francesco, that Item 10a) be adopted as follows:

- 10a) **2025 - 2026 Budget Framework - R. Putnam, Chief Financial Officer and Treasurer** received.

The Motion was declared

CARRIED

Trustee Kennedy returned to the horseshoe at 7:34 pm.

11. Notices of Motions

MOVED by Jennifer Di Francesco, seconded by Trustee D'Amico, that Item 11a) be adopted as follows:

- 11a) **From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Improved Accommodation Process for Students with Neurodivergent Differences (Disabilities) / Special Education Needs** that this be considered at the May 21, 2025 Special Education Advisory Committee (SEAC) Meeting:

WHEREAS: The Toronto Catholic District School Board (TCDSB) serves over 20,000 students with neurodivergent differences (disabilities) and special education needs;

WHEREAS: The TCDSB has a duty under the Ontario Human Rights Code and the Charter of Rights to accommodate the learning needs of students with neurodivergent differences (disabilities) up to the point of undue hardship;

WHEREAS: If a parent /guardian is concerned that TCDSB is not delivering accommodations included in the child's Individual Education Plan (IEP) or is otherwise not effectively accommodating their child's learning needs, they require a swift, user-friendly, independent, and fair avenue equipped with the needed expertise to address their concerns; and

WHEREAS: The current procedures of TCDSB are insufficient, as they are not tailored to the needs of students with neurodivergent differences (disabilities) and do not ensure that the TCDSB official addressing the issue has the necessary expertise or authority to implement needed accommodations.

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees the TCDSB should establish a prompt, user-friendly, fair, and effective process for parents/guardians of students with neurodivergent differences (disabilities)/special education needs to seek a resolution if they believe that TCDSB is not providing accommodation for their child's learning needs. This includes cases where TCDSB is not delivering on IEP commitments or has refused an accommodation requested by the parent/guardian;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees the TCDSB official who receives and addresses complaints from parents/guardians of students with neurodivergent differences (disabilities)/special education needs should: a) Have expertise and experience with the education of students with neurodivergent differences (disabilities)/special education needs; b) Be independent of those TCDSB staff who have dealt with the student's needs in question; c) Have expertise and training in effective mediation/alternate dispute resolution; d) Have the authority to direct any corrective action they deem necessary;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that if, after review, the TCDSB decides not to provide the requested accommodation, the TCDSB shall provide written reasons for this decision;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that every effort should be made to mediate and resolve disagreements between the family and TCDSB. If the matter cannot be resolved, there should be an option for the Parent/Guardian and the TCDSB to appoint an external mediator or review body to consider the issue within a short time frame;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that this process should be designed to address the needs of students with neurodivergent differences (disabilities)/special education needs and should not include unrelated student complaints;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that this motion outlines the guiding principles for the proposed process while allowing flexibility in its design and implementation to align with Ministry requirements. The new process should become available to parents/caregivers or students after they have first brought their concerns to their teacher and principal; and

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the process should be available on the TCDSB website, easily found and accessible. The information should also be emailed to all parents in the TCDSB, via multiple avenues, which includes, but is not limited to principals, teachers, SEAC, school messenger, etc.

MOVED by Jennifer Di Francesco, seconded by Trustee D'Amico, that Item 11b) be adopted as follows:

- 11b) From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Attention Deficit Hyperactivity Disorder (ADHD) is a “Superpower” not a Disability** that this be considered at the May 21, 2025 Special Education Advisory Committee Meeting:

WHEREAS: Attention-Deficit/Hyperactivity Disorder (ADHD) should no longer be categorized as a "disorder" or "disability" but instead recognized as a cognitive difference within the framework of neurodiversity. By shifting this label, we aim to reduce stigma, highlight strengths, and promote supportive environments that empower individuals with ADHD to thrive;

WHEREAS: Scientific research increasingly identifies ADHD as a variation in cognitive functioning rather than a pathological condition. Studies highlight that ADHD traits such as impulsivity, hyperfocus, and risk-taking have evolutionary roots, which may have been advantageous in dynamic environments. Viewing ADHD as a

difference rather than a deficit aligns with the growing neurodiversity movement, which recognizes diverse cognitive profiles as part of human variation;

WHEREAS: ADHD individuals frequently exhibit traits that can be powerful assets, including creativity, spontaneity, and innovation. Research shows that individuals with ADHD excel in fields requiring dynamic thinking, adaptability, and unconventional problem-solving. Labeling ADHD as a "disorder" focuses disproportionately on weaknesses rather than fostering environments where ADHD traits can be leveraged for success;

WHEREAS: Challenges associated with ADHD often stem from traditional education and work systems that prioritize prolonged focus, rigid routines, and low stimulation settings. ADHD individuals may thrive when provided with flexible structures, engaging tasks, and creative outlets. By framing ADHD as a cognitive difference, institutions can shift from imposing conformity to nurturing strengths;

WHEREAS: The "disorder" and "disability" labels contribute to stigma, reducing self-esteem and reinforcing negative stereotypes. Reframing ADHD as a cognitive difference encourages individuals to embrace their unique abilities and seek environments where they can excel; and

WHEREAS: ADHD should be categorized as a Cognitive Difference under the broader umbrella of Neurodiversity. This terminology acknowledges the unique cognitive profile of ADHD individuals without pathologizing their experiences. ADHD is a Superpower!

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that by recognizing ADHD as a cognitive difference rather than a disorder or disability, we can foster inclusive environments that highlight strengths, reduce stigma, and promote positive outcomes for individuals with ADHD. This motion calls for the TCDSB to adopt this revised perspective, ensuring students with ADHD are valued, respected, heard, and supported in their growth and achievements;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees to write a letter to the Ministry of Education from the TCDSB Board of Trustees asking the Ministry of Education to recognize ADHD under the neurodiversity framework in the Education Act. Research shows that ADHD individuals have unique strengths—such as creativity, problem-solving, and adaptability—that can thrive in the right learning environments. By reframing ADHD, implementing inclusive educational strategies, and training teachers, staff, and administration on the research, development, and

evolution in thought on ADHD, we can better support students to reach their full potential; and

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the TCDSB provide targeted support and professional development for educators to deliver curriculum using strength-based, neurodiverse-informed approaches. This includes strategies that engage creativity, problem-solving, adaptability, and other executive functioning skills, while also offering flexible accommodations that empower students with ADHD to thrive academically and socially.

MOVED by Jennifer Di Francesco, seconded by Trustee D'Amico, that Item 11c) be adopted as follows:

- 11c) From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Motion to Reform Disciplinary Practices for Students with Learning Differences (Disabilities) and Special Education Needs** that this be considered at the May 21, 2025 Special Education Advisory Committee Meeting:

WHEREAS: Students with learning disabilities and special education needs, including ADHD, autism, and other neurodivergent conditions, often face disciplinary actions that do not align with their educational and developmental needs;

WHEREAS: punitive measures such as withholding recess, detentions, and exclusion from classroom activities disproportionately impact these students and do not address the root causes of behavioral challenges;

WHEREAS: Research from the American Academy of Pediatrics and educational psychologists highlights that recess and movement are essential for self-regulation, focus, and emotional well-being, particularly for students with ADHD and other learning differences; and

WHEREAS: Traditional punitive approaches often exacerbate behavioral challenges rather than support students in developing self-management skills. A shift toward positive, inclusive discipline aligns with human rights laws, Ontario's Education Act, and best practices in special education.

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the policy prohibits the removal of recess and other physical activity as a form of punishment for students with learning disabilities or special education needs;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that staff are training on trauma-informed and neurodiversity-affirming disciplinary approaches;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the policy encourages restorative practices, including conflict resolution and behavioral support strategies tailored to individual student needs;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the policy Implements a review system to track and assess disciplinary actions taken against students with special education needs to ensure compliance with equitable practices;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that a Positive Discipline Policy is adopted and ensures all schools within its jurisdiction implement the outlined practices by September 2025 for the new school year;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees the policy prohibit the use of regulation-based support - such as scheduled breaks, sensory room access, or movement opportunities, etc. - as contingent rewards. Resources that these children need to self-regulate should never be taken away because of not completing work or behavior discipline;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that all school-based staff are training on trauma-informed and neurodiversity-affirming disciplinary approaches; and

BE IT RESOLVED THAT: SEAC further recommend to the Board of Trustees that the adoption and implementation of preventative, strength-based strategies that foster emotional regulation, connection, and engagement. These proactive approaches minimize the need for reactive disciplinary measures and contribute to more inclusive, supportive learning environments for all students.

12. Consent and Review

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

13b) Special Education Plan April 2025

Section for Discussion:

16) Coordination of Services with Other Ministries or Agencies –
J. Di Francesco; and

14b) Special Services Superintendent Update - April 2025 – Trustee Kennedy.

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

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

13a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft);

13b) Special Education Plan April 2025

Sections for Discussion:

17) Specialized Health Support Services

18a) Staff Development

18b) Professional Learning Plan;

14a) Annual Report on the Accessibility Standards Policy, A.35; and

19a) Centre for ADHD Awareness Canada (CADDAC) – Attention Deficit
Hyperactivity Disorder (ADHD) Education Advocacy Resources.

13. Annual Calendar Items

MOVED by Trustee Kennedy, seconded by Jennifer Di Francesco, that Section 16) of Item 13b) be adopted as follows:

13b) Special Education Plan April 2025:

Section for Discussion:

16. Coordination of Services with Other Ministries or Agencies received.

On the Vote being taken, the Motion was declared

CARRIED

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

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

14b) Special Services Superintendent Update – April 2025 received.

On the Vote being taken, the Motion was declared

CARRIED

22. Adjournment

MOVED by Geoffrey Feldman, seconded by Jennifer Di Francesco, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

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

HELD TUESDAY, MAY 6, 2025

PRESENT:

Trustees:

N. Crawford, Chair
G. Tanuan, Vice Chair
A. Kennedy
M. Rizzo - Virtual

Staff:

R. Putnam
A. Ceddia
N. McInerney
J. Charles
D. Luk
C. Onyia

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

5. Roll Call and Apologies

Apologies were extended on behalf of Trustees de Domenico, Li Preti and Morrison.

6. Approval of the Agenda

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

The Motion was declared

CARRIED

7. Declarations of Interest

There were none.

8. Approval and Signing of the Minutes

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the Minutes of the Meeting held April 1, 2025 be approved.

The Motion was declared

CARRIED

15. Staff Reports

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

- 15a) Update to Electronic Participation in Meetings of the Board, Committees of the Board and the Committee of the Whole Board Policy** that the meeting resolve into PRIVATE Session to discuss this Item.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Rizzo
Tanuan

The Motion was declared

CARRIED

PRESENT: (Following PRIVATE Session)

Trustees: N. Crawford, Chair
G. Tanuan, Vice Chair
A. Kennedy

Trustee Crawford relinquished the Chair to Trustee Tanuan.

15. Staff Reports

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Item 15a) be adopted as follows:

- 15a) Update to Electronic Participation in Meetings of the Board, Committees of the Board and the Committee of the Whole Board Policy** that the Governance and Policy Committee recommend to Board that the revised Electronic Meetings and Meeting Attendance Policy in Appendix A – Tracked and Appendix B - Clean, and Operational Procedures- “Protocol for Participating in Board and Its Committee Meetings Using Electronic Means” in Appendix C – Tracked and Appendix D – Clean, of the report be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Tanuan

The Motion was declared

CARRIED

Trustee Crawford reassumed the Chair.

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

15b) Cafeteria Services and Food and Beverage Sold in Schools Policy
received;

That the edits to the Regulations in the Staff report be included; and

That the Governance and Policy Committee recommend to Board that the edited Policy provided in Appendix A (Tracked), and Appendix B (Clean) of the report be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Tanuan

The Motion was declared

CARRIED

Trustee Crawford relinquished the Chair to Trustee Tanuan.

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Item 15c) be adopted as follows:

- 15c) Awards, Scholarships and Bursaries Policy** that the Governance and Policy Committee recommend to Board that the proposed Awards, Scholarships, and Bursaries Policy provided in Appendix A (tracked) and Appendix B (clean), of the report be approved; and

That ‘pride’ be replaced with ‘honor’ in Policy, Paragraph 2, Page 51, and Regulation 1b), Page 52.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Tanuan

The Motion was declared

CARRIED

Trustee Crawford reassumed the Chair.

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

- 15d) Credit Union Policy** that the Governance and Policy Committee recommend to Board that the Credit Union Policy provided in Appendix A of the report be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Tanuan

The Motion was declared

CARRIED

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

- 15e) Business Cards Policy** that the Governance and Policy Committee recommend to Board that the Business Cards Policy provided in Appendix A of the report be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Tanuan

The Motion was declared

CARRIED

18. Updating of Pending List

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

18a) Monthly Pending List received; and

18b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Tanuan

The Motion was declared

CARRIED

20. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

OUR VISION

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



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

HELD WEDNESDAY, MAY 21, 2025

PRESENT:

Trustees: F. D'Amico - Virtual
M. Rizzo - Virtual

External Members: G. Wedge, Chair
G. Feldman, Vice Chair
J. Di Francesco - Virtual
T. Munro – Virtual

Staff: A. Della Mora
C. Fernandes
M. Meehan
V. Cocco
A. Coke
D. Comacchio
O. De Figueiredo

S. Adaikpoh, Acting Recording Secretary

4. Roll Call and Apologies

Apologies for lateness were extended on behalf of Trustee Kennedy and Richelle De Belchior. Apologies for absenteeism were also extended on behalf of Lisa Mason and Lori Mastroguseppe. Ivona Novak and Marissa Seymour were absent.

Quorum could not be established.

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

The meeting resumed with George Wedge in the Chair.

PRESENT: (Following Recess)

Trustees: F. D’Amico - Virtual and In Person
A. Kennedy
M. Rizzo - Virtual

External Members: G. Wedge, Chair
G. Feldman, Vice Chair
R. De Belchior - Virtual
J. Di Francesco - Virtual
T. Munro - Virtual
A. Pabon - Virtual

5. Approval of the Agenda

MOVED by Jennifer Di Francesco, seconded by Tyler Munro, that the Agenda, as amended to reorder Items 15a) Consideration of Motions: From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Improved Accommodation Process for Students with Neurodivergent Differences (Disabilities) / Special Education Needs; 15b) From Jennifer Di Francesco, representative of CADDAC, regarding Attention Deficit Hyperactivity Disorder (ADHD) is a “Superpower” not a Disability; and 15c) From Jennifer Di Francesco, representative of CADDAC, regarding Motion to Reform Disciplinary Practices for Students with Learning Differences (Disabilities) and Special Education Needs prior to Item 8) Delegations, be approved.

Trustee Kennedy joined the horseshoe at 7:17 pm.

The Motion was declared

CARRIED

6. **Declarations of Interest**

There were none.

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

MOVED by Trustee Kennedy, seconded by Geoffrey Feldman, that the Minutes of the Meeting held April 9, 2025 be approved.

The Motion was declared

CARRIED

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

MOVED by Jennifer Di Francesco, seconded by Richelle De Belchior, that Item 15a) be adopted as follows:

15a) **From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Improved Accommodation Process for Students with Neurodivergent Differences (Disabilities) / Special Education Needs:**

WHEREAS: The Toronto Catholic District School Board (TCDSB) serves over 20,000 students with neurodivergent differences (disabilities) and special education needs;

WHEREAS: The TCDSB has a duty under the Ontario Human Rights Code and the Charter of Rights to accommodate the learning needs of students with neurodivergent differences (disabilities) up to the point of undue hardship;

WHEREAS: If a parent /guardian is concerned that TCDSB is not delivering accommodations included in the child's Individual Education Plan (IEP) or is otherwise not effectively accommodating their child's learning needs, they require a swift, user-friendly, independent, and fair avenue equipped with the needed expertise to address their concerns; and

WHEREAS: The current procedures of TCDSB are insufficient, as they are not tailored to the needs of students with neurodivergent differences (disabilities) and do not ensure that the TCDSB official addressing the issue has the necessary expertise or authority to implement needed accommodations.

BE IT RESOLVED THAT: The Special Education Advisory Committee (SEAC) recommend to the Board of Trustees the TCDSB should establish a prompt, user-friendly, fair, and effective process for parents/guardians of students with neurodivergent differences (disabilities)/special education needs to seek a resolution if they believe that TCDSB is not providing accommodation for their child's learning needs. This includes cases where TCDSB is not delivering on IEP commitments or has refused an accommodation requested by the parent/guardian;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees the TCDSB official who receives and addresses complaints from parents/guardians of students with neurodivergent differences (disabilities)/special education needs should: a) Have expertise and experience with the education of students with neurodivergent differences (disabilities)/special education needs; b) Be independent of those TCDSB staff who have dealt with the student's needs in question; c) Have expertise and training in effective mediation/alternate dispute resolution; d) Have the authority to direct any corrective action they deem necessary;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that if, after review, the TCDSB decides not to provide the requested accommodation, the TCDSB shall provide written reasons for this decision;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that every effort should be made to mediate and resolve disagreements between the family and TCDSB. If the matter cannot be resolved, there should be an option for the Parent/Guardian and the TCDSB to appoint an external mediator or review body to consider the issue within a short time frame;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that this process should be designed to address the needs of students with neurodivergent differences (disabilities)/special education needs and should not include unrelated student complaints;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that this motion outlines the guiding principles for the proposed process while allowing flexibility in its design and implementation to align with Ministry requirements. The

new process should become available to parents/caregivers or students after they have first brought their concerns to their teacher and principal; and

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the process should be available on the TCDSB website, easily found and accessible. The information should also be emailed to all parents in the TCDSB, via multiple avenues, which includes, but is not limited to principals, teachers, SEAC, school messenger, etc.

Trustee D'Amico left the virtual room and joined the horseshoe at 7:37 pm.

On the Vote being taken, the Motion was declared

FAILED

MOVED by Jennifer Di Francesco, seconded by Trustee Rizzo, that Item 15b) be adopted as follows:

- 15b) From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Attention Deficit Hyperactivity Disorder (ADHD) is a “Superpower” not a Disability:**

WHEREAS: Attention-Deficit/Hyperactivity Disorder (ADHD) should no longer be categorized as a "disorder" or "disability" but instead recognized as a cognitive difference within the framework of neurodiversity. By shifting this label, we aim to reduce stigma, highlight strengths, and promote supportive environments that empower individuals with ADHD to thrive;

WHEREAS: Scientific research increasingly identifies ADHD as a variation in cognitive functioning rather than a pathological condition. Studies highlight that ADHD traits such as impulsivity, hyperfocus, and risk-taking have evolutionary roots, which may have been advantageous in dynamic environments. Viewing ADHD as a difference rather than a deficit aligns with the growing neurodiversity movement, which recognizes diverse cognitive profiles as part of human variation;

WHEREAS: ADHD individuals frequently exhibit traits that can be powerful assets, including creativity, spontaneity, and innovation. Research shows that individuals with ADHD excel in fields requiring dynamic thinking, adaptability, and unconventional

problem-solving. Labeling ADHD as a "disorder" focuses disproportionately on weaknesses rather than fostering environments where ADHD traits can be leveraged for success;

WHEREAS: Challenges associated with ADHD often stem from traditional education and work systems that prioritize prolonged focus, rigid routines, and low stimulation settings. ADHD individuals may thrive when provided with flexible structures, engaging tasks, and creative outlets. By framing ADHD as a cognitive difference, institutions can shift from imposing conformity to nurturing strengths;

WHEREAS: The "disorder" and "disability" labels contribute to stigma, reducing self-esteem and reinforcing negative stereotypes. Reframing ADHD as a cognitive difference encourages individuals to embrace their unique abilities and seek environments where they can excel; and

WHEREAS: ADHD should be categorized as a Cognitive Difference under the broader umbrella of Neurodiversity. This terminology acknowledges the unique cognitive profile of ADHD individuals without pathologizing their experiences. ADHD is a Superpower!

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that by recognizing ADHD as a cognitive difference rather than a disorder or disability, we can foster inclusive environments that highlight strengths, reduce stigma, and promote positive outcomes for individuals with ADHD. This motion calls for the TCDSB to adopt this revised perspective, ensuring students with ADHD are valued, respected, heard, and supported in their growth and achievements;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees to write a letter to the Ministry of Education from the TCDSB Board of Trustees asking the Ministry of Education to recognize ADHD under the neurodiversity framework in the Education Act. Research shows that ADHD individuals have unique strengths—such as creativity, problem-solving, and adaptability—that can thrive in the right learning environments. By reframing ADHD, implementing inclusive educational strategies, and training teachers, staff, and administration on the research, development, and evolution in thought on ADHD, we can better support students to reach their full potential; and

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the TCDSB provide targeted support and professional development for educators to deliver curriculum using strength-based, neurodiverse-informed approaches. This includes strategies that engage creativity, problem-solving, adaptability, and other

executive functioning skills, while also offering flexible accommodations that empower students with ADHD to thrive academically and socially.

MOVED in AMENDMENT by Jennifer Di Francesco, seconded by Trustee Rizzo, that:

WHEREAS: Attention-Deficit/Hyperactivity Disorder (ADHD) should no longer be categorized as a "disorder" or "disability" but instead recognized as a cognitive difference within the framework of neurodiversity. By shifting this label, we aim to reduce stigma, highlight strengths, and promote supportive environments that empower individuals with ADHD to thrive;

WHEREAS: Scientific research increasingly identifies ADHD as a variation in cognitive functioning rather than a pathological condition. Studies highlight that ADHD traits such as impulsivity, hyperfocus, and risk-taking have evolutionary roots, which may have been advantageous in dynamic environments. Viewing ADHD as a difference rather than a deficit aligns with the growing neurodiversity movement, which recognizes diverse cognitive profiles as part of human variation;

WHEREAS: ADHD individuals frequently exhibit traits that can be powerful assets, including creativity, spontaneity, and innovation. Research shows that individuals with ADHD excel in fields requiring dynamic thinking, adaptability, and unconventional problem-solving. Labeling ADHD as a "disorder" focuses disproportionately on weaknesses rather than fostering environments where ADHD traits can be leveraged for success;

WHEREAS: Challenges associated with ADHD often stem from traditional education and work systems that prioritize prolonged focus, rigid routines, and low stimulation settings. ADHD individuals may thrive when provided with flexible structures, engaging tasks, and creative outlets. By framing ADHD as a cognitive difference, institutions can shift from imposing conformity to nurturing strengths;

WHEREAS: The "disorder" and "disability" labels contribute to stigma, reducing self-esteem and reinforcing negative stereotypes. Reframing ADHD as a cognitive difference encourages individuals to embrace their unique abilities and seek environments where they can excel; and

WHEREAS: ADHD should be categorized as a Cognitive Difference under the broader umbrella of Neurodiversity. This terminology acknowledges the unique

cognitive profile of ADHD individuals without pathologizing their experiences. ADHD is a Superpower!

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees to write a letter to the Ministry of Education from the TCDSB Board of Trustees asking the Ministry of Education to recognize ADHD under the Education Act as a disability. Research shows that ADHD individuals have unique strengths—such as creativity, problem-solving, and adaptability—that can thrive in the right learning environments. By implementing inclusive educational strategies, and training teachers, staff, and administration on the research, development, and evolution in thought on ADHD, we can better support students to reach their full potential.

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

In Favour

Members De Belchior
Di Francesco
Pabon
Rizzo
Wedge

Opposed

D'Amico
Feldman
Munro
Kennedy

The AMENDMENT was declared

CARRIED

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

In Favour

Members De Belchior
Di Francesco
Pabon
Rizzo
Wedge

Opposed

D'Amico
Feldman
Munro
Kennedy

The Motion, as amended, was declared

CARRIED

MOVED by Jennifer Di Francesco, seconded by Ashley Pabon, that Item 15c) be adopted as follows:

15c) From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Motion to Reform Disciplinary Practices for Students with Learning Differences (Disabilities) and Special Education Needs:

WHEREAS: Students with learning disabilities and special education needs, including ADHD, autism, and other neurodivergent conditions, often face disciplinary actions that do not align with their educational and developmental needs;

WHEREAS: punitive measures such as withholding recess, detentions, and exclusion from classroom activities disproportionately impact these students and do not address the root causes of behavioral challenges;

WHEREAS: Research from the American Academy of Pediatrics and educational psychologists highlights that recess and movement are essential for self-regulation, focus, and emotional well-being, particularly for students with ADHD and other learning differences; and

WHEREAS: Traditional punitive approaches often exacerbate behavioral challenges rather than support students in developing self-management skills. A shift toward positive, inclusive discipline aligns with human rights laws, Ontario's Education Act, and best practices in special education.

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the policy prohibits the removal of recess and other physical activity as a form of punishment for students with learning disabilities or special education needs;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that staff are training on trauma-informed and neurodiversity-affirming disciplinary approaches;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the policy encourages restorative practices, including conflict resolution and behavioral support strategies tailored to individual student needs;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that the policy Implements a review system to track and assess disciplinary actions taken against students with special education needs to ensure compliance with equitable practices;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that a Positive Discipline Policy is adopted and ensures all schools within its jurisdiction implement the outlined practices by September 2025 for the new school year;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees the policy prohibit the use of regulation-based support - such as scheduled breaks, sensory room access, or movement opportunities, etc. - as contingent rewards. Resources that these children need to self-regulate should never be taken away because of not completing work or behavior discipline;

BE IT RESOLVED THAT: SEAC recommend to the Board of Trustees that all school-based staff are training on trauma-informed and neurodiversity-affirming disciplinary approaches; and

BE IT RESOLVED THAT: SEAC further recommend to the Board of Trustees that the adoption and implementation of preventative, strength-based strategies that foster emotional regulation, connection, and engagement. These proactive approaches minimize the need for reactive disciplinary measures and contribute to more inclusive, supportive learning environments for all students.

Results of the Vote taken, as follows:

In Favour

Members D'Amico
De Belchior
Di Francesco
Munro
Rizzo

Opposed

Feldman
Kennedy
Pabon
Wedge

The Motion was declared

CARRIED

Jennifer Di Francesco left the virtual room at 8:47 pm.

12. Consent and Review

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

13b) Special Education Plan May 2025

Sections for Discussion

19A. Multi-Year Accessibility Plan – Geoffrey Feldman; and

19B. Accessibility Annual Report – Geoffrey Feldman;

14a) Special Services Superintendent Update – May 2025 – Trustee Kennedy; and

14b) Toronto Catholic District School Board (TCDSB) Student Achievement Plan 2024-2025 Report Back and Draft Student Achievement Plan (SAP) 2025-2026 for Consultation – Trustee Kennedy.

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

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

13a) Draft Special Education Advisory Committee (SEAC) Annual Calendar 2024 – 2025; and

13b) Special Education Plan May 2025

Sections for Discussion

20. Parent Guide to Special Education;

21. Protocol for Partnerships with External Agencies; and

22. Board Improvement and Equity Plan.

The Chair declared a 10-minute recess.

The meeting resumed with George Wedge in the Chair with no change to the Roll Call.

13. Annual Calendar Items

MOVED by Geoffrey Feldman, seconded by Trustee Kennedy, that Section 19A) of Item 13b) be adopted as follows:

13b) Special Education Plan April 2025:

Section for Discussion:

19A. Multi-Year Accessibility Plan received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Geoffrey Feldman, seconded by Trustee Kennedy, that Section 19B) of Item 13b) be adopted as follows:

13b) Special Education Plan April 2025:

Section for Discussion:

19B. Accessibility Annual Report received.

On the Vote being taken, the Motion was declared

CARRIED

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

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

14a) Special Services Superintendent Update – May 2025 received.

On the Vote being taken, the Motion was declared

CARRIED

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

14b) Toronto Catholic District School Board (TCDSB) Student Achievement Plan 2024-2025 Report Back and Draft Student Achievement Plan (SAP) 2025-2026 for Consultation received.

On the Vote being taken, the Motion was declared

CARRIED

22. Adjournment

MOVED by Geoffrey Feldman, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

Toronto Public Health Response to the Ontario Measles Outbreak

Toronto Board of Health

June 3, 2025

Dr. Vinita Dubey, Associate Medical Officer of Health

Dr. Allison Chris, Associate Medical Officer of Health

Vaccination led to measles elimination in Canada since 1998

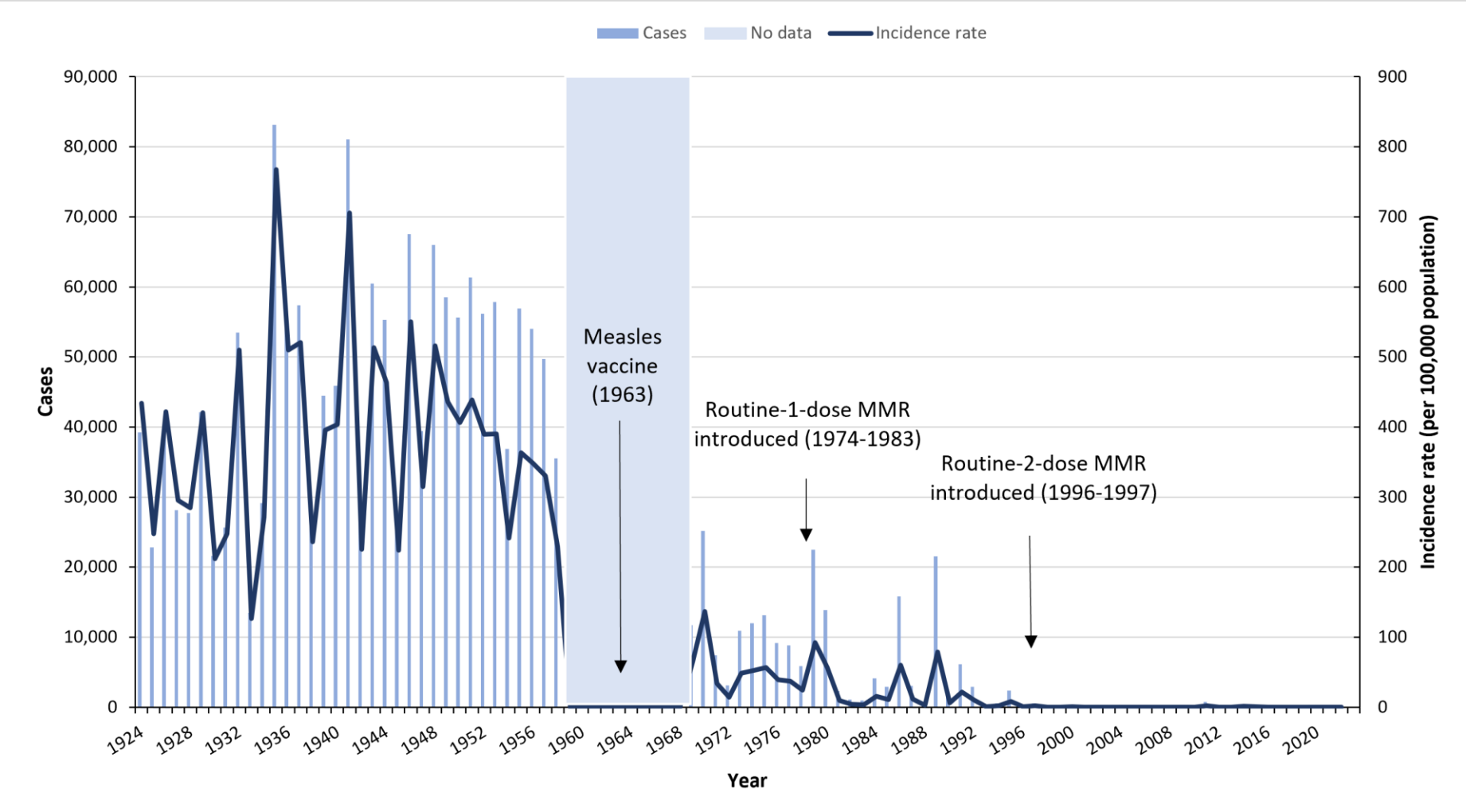
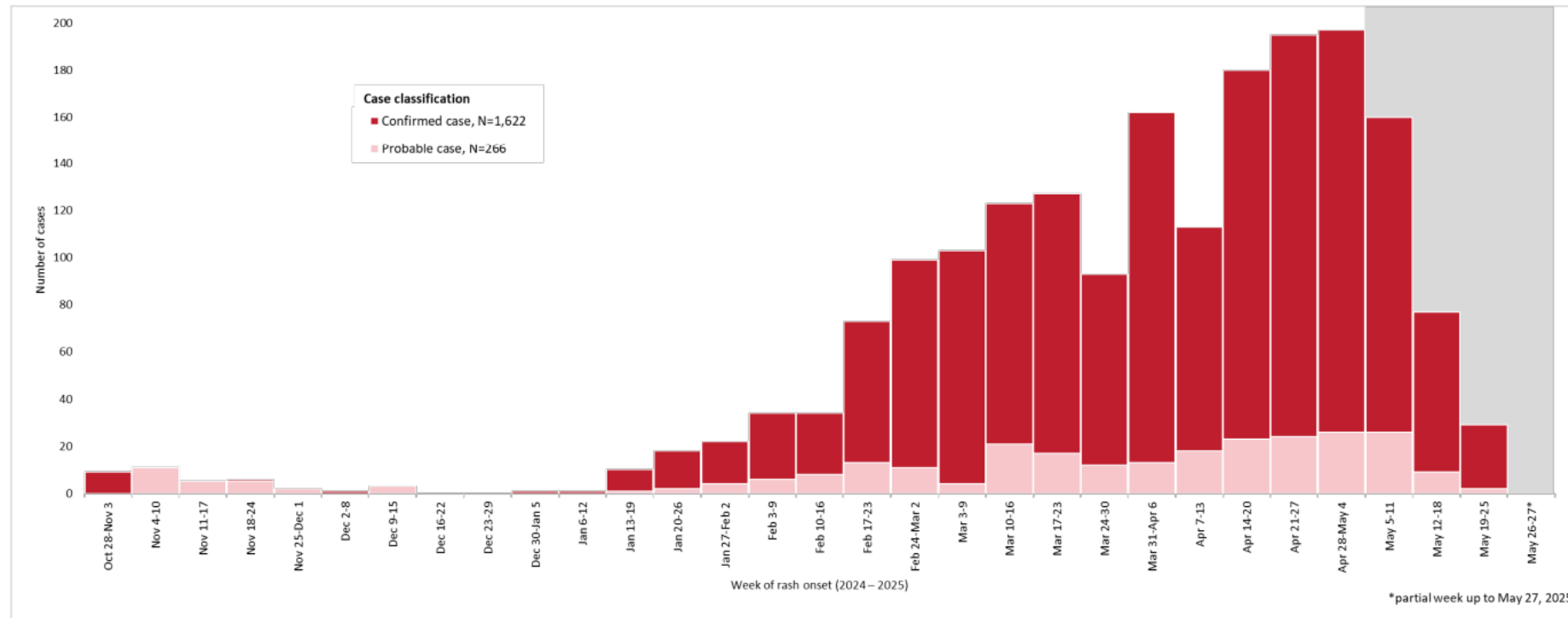


Figure: Number and incidence rates (per 100,000 population) of reported measles cases in Canada by year, 1924 to 2023

Current outbreak focused in Southwestern Ontario

No outbreak measles cases detected in Toronto

Figure 1: Number of Measles Outbreak Cases by Week of Rash Onset and Case Classification: Ontario, October 28, 2024 – May 27, 2025



- As of May 27, 2025, **1,888** measles **cases** associated with the outbreak in Ontario.
- Most cases in this outbreak are occurring in people who have not been immunized
- In 2025, as of June 2, **7 measles cases** have been confirmed in Toronto.

Responding to measles requires action beyond confirmed cases



Measles exposures can cause exclusion from settings for unvaccinated individuals



TPH interventions aim to prevent local transmission



Promoting measles messaging & vaccination through Toronto Public Health (TPH) programs



Completed full Immunization of School Pupils Act (ISPA) assessments of the 2016 and 2008 birth cohorts



Sending communication to all students without complete measles vaccination records






Adding TPH vaccination clinic appointments for students as a secondary vaccination channel



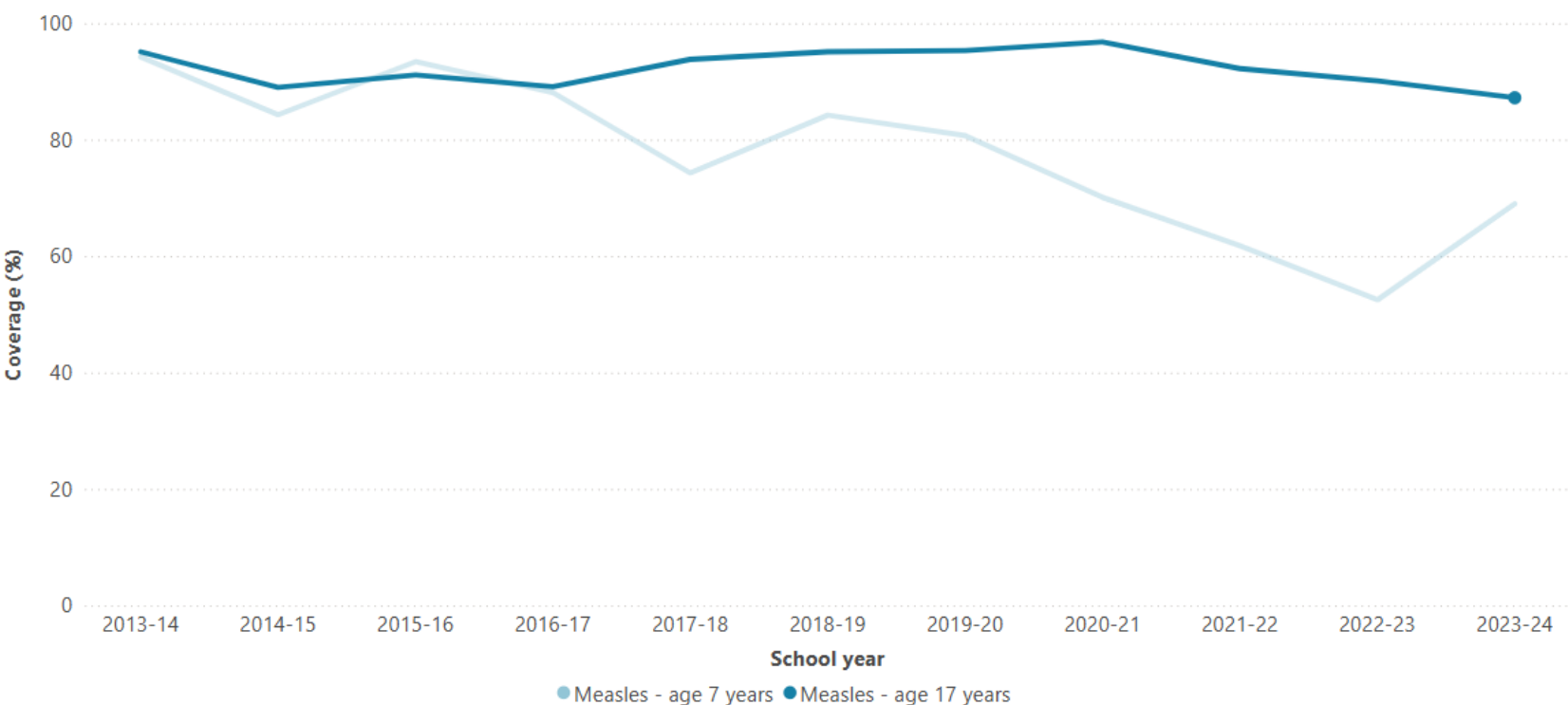
Collaborating with health care providers to promote vaccination through this primary channel

Measles vaccine recommendations for Toronto residents

Recommendations for Toronto Residents (Routine Schedule)		Recommendation if travelling or living in an area of high measles activity (includes SW Ontario)
Children	 First dose on or after 1st birthday	6 to 11 months (early extra dose)
	 Second dose at 4-6 years	Get 2nd dose early, before 4th birthday
Adults	 Adults born before 1970 – likely protected. Adults born in 1970 or later: 2 doses	Adults born before 1970 – 1 dose Adults born in 1970 or later – 2 doses

Pandemic disruptions impacted vaccination coverage

Immunization coverage for selected antigens and age milestones in Toronto Public Health, 2013-14 to 2023-24 school year



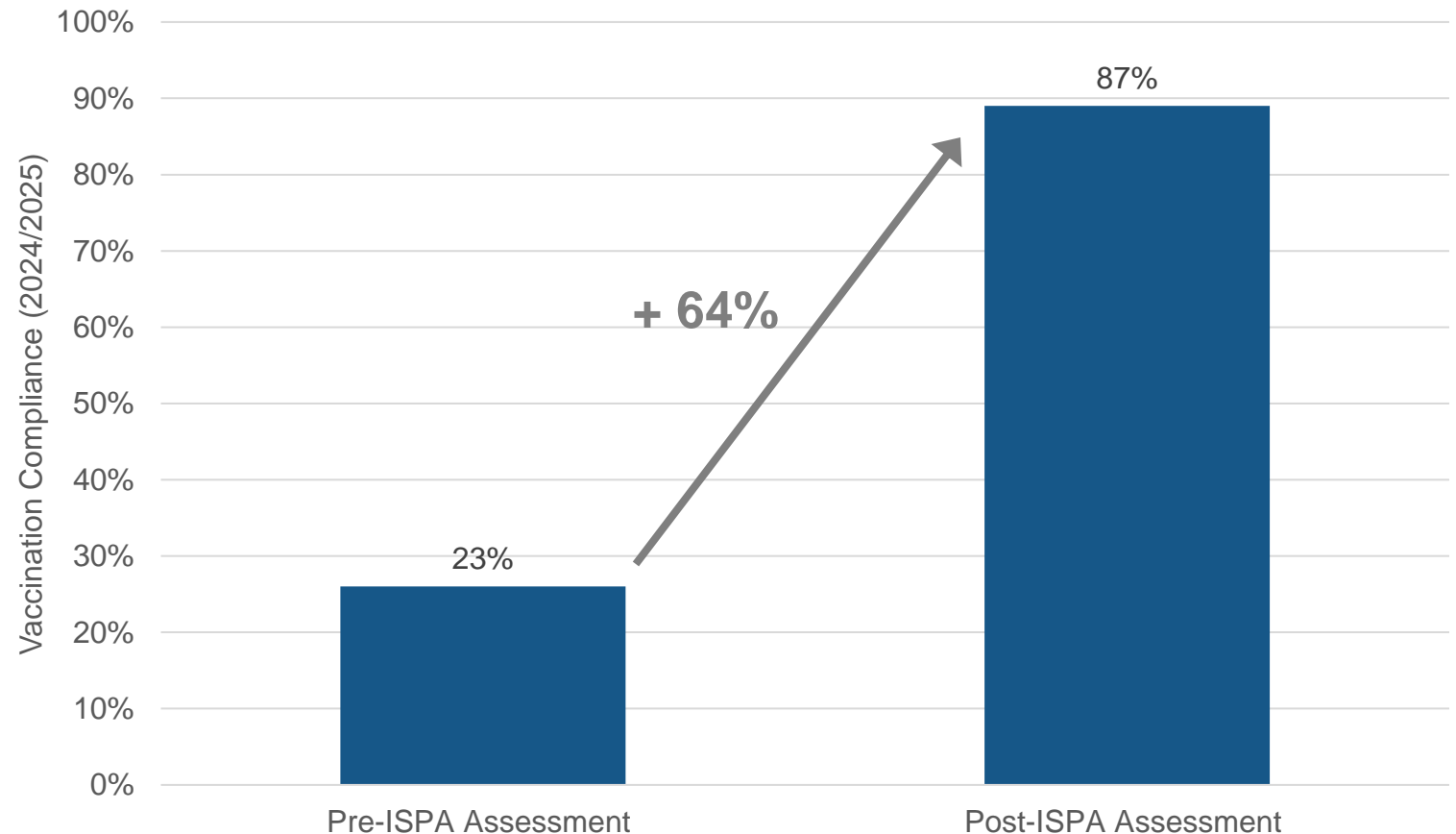
2023-24
Measles- age 7
years – 69%

Age 17 years –
87%

ISPA assessments boost vaccine coverage

Grade 11 vaccination coverage is **87%**, which is an increase of **64%** after the ISPA assessment process this school year.

Another **7.5%** of students have started their vaccinations.



TPH to prompt vaccine record review with a letter to students at end of school year

- TPH has incomplete measles vaccination records for 140,000 Toronto students
- Letter to prompt vaccine record review to be sent to students beginning this week
 - All public Toronto school boards
 - All grades (Born in 2007-2020)

TPH's measles public education campaign



MYTH-BUSTING MONDAYS

Immunize Canada
immunize.ca

Myth: Only children catch measles; it's a childhood disease.

Fact: **False.** Measles is a highly contagious disease that can affect **anyone**. In fact, about **1 in 10 people** who catch measles will develop a serious infection. Certain people are more likely to experience severe measles infection, including people who have a weakened immune system, people who have a chronic illness, people who are malnourished or poorly nourished, and infants under one year of age. **Pregnant people** are also more likely to experience severe infection. A measles infection during pregnancy can lead to miscarriages, giving birth prematurely, and your baby having a low birth weight.

What does MEASLES look like?

Symptoms can start anywhere from 7-21 days after exposure and include:

- Fever
- Runny nose
- Cough
- Red eyes
- Red rash that starts on the face and spreads down the body
- Small blue-white spots (Koplik spots) in the mouth & throat

Toronto Public Health | toronto.ca/measles

Strengthening the measles vaccination program requires coordinated provincial action

Increase Vaccine Confidence

- Addressing mal-information, disinformation, and misinformation, which impacts vaccine confidence and coverage
- Lack of data on parent and caregivers' intentions to vaccinate their children and rationale

Modernize and Integrate Vaccination Records

- Ontario's information system for enforcing *ISPA* is outdated
- The system cannot be used by both health care providers and public health units, hindering *ISPA* enforcement and case and contact management

MASTER PENDING LIST AND ROLLING CALENDAR TO JUNE 12, 2025

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
1.	November - 2024 Regular Board	September 2025	Regular Board	<p>WHEREAS: The Toronto Catholic District School Board (TCDSB) is the largest publicly funded Catholic Board in the province of Ontario and in Canada;</p> <p>WHEREAS: The Toronto Catholic District School Board must make decisions in compliance with many pieces of legislation including the Education Act, the Constitution of Canada, the Charter of Rights and Freedoms, the Ontario Human Rights Code, Canon Law of the Roman Catholic Church, and our own By-law 175;</p> <p>WHEREAS: Governance by Roberts Rules is complex and requires expertise in many instances;</p> <p>WHEREAS: If the Toronto Catholic District School Board makes a decision inappropriately it could be challenged by a ratepayer, or in court, or by the Ministry of Education;</p> <p>WHEREAS: We have an obligation to our voters, parents, students and staff to govern without error and in accordance with the highest standards of governance;</p> <p>WHEREAS: Governing according to the expected standard rules is understood by everyone to be fair and equitable; and</p> <p>WHEREAS: Conditions arise at Board meetings or at Committee Meetings of the Board when the services of a Parliamentarian would be required to deal with complex or contentious</p>	Chief Financial Officer and Treasurer

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<p>issues;</p> <p>THEREFORE BE IT RESOLVED THAT: Staff prepare a report on an economically feasible way to procure the services of a Parliamentarian for situations categorized as high priority. (Consideration of Motion from Trustee Kennedy regarding Parliamentarian Services)</p>	
2.	March 2025 Regular Board	TBD	Regular Board	<p>WHEREAS: The Toronto Catholic District School Board (TCDSB) is committed to fostering inclusive and diverse learning environments that celebrate and promote multiculturalism and multilingualism;</p> <p>WHEREAS: Spanish is one of the most widely spoken languages globally and reflects the cultural heritage of many students, families, and staff within the TCDSB community;</p> <p>WHEREAS: Celebrating a Spanish Language Day would enhance cultural awareness, linguistic appreciation, and community engagement in alignment with TCDSB's mission and values; and</p> <p>WHEREAS: Establishing this day would provide opportunities for students to learn about the rich history, traditions, and contributions of Spanish-speaking communities both locally and globally.</p> <p>1. THEREFORE, BE IT RESOLVED THAT: The TCDSB formally recognizes and declares April 23, 2025 as Spanish Language Day, to be celebrated annually thereafter;</p>	Associate Director of Academic Affairs and Chief Operating Officer / Executive Chief Communications Officer, Policy, Government Relations and Strategy

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<p>2. THEREFORE, BE IT FURTHER RESOLVED THAT: The TCDSB directs staff to develop a plan to implement Spanish Language Day activities in collaboration with schools, community partners, and cultural organizations;</p> <p>3. THEREFORE, BE IT FURTHER RESOLVED THAT: Resources and tools to support schools in celebrating Spanish Language Day be created and shared by the Curriculum and Multilingual Education Departments;</p> <p>4. THEREFORE, BE IT FURTHER RESOLVED THAT: The Communications Department promote Spanish Language Day within the TCDSB community and celebrate the contributions of Spanish-speaking cultures; and</p> <p>5. THEREFORE, BE IT FURTHER RESOLVED THAT: A report on the success of the inaugural Spanish Language Day be presented to the Board following its implementation to assess its impact and identify areas for improvement. (From Trustee D'Amico regarding Proclamation of a Spanish Language Day at Toronto Catholic District School Board)</p>	
3.	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 (From the Governance and Policy Committee: International Languages (Elementary) Report S.P.05)	Associate Director of Academic Affairs and Chief Operating Officer

2025 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarterly Report

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

2025 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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

2025 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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

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45	September (P)	Student Achievement	A.37 Communications Policy Metric	Director of Education
46	October (P) (5 Year Cycle)	Student Achievement	International Languages Program Report (Next Reporting Date of October 2027)	AD Academic Services and CFO/Treasurer
47	October (A)	Student Achievement	Board Improvement and Equity Plan (BIEP)	Associate Director Academic Services
48	October (A/P)	Student Achievement	S.22 Religious Accommodation Policy Metric	Associate Director Academic Services
49	October (A)	Student Achievement	Student Trustees: Voices that Challenge - CSLIT	Associate Director Academic Services
50	November (A/P)	Student Achievement	Annual Safe Schools Report and S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
51	November (A)	Student Achievement	Annual EQAO and OSSLT Assessments Report	Associate Director Academic Services
52	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
53	November (A)	Student Achievement	CPIC Annual Report	Associate Director Academic Services
54	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Policy Metric ECSLIT	Associate Director Academic Services
55	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Metric	Associate Director Academic Services
56	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
57	December (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
58	December (A)	Student Achievement	Staff CPIC Annual Report	Associate Director Academic Services