

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

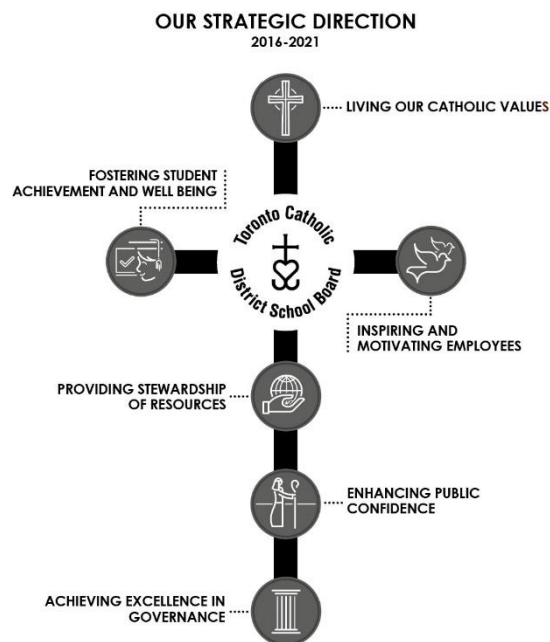
AGENDA DECEMBER 4, 2017

Angela Kennedy, Chair
Trustee Ward 11

Jo-Ann Davis, Vice Chair
Trustee Ward 9

Ann Andrachuk
Trustee Ward 2

Nancy Crawford
Trustee Ward 12



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
Asst. Recording Secretary: Karen Eastburn, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Barbara Poplawski
Chair of the Board

TERMS OF REFERENCE FOR GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

- A. Ensuring that governance structures, policies, protocols, processes and performance metrics:
 - a. advance the vision of the TCDSB, rooted in Catholic values and teachings.
 - b. support the achievement of our Multi-Year Plan.
 - c. conform to best practices.
 - d. provide strategic cohesion and consistency.
 - e. comply with the Education Act and other pertinent legislation.
- B. Providing a meta policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.
- C. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.
- D. Identifying the supports (e.g. capacity training) needed to implement the governance framework.
- E. Ensuring ongoing governance reviews of the Board.
- F. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.

OUR MISSION

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OUR VISION

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through witness, faith, innovation and action.*



AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION

Angela Kennedy, Chair

Jo-Ann Davis, Vice Chair

Monday, December 4, 2017

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer
3. Roll Call & Apologies
4. Approval of the Agenda
5. Declarations of Interest
6. Approval & Signing of the Minutes of the Meeting held November 7, 2017 for Public Session. 1 - 12
7. Delegations
8. Presentation
9. Notices of Motion
10. Consent and Review
11. Unfinished Business
12. Matters referred or deferred

13. Staff Reports	
13.a Update to Accessibility Standards Policy (A.35)	13 - 54
13.b Update to Special Education Programs Policy (S.P.01)	55 - 60
13.c Update to Assessment Policy (F.M.03)	61 - 71
14. Listing of Communications	
15. Inquiries and Miscellaneous	
16. Updating of Pending List	72
17. Adjournment	

**MINUTES OF THE REGULAR MEETING OF THE
GOVERNANCE AND POLICY COMMITTEE
TUESDAY, NOVEMBER 7, 2017**

PUBLIC SESSION

PRESENT:

Trustees: N. Crawford, Chair
J. A. Davis - by teleconference
A. Kennedy
M. Rizzo

Staff: R. McGuckin
P. Matthews
C. Kavanagh
P. Aguiar

Guests: Laura Cupello – St. Matthias Catholic School
Nanssi Chahine – Blessed Trinity Catholic School
Jim Graham – St. Bonaventure Catholic School
Pat Tari – St. Pius X Catholic School
Dennis Hasting – Catholic Parent Involvement
Committee

S. Harris, Recording Secretary
K. Eastburn, Assistant Recording Secretary

3. Roll Call & Apologies

Apologies were received on behalf of Trustees Andrachuk and D’Amico.

4. Approval of the Agenda

MOVED by Trustee Rizzo, seconded by Trustee Davis, that the Agenda be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held October 10, 2017 for PUBLIC Session be approved pending confirmation that John Yan and Cristina Fernandes were in attendance.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Davis, seconded by Trustee Rizzo, that Item 13a) be adopted as follows:

13a) Update to Negotiations Procedures Policy (H.M.39) received and that the Committee recommend to the Board that the Negotiations Procedures policy (H.M.39) provided in Appendix A be adopted with the following changes:

1. Page 15 – Scope and Responsibility: last sentence ... That “*implementing*” be inserted, such that the sentence would read: The Director of Education is responsible for *implementing* this policy;
2. That “*Trustees*” be replaced with “*Board of Trustees*” throughout the policy;
3. Regulation 3, page 16 – That “*determined*” be replaced with “*approved*”, such that the sentence would read: Matters may be referred to a Bargaining Committee or Working Group as *approved* by the Board from time to time;
4. Regulation 4, page 16 – That “*formulate*” be replaced with “*approve*”, such that the sentence would read: The Board of Trustees, as a whole, will deliberate any administrative recommendation(s) and, from its findings, *approve* the parameters for the ensuing negotiations;
5. Regulation 5, page 16 - That ... “*these parameters*” be replaced with ... “*the approved parameters*”, such that the sentence would read: The Board of Trustees will instruct the Director of Education to proceed with negotiations based on the understanding that staff must return to the Board of Trustees for further instruction if *the approved parameters* are not reached and a settlement remains unlikely;
6. Regulation 6, page 17 – That “*Administration*” be replaced with “*The Director of Education*” such that the sentence would read: The *Director of Education* is expected to keep the Board informed of its progress at subsequent and/or special Board meetings;

7. That “*approved*” be inserted in the existing Regulation 9d), page 18, such that the sentence would read: Implement the *approved* terms and conditions of the collective agreement including both central and local terms.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo,

1. That the existing Regulation 7a), page 17, be reworded to read: *Advise the employer Bargaining Agency of the Board’s proposed Central Bargaining parameters as the agency develops its central bargaining mandate; and*
2. That a new 7b), (based on the existing numbering), page 17, be added to read: *Bring the Board’s concerns to the Bargaining Agency throughout the central bargaining process; and*
3. That the existing numbering 7b) to 7f) be therefore renumbered to read 7c) to 7g).

MOVED in AMENDMENT to the AMENDMENT by Trustee Davis, seconded by Trustee Kennedy,

1. That the existing Regulation 7f), page 17, be reworded to read: *Pay any fees required by the Regulations made under the School Board Collective Bargaining Act to a school board/Trustees association to carry out central bargaining duties; and*
2. That 8d) be inserted in the existing Regulation 8, page 17: *Inform the Board of Trustees if requested to take part in central or local bargaining negotiations.*

Results of the Vote taken on the Amendment to the Amendment, as follows:

In favour

Trustees Davis
Kennedy
Rizzo

Opposed

Crawford

The Amendment to the Amendment was declared

CARRIED

MOVED IN AMENDMENT TO THE AMENDMENT by Trustee Rizzo,
seconded by Trustee Davis, that a new Regulation 7, page 17, be inserted to read:
*The Board of Trustees may appoint Trustees to a local Board Bargaining
Committee*; and that the existing numbering be therefore amended.

Results of the Vote taken on the Amendment to the Amendment, as follows:

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Amendment to the Amendment was declared

CARRIED

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

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Amendment was declared

CARRIED

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

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Motion, as amended, was declared

CARRIED

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

13b) Update to Athletic Activities within the Physical Health and Education Programs (S.P.07) received and that the Committee recommend to the Board that the Physical Activities within the Physical Health and Education Programs (S.P.07) provided in Appendix A be adopted.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Rizzo,

1. That the first sentence in Purpose, page 23, be removed; and
2. That the phrase ...”*with a heightened sensitivity to safety*” in the second sentence be replaced with ...”*always placing safety as a high priority*, such that the sentence would read: Board personnel endeavor to serve the diverse needs of all members of the Catholic school community in this regard, *always placing safety as a high priority*.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo,

1. That Regulations 4 and 5, page 25, be reinserted; and
2. That “*Program Coordinator*” in Regulations 4 and 5 be deleted.

With the consent of the meeting, Trustee Kennedy withdrew her Amendment.

Results of the Vote taken on the Amendment as follows:

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Amendment was declared

CARRIED

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

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Rizzo, that Item 13c) be adopted as follows:

13c) Update to Driver Education Programs Policy (S.P.08) received and that the Committee recommend to the Board that the Driver Education Programs Policy (S.P.08) provided in Appendix A be adopted

Results of the Vote taken on the Motion as follows:

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 13d) be adopted as follows:

13d) Recommendation to Rescind Credit Courses Outside of Canada Policy (S.P.11) received and that Recommendation 1 be deleted and

1. That the Credit Courses Outside of Canada Policy (S.P.11) provided in Appendix A be rescinded;
2. That the procedures currently in use by the Continuing Education Department to approve, deliver and administer credit courses outside of Canada be posted on the Department's Intranet site; and
3. That prior to the report going to the Board from the Governance and Policy Committee that the organisations involved in credit courses outside of Canada be consulted.

Results of the Vote taken on the Motion as follows:

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Rizzo, that Item 13e) be adopted as follows:

13e) Update to Rental of Surplus School Space and Properties Policies (B.R.01, B.R.03, B.R.04) deferred to the December 4, 2017 Governance and Policy Committee meeting.

Results of the Vote taken on the Motion as follows:

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that that Item 13f) be adopted as follows:

13f) SchoolConnects for Elementary Schools received

Results of the Vote taken on the Motion as follows:

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Motion was declared

CARRIED

16. Pending List

Staff was directed to add Priority List to the Order Paper moving forward.

17. Adjournment

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that the meeting adjourn.

Results of the Vote taken on the Motion as follows:

In favour

Opposed

Trustees Crawford
Davis
Kennedy
Rizzo

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO ACCESSIBILITY STANDARDS POLICY
(A.35)

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

Created, Draft	First Tabling	Review
November 20, 2017	December 4, 2017	
Caitlin Kavanagh, Coordinator of Employee Relations & Policy Development		
RECOMMENDATION REPORT		

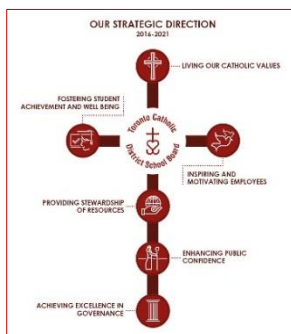
Vision:

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Mission:

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We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updates to the current Accessibility Standards policy (A.35) and the Multi-Year Accessibility Plan to reflect legislative requirements under the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA).

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.

C. BACKGROUND

The Accessibility Standards Policy was last approved September 12, 2013 and has not been reviewed or amended since.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The *Accessibility for Ontarians with Disabilities Act* (AODA) is a law that sets out a process for developing and enforcing accessibility standards.
2. Accessibility standards are laws that the government, businesses, non-profits and public sector organizations must follow to become more accessible.
3. The Integrated Accessibility Standards regulation (IASR) (O. Reg 191/11) under the AODA sets out requirements of public sector organizations, specifically in regard to the establishment of accessibility policies (section 3) and accessibility plans (section 4).
4. The Accessibility Standards for Customer Service regulation (O. Reg. 429/07) under the AODA was revoked on July 1, 2016 and the requirements under it were consolidated into the current IASR.

5. The legislative requirements under the IASR are as follows:

Establishment of accessibility policies

3. (1) Every obligated organization shall develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in this Regulation.

(2) Obligated organizations, other than small organizations, shall include a statement of organizational commitment to meet the accessibility needs of persons with disabilities in a timely manner in their policies.

(3) Every obligated organization, other than a small organization, shall,

(a) prepare one or more documents describing the policies it developed under subsection (1); and

(b) make the documents publicly available and, on request, provide them in an accessible format.

[...]

Accessibility plans

4. (1) The Government of Ontario, Legislative Assembly, designated public sector organizations and large organizations shall,

(a) establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers and meet its requirements under this Regulation;

(b) post the accessibility plan on their website, if any, and provide the plan in an accessible format upon request; and

(c) review and update the accessibility plan at least once every five years.

(2) The Government of Ontario, Legislative Assembly and designated public sector organizations shall establish, review and update their accessibility plans in consultation with persons with disabilities and if they have established an accessibility advisory committee, they shall consult with the committee. [...]

6. In accordance with legislation, the Board must review its Multi-Year Accessibility Plan at least once every five (5) years (IASR, section 4(1)(c)).
7. The current Multi-Year Accessibility Plan covers the 2012-2017 years and is due for review and consultation.
8. The Multi-Year Accessibility Plan is on the December 6, 2017 agenda for the Special Education Advisory Committee (SEAC) for review and consultation.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy staff with the support of Employee Relations.
2. The Director of Education will annually update and attest compliance to the statutory obligations under the AODA to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The updated policy as approved will be posted on the TCDSB policy register.
2. The Multi-Year Accessibility Plan as approved will be reviewed with the Accessibility Working Group and persons with disabilities who wish to participate in the review.

G. STAFF RECOMMENDATION

Staff recommends that (1) the Accessibility Standards policy (A.35) provided in Appendix A be adopted and (2) the Multi-Year Accessibility Plan provided in Appendix A be approved for consultation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Date Approved:

September 12, 2013

Date of Next Review:

December 2022

Dates of Amendments:

December 14, 2017

Cross References:

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

~~*Accessibility Standard for Customer Service, Ontario Regulation 429/07*~~

Integrated Accessibility Standards, Ontario Regulation 191/11

Ontario Human Rights Code

Ontarians with Disabilities Act, 2001

Accessibility Standards for Services and Facilities (A.36)

Appendix 'A' - TCDSB Multi-Year Accessibility Plan

Purpose:

The Toronto Catholic District School Board ("TCDSB") is committed to providing an environment in all of its facilities that fosters independence, dignity, respect and to providing services that are free of barriers and biases to our students, parents/guardians, the public and our staff. The Board strives to ensure that the principle of equity of opportunity is reflected and valued in its learning and working environments.

The TCDSB is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve and is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to information and communication, employment, and student transportation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Scope and Responsibility:

This policy applies to all operational policies and procedures in all facilities within TCDSB and applies to all members of the TCDSB community, including students, employees, volunteers and visitors. The Director of Education is responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Providing Stewardship of Resources

Inspiring and Motivating Employees

Financial Impact:

~~There may be significant financial impact to the Board for non-compliance in relation to the statutory obligations set within the *Accessibility for Ontarians with Disabilities Act*.~~

Legal Framework:

~~The TCDSB is obligated to comply with all statutory obligations in regards to accessibility for persons with disabilities on Board properties. The Board is dedicated to ensuring that the governing laws of Ontario, in relation to persons with disabilities, are adhered to by our staff, students, volunteers, visitors and members of the Catholic community.~~



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Policy:

Following the obligations set out in the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*, the TCDSB is dedicated to achieving service excellence in providing people with disabilities the ability to access and evacuate facilities, to utilize educational and training resources, to effectively use communication devices, to be informed of accommodations available during the employment selection process and for employees being returned to work through a process which accommodates the identified disability.

The TCDSB will identify barriers for people with disabilities through the process documented in the TCDSB's Multi-Year Accessibility Plan, primarily by **applying** the objectives of the TCDSB's Accessibility Working Group.

Regulations:

1. The Multi-Year Accessibility Plan shall be utilized in the TCDSB community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.
2. The TCDSB will make reasonable efforts to ensure that policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equity of opportunity to all with particular attention for persons with disabilities.
3. The TCDSB will provide training to its employees and volunteers, ~~when~~ **as appropriate required**. All newly-hired employees will receive training as part of a mandatory Orientation process.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

4. To ensure greater awareness and responsiveness to the needs of a person with disabilities, the TCDSB will provide appropriate training for all staff who deal with the public or other third parties on behalf of the TCDSB.
5. Any communications with a person with a disability will take place in a manner respectful of the person's disability. **Information about our organization and its services in accessible formats or with communication supports will be provided upon request.**
6. **The TCDSB will meet internationally-recognized Web Content Accessibility Guidelines (SCAG) 2.0 Level AA website requirements in accordance with Ontario's accessibility laws.**
7. The TCDSB will strive to ensure that its policies, practices and procedures are consistent with the core principals as outlined in the AODA.
8. The TCDSB will ensure that the policy and Multi-Year Accessibility Plan are communicated to the public in a manner that accommodates all disabilities.
9. The Board of Trustees will periodically appoint external individuals to the Accessibility Working Group and will periodically approve the Multi-Year Accessibility Plan.
10. **The TCDSB will advise employees, potential hires and the public that accommodations can be made during recruitment and hiring.**
11. **The TCDSB will notify staff that supports are available for those with disabilities. The TCDSB will put in place a process to develop individual accommodation plans for employees.**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

12. Where needed, the TCDSB will also provide customized emergency information to help an employee with a disability during an emergency.

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

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

- Outdoor play spaces
- Outdoor paths of travel, like sidewalks, ramps, stairs, and curb ramps
- Accessible off-street parking
- We will put procedures in place to prevent service disruptions to our accessible parts of our public spaces.

15. We will modify or remove an existing policy that does not respect and promote the dignity and independence of people with disabilities.

APPENDIX



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Definitions:

Accessibility Working Group

This group is comprised of key stakeholders and comes together through a network of school system working groups to develop recommendations and improvements in providing a barrier-free environment in key areas of the TCDSB such as Student Special Services, Facilities, Educational and Training Materials, Communications Tools, Transportation and Human Resources. In accordance with the Multi-Year Accessibility Plan, each working group is required to consult with our students, staff and Christian community members who possess a disability.

Dignity

Goods and services are provided in a manner that is respectful to persons with a disability and does not diminish the person's importance.

Equal Opportunity

Service is provided to persons with disabilities in a way that their opportunity to access goods and services is equal to that given to others.

Independence

Accommodating a person's disability means respecting their right to do for themselves and to choose the way they wish to receive goods and services.

Integration

Persons with disabilities can access goods and services. This may require alternative formats and flexible approaches. It means inclusiveness and full participation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Evaluation and Metrics:

1. The TCDSB's Annual Accessibility Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.
3. The Director of Education will annually update and attest compliance to the statutory obligations under the *Accessibility for Ontarians with Disabilities Act* to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.

APPENDIX A



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

APPENDIX NAME: MULTI-YEAR ACCESSIBILITY PLAN

Date Approved:

September 12, 2013

Date of Review:

December 2022

Dates of Amendment:

December 14, 2017

Cross Reference:

TCDSB Policy (A.35) Accessibility Standards

TCDSB Policy (A.36) Accessibility Standards for Services and Facilities

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Accessibility Standard for Customer Service, Ontario Regulation 429/07

Integrated Accessibility Standards, Ontario Regulation 191/11

Ontario Human Rights Code

Ontarians with Disabilities Act, 2001

TCDSB 2017 Accessibility Annual Status Report

MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER ~~2012~~ **2017** TO DECEMBER ~~2017~~ **2022**



MULTI-YEAR ACCESSIBILITY PLAN

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

**December 2012 2017 – May 2017 December
2022**

Prepared by

**Accessibility Working Group
In accordance with**

**Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

December 2012 2017

This publication is available through the Toronto Catholic District School Board's

- website (www.tcdsb.org → FOR COMMUNITY → Accessibility)
- Catholic Education Centre/Head Office
- Hard copies will be made available to all departments, schools and the Catholic School Advisory Councils.
- Accessible formats of the plan will be available upon contact with the Communications Department.



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1.0 Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2012-2017 **2017-2022** to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Toronto Catholic District School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement.

Objectives

This Plan:

- 1.1 Describes the process by which the Toronto Catholic District School Board will identify, remove and prevent barriers;
- 1.2 Reviews recent efforts of the Toronto Catholic District School Board to remove and prevent barriers;
- 1.3 Describes the measures the Toronto Catholic District School Board will take in the period 2012-2017 **2017-2022** to identify, remove and prevent barriers;
- 1.4 Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6 Describes how the Toronto Catholic District School Board will make this accessibility plan available to the public.



2.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee and Accessibility Working Group. It will be presented to the Board for approval. The Toronto Catholic District School Board is committed to:

- 2.1** Maintaining an Accessibility Working Group;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Working Group will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working Group to review and update the Multi-Year Accessibility Plan that will enable the Toronto Catholic District School Board to meet these commitments.



3.0 Description of the Toronto Catholic District School Board

The Toronto Catholic District School Board is a publicly funded Catholic school board for Toronto, Ontario headquartered in North York. We are one of the two English boards of education in the City of Toronto, serving the former municipalities of Scarborough, North York, York, East York, Toronto and Etobicoke.

With over 91,000 students, the TCDSB is one of the largest school boards in Canada. The TCDSB governs 201 schools in the Toronto area: 30 secondary schools, 168 elementary schools, and 3 schools that combine both secondary and elementary grades.

The TCDSB has 12 wards and 12 trustees and 2 student trustees (who are not entitled to vote). The Chair of the Board, the Vice-Chair and the Honourary Treasurer are elected at the inaugural meeting of the Board, and serve for one year.

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.

In a school community formed by Catholic beliefs and traditions, our mission is to educate students to their full potential by providing:

- leadership in the shared responsibility for education that exists among schools, students, families, parishes and the community;
- a safe and welcoming learning environment that is an example of Christian community;
- role models of Gospel values and Catholic doctrines, teachings and beliefs;
- guidance in what students need to learn;
- instruction in the learning process itself;
- religious, academic and technological instruction;



- integration of Catholic, Christian beliefs into the total learning experience; and
- feedback on students' proficiency and performance.

Vision of TCDSB

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

We believe...

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good
- that high standards and expectations foster greater achievement
- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person,
- that teaching is responsive to individual needs
- that teaching and learning should be rooted in research and evidence
- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate



students to grow in grace and knowledge and to lead lives of faith, hope and charity.

Our vision of Catholic education invites each one of us—parents, students, teachers, principals, chaplains, support staff, trustees, clergy, supervisory personnel— to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society.

(Fulfilling the Promise Assembly of Catholic Bishops of Ontario)

To provide students with the qualities they will require, our vision of TCDSB is a school system that:

- is Christ-centered;
- is student-focused;
- demonstrates a clear sense of purpose;
- is visibly and demonstrably Catholic;
- reflects empowering leadership;
- applies collaborative decision-making as appropriate;
- is innovative; and
- provides role models among all stakeholders for all these qualities.

4.0 Message from the Director of Education

The Toronto Catholic District School Board is an educational community that values the dignity and worth of every individual in its care. In this context plans are developed to support the well-being of all its members. To this end, the Multi-Year Accessibility Plan has been developed to address the needs of its members who have disabilities.

Our Board currently demonstrates leadership in working with people with disabilities through its special education programs and services to students with special needs, through its accommodations for



employees who are disabled and by ensuring that buildings and facilities become increasingly accessible.

It is our hope that all parents, students and employee groups become familiar with accessibility issues and work together to fulfill our mission of providing a community that is safe and welcoming and an example of a Christian community that is highly accessible.

~~Angela Gautier~~ **Rory McGuckin**
Director of Education

5.0 Members of Accessibility Working Group

The Accessibility Working Group members consist of a core group of advisors. Other members will join the group depending on the area of the plan addressed.

The members represent the following groups:

- Senior Staff
 - Superintendent of Human Resources
 - Superintendent of Special Services
 - Superintendent of Student Success
- Staff Representative(s)
- Student Representative(s)
- Information Technology
- Community Relations
- Human Resources
- Communications
- Facilities Services
- Transportation Services

The Accessibility Working Group will meet to review progress and to respond to the requirements of the AODA. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.



The Accessibility Working Group developed the Multi-Year Accessibility Plan for ~~December 2012– May 2017~~ **December 2017–December 2022**.

6.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2012, the principles of inclusionary practice, freedom from barriers and accessible environments have informed Toronto Catholic District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Toronto Catholic District School Board's programming, policies and practices have been assessed with a view to provide continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to service, information and communications, employment and school transportation.

There has been recognition and heightened awareness of the need to address concerns regarding accessibility. There have been a number of initiatives both formal and informal at the local level and system wide to address accessibility issues and hence identify, remove and prevent barriers to people with disabilities. The complexities of a large, diverse urban Board present challenges that need to be addressed in the TCDSB's accessibility planning process.

Accessibility initiatives have begun to be addressed through the various departments, mainly Planning and Facilities, Special Services, Health and Safety and Human Resources.



Planning & Facilities:

There have been a number of initiatives of the TCDSB to identify, remove and prevent barriers to people with disabilities.

The TCDSB is currently in the process of constructing two (2) new secondary schools and five (5) new elementary schools. One (1) new build elementary school is in the initial planning phase. In addition, twenty (20) elementary schools are planned to have additions to the existing school structure to accommodate the Full Day Kindergarten Program and one (1) secondary school will be receiving an addition. Forty (40) elementary schools will also have Full Day Kindergarten classrooms retrofitted to meet the needs of the program.

The Board's Long Term Accommodation Plan identifies future capital investment to build new schools and major additions. The Facilities Services department, in consultation Planning and the Curriculum and Accountability departments, undertake major retrofits to existing buildings including accessibility upgrades.

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

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

The Facilities Services Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes



providing notice of the temporary disruptions and contact information both on-site and electronically, when possible.

The following accessibility features have also been installed in some schools from a one-time accessibility grant several year ago or arising from other retrofits:

- Washroom modifications
- Ramps
- Wheelchair Stair-Lifts
- Automatic Door Openers
- Elevator Repairs
- Lifting Devices
- ~~Structural Wall Modifications~~

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities Department, Special Services and the local school Superintendents.

Special Services:

Student accessibility projects and initiatives are reported to the Ministry of Education through the TCDSB's Special Education Plan. This plan is posted on the TCDSB's website www.tcdsb.org.

Through the Intensive Support Amount (ISA), the Board has been able to provide assistive technology and many more accommodations at the individual school for students in need due to a disability.

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

Human Resources/Employment:

The TCDSB is an equal opportunity employer. In this regard, the Board recruits qualified staff specific to requirements of the particular



job. Processes are in place to find placements for staff in facilities that accommodate their disability. The TCDSB accommodates staff with disabilities by providing necessary equipment that allows staff members to perform their duties in a barrier free workplace. The TCDSB has experienced professionals in place to assist staff members with disabilities to appropriately, safely and respectfully accommodate the employee in the workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board's Workplace Accommodation for Employees with Disabilities Policy.

Customer Service:

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

The TCDSB did not receive any feedback about the manner in which it provides service and facilities to people with disabilities. Feedback processes vary including: in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.

7.0 Barrier Identification Methodologies

The Accessibility Working Group will use the following identification methodologies. Staff with disabilities will be consulted throughout the process.

- (1) Presentation to Senior Staff:
 - Input and feedback will be provided as the plan evolves and consultation will be on-going.
- (2) Presentation to Employee Groups:
 - Information regarding the plan will be provided and the working group will prioritize the removal of barriers.



- (3) Presentation to Trustees:
 - Providing information regarding the plan and conducted prior to posting the updated annual plan.
- (4) Data Gathering:
 - Information to be gathered from all TCDSB stakeholders to identify barriers and measures that would make the TCDSB more accessible to people with disabilities.

Data will be gathered by either facilitating interviews, focus groups and/or surveys from three (3) sources: the Board's central office, schools and individuals. In addition data will also be gathered through the review of policies. The data-gathering instruments will address all areas of accessibility barriers (physical, architectural, communication, information, attitudinal, technological, policy and practice).

Board Central Office- Department heads and other key staff will be contacted.

Schools- A representative which may include parents or members of the school community.

Individuals- Individual students, parents and staff will be invited to respond and to contribute their suggestions in the area of accessibility. Information will be gathered from individuals using surveys and/or focus groups.

While the primary focus of the surveys, focus groups or interviews is to gather data for informed decision making, it is expected that they will also serve to raise the awareness of respondents regarding the question of accessibility and accessibility planning within the TCDSB community.

In gathering the data, efforts will be made to encourage participation from people with disabilities. This will include extensive communication of the plan and widespread invitations for input and feedback.



8.0 Recent Barrier Removal Achievements

Between 2012-2017, the TCDSB implemented projects and programs to improve accessibility for people with disabilities and to meet requirements of the *Accessibility for Ontarians with Disabilities Act*.

This document includes a summary of the accessibility initiatives the TCDSB has completed.

Information and Communications

The TCDSB ensures it can identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (e.g. access to board meetings/school events)

The TCDSB has ensured readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.

The TCDSB has reviewed the status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline.

The TCDSB Information Technology (IT) Services has reviewed accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards.

Employment

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring



and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB. Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

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

Architectural & Physical Barriers

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

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

Policies



The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.

Training

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

~~The most recent Annual Accessibility Plan developed in accordance with the *Ontarians with Disabilities Act* (ODA) identified a range of barriers and appropriate strategies for their removal.~~

~~**Emergency Evacuation Plan-** In accordance with the statutory requirements under the AODA, the TCDSB developed and delivered to the system an Emergency Evacuation Plan document for employees with disabilities and another document for students with disabilities. The standardized Emergency Evacuation Plan documents are to be completed for every employee and student who has a disability and would experience a barrier in exiting the building in an emergency. Each individualized Emergency Evacuation Plan provides a detailed process for other employees and students to follow in the case of an emergency to assist the disabled employee or student in exiting the building.~~

~~New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor, accessible washrooms.~~



9.0 **Barriers to be addressed under the Multi-Year Accessibility Plan**

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Toronto Catholic District School Board intends, through this Multi-year Accessibility Plan for the period ~~2012-2017~~ **2017-2022**, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

By January 1, 2020, the Board needs to:

(1) Provide accessible school library resources when asked. If available, provide accessible versions of print resources and materials such as large print, electronic or audio versions.

Exceptions

The Board does not need to provide accessible formats for:

- rare books
- special collections
- archived materials
- donated books and materials

Types of accessible formats:



- large print
- electronic versions
- CDs or other audio, including podcasts
- braille

Types of conversion-ready formats:

Electronic or digital formats that are easy to convert into accessible formats such as HTML and structured Microsoft Word files.

How to comply:

To determine what format to provide, speak with the students who will be using the content. They may already be aware of ways to access it or convert it. If it is not possible to provide information in an accessible or conversion-ready format, your library representative will need to:

- explain why it can't provide the materials as requested
- provide a summary of the information that cannot be converted

(2) Make printed learning materials accessible

If the Board produces other printed learning materials, it must make them accessible or easy to convert into other formats like accessible Microsoft Word files.

If you are unable to provide the content in an accessible or conversion-ready format, you must:

- explain to individual why you cannot convert the information



- provide a summary of the information

By January 1, 2021, the Board needs to:

Make websites and web content accessible.

The TCDSB public website and its content must meet WCAG 2.0, as outlined in the Accessibility Standard for Information and Communications.

The TCDSB does not have to make its internal website (intranet) accessible. The Board does not have to modify content posted before 2012. If asked, the Board will need to work with individuals to make the content available to them in an alternate format such as large print or braille.

2012-2013

~~In its review, the Accessibility Working Group will identify potential barriers. The Accessibility Working Group will focus on strategies of prevention and removal of barriers. Under the AODA, School Boards will be required, by statutory deadlines outlined in the AODA, to implement specific accessibility standards for accessibility barrier areas including: communication tools (including websites), recruitment, educational training materials and libraries materials. All Ontario School Boards will also be obligated, under the AODA, to provide accessibility training to educators which is being completed and implemented by the Ontario Education Services Corporation.~~

~~The Accessibility Working group will prioritize barriers to be addressed and will present to Senior Staff for consideration as budget constraints may be a factor as the Board strives to meet its many obligations.~~

~~The Accessibility Working Group will examine the gaps between what is presently in place at the TCDSB for accessibility and what the Board would like to achieve over the next five (5) to ten (10) years. From~~



this gap analysis, the Board will be able to develop short-term and long-term plans to address removal of accessibility barriers throughout its policies, procedures and practices in the school system.

Human Resources:

During the 2012/2013 calendar years, the hiring and recruitment practices will be reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board will be reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB. Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

Architectural & Physical Barriers:

The TCDSB is currently in the process of building two (2) new replacement secondary schools which include: St. Joseph Morrow Park and Dante Aligheri. The TCDSB is also either building new schools or building replacement schools for the following elementary five (5) schools: St. Edward Catholic School (new), St. Andre Catholic School (new), Christ the King/St. Teresa (consolidation of two schools), St. John the Evangelist Catholic School, and St. Simon Catholic School. Additions are also being constructed for one (1) secondary school and twenty (20) elementary schools, primarily to accommodate new classrooms and gymnasiums for the Full-Day Kindergarten Program. The TCDSB is also either in the process or in the final planning/approval stages to retrofit and renovate forty (40) elementary site Full-Day Kindergarten classrooms. In addition, one (1) new elementary school is in the initial planning stages.

All designs of new schools and additions have building features that incorporate principles of universal and barrier-free design to meet the



requirements of the Ontario Building Code and in many cases to address additional exceptional program needs.

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

Policies:

The TCDSB's current Multi-Year Accessibility Plan will be reviewed and amended every five years. The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.

APPENDIX A



2013-2014

Physical Barriers- Capital Development will continue to classify the accessibility of each building. In addition, Capital Development will continue to develop a plan with the financial costing to address the removal of physical barriers in schools and administrative buildings.

Human Rights Training- In accordance with AODA requirements, the Ontario School Education Corporation will continue to develop interactive training for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training on the Human Rights Code as it pertains to persons with disabilities. The training is required to be launched by January 1, 2014.

Human Resource Recruitment, Assessment and Selection Process- By January 1, 2014 the TCDSB is required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests an accommodation and is required to provide and arrange for the provision of suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.



2014-2015

Type of Barrier	Location	Action	Effective Date
Information and Communication	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	January 1, 2015
Information and Communication	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various schools	Installation of accessibility features	Ongoing 2014-2015



2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Schools	Installation of accessibility features	Ongoing 2015-2016



2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing 2016-2017
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Schools	Installation of accessibility features	Ongoing 2015-2016



10.0 Review and Monitoring Process

The Accessibility Working Group meets during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Working Group will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

11.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier on Page 2, the Toronto Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to the Superintendent of Human Resources.



APPENDICES

- Appendix 1: Definitions
- Appendix 2: Trustees

APPENDIX A



APPENDIX 1: DEFINITIONS

BARRIER:

Anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including:

Physical barrier- Objects added to the environment, doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

Architectural barrier- inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

Communication barrier- Difficulties receiving information in person or by telephone; difficulties interacting with staff, difficulties receiving training and articulating in the recruitment and interview process.

Attitudinal barrier- Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

Technological barrier- Computers, photocopiers, fax machines, telephones and switches; inadequate or inappropriate assistive technologies.

Policy or a Practice- Rules, regulations and protocols that prevent one from performing their job satisfactorily; or from serving the public; or that restrict public participation.

DISABILITY:

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, an degree of paralysis,



amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- (d) A mental disorder, or
- (e) An injury or disability for which benefits were claimed or received under an insurance plan, or
- (f) A "handicap" established under the Workplace Safety and Insurance Act, 1997.

APPENDIX A



**APPENDIX 2: TRUSTEES 2017-2018 **To be UPDATED after
Caucus****

**TORONTO CATHOLIC
DISTRICT SCHOOL BOARD
TRUSTEES 2017-2018**

Wards

- | | |
|----------------------------------|--------------|
| 1. Joseph Martino | 416-512-3401 |
| 2. Ann Andrachuk | 416-512-3402 |
| 3. Sal Piccininni | 416-512-3403 |
| 4. Patrizia Bottoni | 416-512-3404 |
| 5. Maria Rizzo | 416-512-3405 |
| 6. Frank D'Amico,
Vice-Chair | 416-512-3406 |
| 7. Michael Del Grande | 416-512-3407 |
| 8. Garry Tanuan | 416-512-3408 |
| 9. Jo-Ann Davis | 416-512-3409 |
| 10. Barbara Poplawski | 416-512-3410 |
| 11. Angela Kennedy, Chair | 416-512-3411 |
| 12. Nancy Crawford | 416-512-3412 |
| Rhea Carlisle | |
| Student Trustees | 416-512-3413 |
| Joel Ndongmi,
Student Trustee | 416-512-3417 |



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO SPECIAL EDUCATION PROGRAMS
POLICY (S.P.01)

May my teaching drop like the rain, my speech condense like the dew; like gentle rain on grass, like showers on new growth.

Deuteronomy 32:2

Created, Draft	First Tabling	Review
November 20, 2017	December 4, 2017	

Caitlin Kavanagh, Coordinator of Employee Relations & Policy Development
Cristina Fernandes, Superintendent of Special Services

RECOMMENDATION REPORT

Vision:

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

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.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updates to the current Special Education Programs policy (S.P.01) to reflect current practices and to update the policy in meta format.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.

C. BACKGROUND

This policy was first approved in January 1965. It was last updated on October 16, 1986.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Under the “Assessment” regulation, sociological is replaced by social work.
2. Psychiatric assessment has been removed as the board no longer provides direct access to psychiatric assessments which were once used in identifying the behavioural exceptionality.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff as well as the Special Services department.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommend that the Special Education Programs policy (S.P.01) provided in APPENDIX A be adopted.



POLICY SECTION: STUDENTS
SUB-SECTION: PROGRAMS
POLICY NAME: SPECIAL EDUCATION PROGRAMS
POLICY NO: S.P. 01

Date Approved: January 1965	Date of Next Review: May 2022	Dates of Amendments: May 18, 2017 October 16, 1986 April 1968 December 1967
Cross References: Education Act, 1990, s.170(7) O. Reg. 181/98, IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS		
Appendix		

Purpose:

This policy ensures students receive access to special education services they require as per regulation.

Scope and Responsibility:

This policy applies to all students of the TCDSB requiring special education assistance. The Director is responsible for this policy with the support of the Special Services Department.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources



POLICY SECTION:	STUDENTS
SUB-SECTION:	PROGRAMS
POLICY NAME:	SPECIAL EDUCATION PROGRAMS
POLICY NO:	S.P. 01

Policy:

The TCDSB shall provide education programs which will serve the spiritual, emotional, intellectual, physical, social and cultural needs of all its students. The Board of Trustees shall provide education programs which permit all students to achieve their potential. Each student requiring special education assistance shall be instructed in accordance with Regulation 181/98 and the programs and services outlined in the Board's Special Education Plan. An intervention model (which includes consultation, assessment, alternative programming and review) shall be the means to identify the special needs of students and determine the program which will best serve their needs. The programs shall be based on Catholic doctrine, values and principles.

Regulations:

1. Educators and support personnel shall develop administrative procedures for the delivery of special education services in keeping with the Education Act and regulations.

2. Assessment:

(a) The TCDSB shall provide an appropriate assessment service in order to determine learning needs and to assist the **Identification Placement and Review Committee (IPRC)** in the identification of students as exceptional.

(b) Assessments in the following areas may be requested by the Identification Placement and Review Committee:

- audiological



POLICY SECTION: STUDENTS
SUB-SECTION: PROGRAMS
POLICY NAME: SPECIAL EDUCATION PROGRAMS
POLICY NO: S.P. 01

- educational
- intellectual
- ~~psychiatric~~
- psychological
- ~~sociological~~ **social work**
- speech and language
- medical

3. The TCDSB shall purchase special education programs/services for students for whom TCDSB is unable to establish a viable program.

4. Administrative procedures flowing from the policy and regulations should be reviewed and updated annually.

Evaluation and Metrics:

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

An annual report, “Accountability Framework for Special Education” is brought to the Board of Trustees.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO ASSESSMENT POLICY (F.M.03)

Pay to all what is due them—taxes to whom taxes are due, revenue to whom revenue is due, respect to whom respect is due, honor to whom honor is due.

Romans 13:7

Created, Draft	First Tabling	Review
November 21, 2017	December 4, 2017	

Caitlin Kavanagh, Coordinator of Employee Relations & Policy Development

RECOMMENDATION REPORT

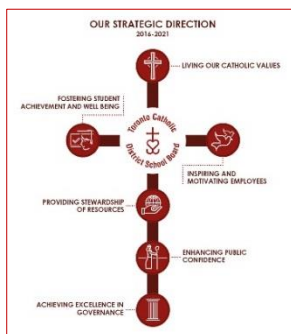
Vision:

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

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.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends updates to the current Assessment policy (F.M.03) to reflect current practice in meta policy format and recommends the policy be re-named to “Separate School Support” for clarity.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.

C. BACKGROUND

This policy was approved in April 1972 and was last reviewed and amended at the November 24, 1986 Board meeting. It has not been reviewed since.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The policy has been updated to reflect current requirements for Catholic School Support.
2. Staff recommend that the policy be re-named from “Assessment” to “Separate School Support” to provide clarity and avoid any confusion with types of student assessment.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff as well as the Planning Services department.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommend that the Assessment policy (F.M.03) provided in APPENDIX A be adopted.



POLICY SECTION: FINANCE
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ~~ASSESSMENT~~ SEPARATE SCHOOL SUPPORT
POLICY NO: F.M. 03

Date Approved: April 1972- Board	Date of Next Review: December 2022	Dates of Amendments: November 24, 1986- Board December 14, 2017
Cross References: <i>Assessment Act, R.S.O. 1990</i> <i>Canadian Charter of Rights and Freedoms</i> <i>Constitution Act, 1982</i>		
Related Resources: Application for Direction of School Support Form Separate School Support Lease Form		

Purpose:

To protect and preserve Catholic education by ensuring registration of Roman Catholic parents, ratepayers and members of the Eastern Rite in union with the See of Rome as English Separate School Supporters.

Scope and Responsibility:

This policy applies to all Roman Catholic parents, ratepayers and members of the Eastern Rite in union with the See of Rome. The Director is responsible for this policy with support of the Assessment Department.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

POLICY NAME: ~~ASSESSMENT~~ SEPARATE SCHOOL SUPPORT

POLICY NO: F.M. 03

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Policy:

A Catholic ratepayer will support the school system in which the child(ren) are educated.

Regulations:

- 1. Under legislation a ratepayer must be Catholic in order to designate their tax support to an English-Separate school board.**
- 2. In order to vote for separate school trustees in municipal elections, ratepayers must be separate school supporters.**
- 3. Tenants who do not pay property tax still have the right to direct the education portion of the property taxes for their residence to the Toronto Catholic District School Board.**
- 4. One of two joint owners/tenants of their home, where only one is Catholic, must complete a separate school Assessment Lease in order to re-direct their taxes.**
- 5. Catholic school support designation does not follow individuals who purchase a new home. Individuals must fill out a new Application for Direction of School Support form to change the school support to English-Separate.**
6. Where a Catholic ratepayer has two or more properties within the Metropolitan Toronto area, AND



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

POLICY NAME: ~~ASSESSMENT~~ SEPARATE SCHOOL
SUPPORT

POLICY NO: F.M. 03

- a. has child(ren) attending school: assessment for school support will be directed to the school system in which the child(ren) are schooled **registered pupils**, OR
- b. without child(ren) attending school and:
 - i. all properties are within one municipality - assessment for school support will be directed to one school system, OR
 - ii. the properties are in two or more municipalities - assessment may be directed to either school system in the different municipalities.

APPENDIX A



POLICY SECTION: FINANCE
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ~~ASSESSMENT~~ SEPARATE SCHOOL SUPPORT
POLICY NO: F.M. 03

Definitions:

Assessment

An amount that a person is officially required to pay, especially as a tax.

Separate School

A separate school is one operated by a civil authority—a separate school board—with a mandate enshrined in the Canadian Constitution (for the three provinces) or in federal statutes (for the three territories). In these six jurisdictions a civil electorate, composed of the members of the minority faith, elects separate school trustees according to the province's or territory's local authorities election legislation. These trustees are legally accountable to their electorate and to the provincial or territorial government. No church has a constitutional, legal, or proprietary interest in a separate school.

The constitutionally provided mandate of a separate school jurisdiction and of a separate school is to provide education in a school setting that the separate school board considers reflective of Roman Catholic theology, doctrine, and practices. This mandate can manifest itself in the Program of Studies and the curriculum, exercises and practices, and staffing. The limits of this mandate are determined by the application of the Canadian Charter of Rights and Freedoms, and judicial decisions.



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

POLICY NAME: ~~ASSESSMENT~~ SEPARATE SCHOOL
SUPPORT

POLICY NO: F.M. 03

Evaluation and Metrics:

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

Staff provide the Board of Trustees with consistent updates throughout the year detailing data on separate school support.

APPENDIX A

Application for Direction of School Support

under section 16 of the Assessment Act

Demande d’affectation des taxes scolaires

en vertu de l’article 16 de la Loi sur l’évaluation foncière


An application must be made to the Assessment Corporation to include or revise school support on the assessment roll.

Pour ajouter ou modifier l’affectation des taxes scolaires sur le rôle d’évaluation, il faut soumettre une demande au commissaire à l’évaluation.

Instructions: see reverse side / voir au verso
Please enter or revise my school support designation on the assessment roll in accordance with the following information.
Veuillez inscrire ou modifier l’affectation de mes taxes scolaires sur le rôle d’évaluation selon les renseignements ci’après.

Property Identifier / Identification de propriété						
NBHD	County	Mun	Map/Div	Map/Sub	Parcel	Prim/Sub
Municipality / Municipalité		Address of Property / Adress e de la propriété		Unit/A pt / Logement /App.		Residence Te l. No. / N° de t el.(domicile)
Mailing Address - if different from above / Adresse postale - si autre que ci-dessus Street No, Name, P.O. Box, RR# / N° et rue, C.P., R.R. City / Ville				Province/Province	Country/Pays	Postal Code/Code postal
				Complete for rural areas only / Remplir dans les ces zones rurales seulement		
Business Address - if self-employed or in partnership in business / Adresse commerciale - commerçant indépendant ou société de personnes				Lot No./ N° de lot		Plan/Conc No. N° de plan/conc.
				Busines s Te l. No. / N° de tel. (bureau)		
List other properties that you own or rent in the Municipality or Region / Indiquez les autres propriétés que vous possédez ou louez dans la municipalité ou la région.						

Please Answer All Questions Below. / Veuillez répondre à toutes les questions ci-dessous.

For School Board Use Only / Réservé au conseil scolaire.			B Occupants Status <i>Statut de l'occupant(e)</i>		C School Support (see instructions) <i>Soutien scolaire</i> (voir les instructions)					
			1. Owner <i>Propriétaire</i>		This person lives: <i>Cette personne demeure:</i>		Roman Catholic? <i>catholique?</i>	French-language Education Rights? Droit à l'enseignement en langue française?	Supporter/Elector for: Contribuable/électeur des écoles:	
			2. Tenant <i>Locataire</i>		1. At above address à l'adresse indiquée cidessus					
			3. Spouse <i>Conjoint</i>		2. Elsewhere on this property ailleurs sur cette propriété					
			4. Child, boarder, etc. <i>Enfant, pensionnaire etc.</i>		3. Elsewhere In this municipality ailleurs dans cette municipalité					
					4. In another municipality dans une autre municipalité					
A Resident (Please Print) Résident(e) (S.V.P.) List all occupants, including ALL children. <i>Inscrivez le nom de tous les occupants, y compris TOUS les enfants.</i>										
Last Name / Nom de famille			First Name(s) / Prénom(s)		1 <input type="checkbox"/>		yes <input type="checkbox"/>		1 <input type="checkbox"/>	
Male <input type="checkbox"/>			Birth / Naissance year/année Month moi Day Jour		2 <input type="checkbox"/>		yes <input type="checkbox"/>		2 <input type="checkbox"/>	
Female <input type="checkbox"/>					3 <input type="checkbox"/>		no <input type="checkbox"/>		3 <input type="checkbox"/>	
					4 <input type="checkbox"/>				4 <input type="checkbox"/>	
Last Name / Nom de famille			First Name(s) / Prénom(s)		1 <input type="checkbox"/>		yes <input type="checkbox"/>		1 <input type="checkbox"/>	
Male <input type="checkbox"/>			Birth / Naissance year/année Month moi Day Jour		2 <input type="checkbox"/>		yes <input type="checkbox"/>		2 <input type="checkbox"/>	
Female <input type="checkbox"/>					3 <input type="checkbox"/>		no <input type="checkbox"/>		3 <input type="checkbox"/>	
					4 <input type="checkbox"/>				4 <input type="checkbox"/>	
Last Name / Nom de famille			First Name(s) / Prénom(s)		1 <input type="checkbox"/>		yes <input type="checkbox"/>		1 <input type="checkbox"/>	
Male <input type="checkbox"/>			Birth / Naissance year/année Month moi Day Jour		2 <input type="checkbox"/>		yes <input type="checkbox"/>		2 <input type="checkbox"/>	
Female <input type="checkbox"/>					3 <input type="checkbox"/>		no <input type="checkbox"/>		3 <input type="checkbox"/>	
					4 <input type="checkbox"/>				4 <input type="checkbox"/>	
Last Name / Nom de famille			First Name(s) / Prénom(s)		1 <input type="checkbox"/>		yes <input type="checkbox"/>		1 <input type="checkbox"/>	
Male <input type="checkbox"/>			Birth / Naissance year/année Month moi Day Jour		2 <input type="checkbox"/>		yes <input type="checkbox"/>		2 <input type="checkbox"/>	
Female <input type="checkbox"/>					3 <input type="checkbox"/>		no <input type="checkbox"/>		3 <input type="checkbox"/>	
					4 <input type="checkbox"/>				4 <input type="checkbox"/>	
Last Name / Nom de famille			First Name(s) / Prénom(s)		1 <input type="checkbox"/>		yes <input type="checkbox"/>		1 <input type="checkbox"/>	
Male <input type="checkbox"/>			Birth / Naissance year/année Month moi Day Jour		2 <input type="checkbox"/>		yes <input type="checkbox"/>		2 <input type="checkbox"/>	
Female <input type="checkbox"/>					3 <input type="checkbox"/>		no <input type="checkbox"/>		3 <input type="checkbox"/>	
					4 <input type="checkbox"/>				4 <input type="checkbox"/>	
Last Name / Nom de famille			First Name(s) / Prénom(s)		1 <input type="checkbox"/>		yes <input type="checkbox"/>		1 <input type="checkbox"/>	
Male <input type="checkbox"/>			Birth / Naissance year/année Month moi Day Jour		2 <input type="checkbox"/>		yes <input type="checkbox"/>		2 <input type="checkbox"/>	
Female <input type="checkbox"/>					3 <input type="checkbox"/>		no <input type="checkbox"/>		3 <input type="checkbox"/>	
					4 <input type="checkbox"/>				4 <input type="checkbox"/>	
School lease in effect? <i>Procuracion scolaire signée?</i>		Indicate (✓) area occupied Chocer les parties		Whole House <i>Maison entière</i>	Base. Apt. <i>App. Au sous-sol</i>	1st Floor <i>1er. étage</i>	2nd Floor <i>2e. étage</i>	3rd Floor <i>3e étage</i>	Owner or tenant of this property since <i>Propriétaire ou locataire de le propriété depuis</i>	
Indicate <i>Cocher (✓)</i>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date / Date Year Année Month Mois Day Jour	
Name of School Board / Agent / Nom du conseil scolaire/agent										
Toronto Catholic District School Board					Is here by authorized to act as agent in matters of school support designation in respect to the above mentioned property(ies) on behalf of the undersigned. / est autorisé par le présente à agir en tant au'agent pour les questions relatives à l'affectation des taxes scolaires en ce qui concerne le(les) propriété(s) mentionnée(s) ci-dessus au nom du (de la) soussign é(e).					
Signature of Owner or Tenant <i>Signature du propriétaire ou du locataire</i>				Date / De le Day Jour Month Mois Year Année		Signature of Owner or Tenant <i>Signature du propriétaire ou du locataire</i>			Date / Date Day Jour Month Mois Year Année	
This application is: Cette demande est: Reason for Refused / Motif du refus		<input type="checkbox"/> Approved <i>Approuvée</i>		<input type="checkbox"/> Refused <i>Rejetée</i>		Signature of Assessment Corporation Representative <i>Signature du commissaire à l'évaluation</i>			Date / Date Day Jour Month Mois Year Année	
For School Board Use Only / Reserve au conseil scolaire										

Information about the Application

The Application for Direction of School Support form enables any person to apply to have their school support included or revised on the assessment roll by sending the completed form to the Regional Assessment Corporation. The collection of the information on the form is authorized under the *Assessment Act* and any personal information is confidential and protected under the *Municipal Freedom of Information and Protection of Personal Privacy Act*.

The information will be used to direct your school taxes; to indicate whether you will be an elector for English-language or French-language school trustees; to prepare voters' lists for municipal and school board elections; to help with municipal and school board planning. Note: Tenants have the right to direct school taxes even though they may not pay taxes directly.

Included below are instructions to help you complete each section of the form. **If you have any questions about the form or about school support, please contact your local Public or Separate school board.**

HOW TO COMPLETE THE APPLICATION

- A

Resident
Every person in your household should be listed. Put the family name first, followed by given name(s). Owner or tenants are listed first, followed by spouses, all children, and other occupants. If this form is not for your permanent home (for example, if it is for your cottage or your business), only owners, tenants and spouses should be listed - children and other occupants should not be listed.
- B

Occupant’s Status
Is this person an owner, tenant, spouse, child, boarder or other resident? Note: A Roman Catholic who has signed a separate school lease will be shown as a tenant. This does not affect their ownership.
- C

School Support
Roman Catholic - includes Greek and Ukrainian Catholics
French-language Education Rights
You have French-language education rights if you are a Canadian Citizen and can answer “yes” to any one of the following questions:

1. Is French the language you first learned and still understand?

2. Did you receive your elementary school instruction in Canada in French? (This does not include French immersion or French as a second language.)

3. Have any of your children received, or are they now receiving, elementary or secondary school instruction in Canada in French? (This does not include French immersion or French as a second language.)
- School Board**
Persons who are **not** Roman Catholic and do **not** have French-language rights, must be English-Public school supporters.

Persons who are **not** Roman Catholic but do have French-language education rights, must be either English-Public or French-Public school supporters.

Roman Catholics who do **not** have French-language rights must be either English-Public or English-Separate school supporters.

Roman Catholics who have French-language education rights, have the choice of supporting any one of the following school boards: English-Public, English-Separate, French-Public or French-Separate.

If you do **not** indicate which school board you support, it will be assumed that you are an English-Public school supporter.

Renseignements sur La demande

La Demande d'affectation des taxes scolaires, dûment remplie et envoyé au commissaire régional à l'évaluation, permet à quiconque de demander de préciser ou modifier son soutien scolaire sur le rôle d'évaluation. Ces renseignements sont recueillis en vertu de la *Loi sur l'évaluation foncière* et toute information personnelle sera tenue strictement confidentielle et protégée par la *Loi sur l'accès à l'information et la protection de la vie privée*.

Ces renseignements serviront à déterminer la destination de vos taxes scolaires; à préparer les listes électorales aux fins des élections municipales et scolaires; à faciliter la planification scolaire et municipale. Nota: Même s'ils n'acquittent pas directement leurs taxes scolaires, les locataires ont le droit d'en choisir l'affectation.

Voici quelques directives qui vous aideront à remplir chacune des sections du formulaire. **Si vous avez des questions concernant le formulaire ou le soutien scolaire, adressez-vous au conseil d'écoles publiques ou séparées de votre localité.**

Comment remplir la demande

- A

Résident(e)
Chaque occupant doit être recensé: le nom de famille d'abord, suivi de tous les prénoms; assurez-vous aussi que le sexe, la date de naissance et la citoyenneté de chaque personne sont bien inscrits. Les noms de famille inscrits en premier sur la liste doivent être ceux des propriétaires ou locataires, suivis de ceux du conjoint, de tous les enfants et de tout autre occupant de la propriétaire Si le formulaire ne concerne pas votre domicile permanent (un chalet ou un bureau par exemple), seuls les noms du propriétaire ou du locataire et du conjoint doivent figurer sur la liste. N'inscrivez pas les enfants et autres occupants.
- B

Statut De l'occupant(e)
La personne est-elle: propriétaire, locataire, conjoint, enfant, pensionnaire ou autre? Nota: Un(e) propriétaire catholique qui a signé un <<bail d'école séparée>>, sera classifié(e) comme <<locataire>>. Cela ne modifie aucunement le statut de propriétaire de cette personne.
- C

Soutien scolaire
Catholique - comprennent aussi les catholiques grecs ou ukrainiens

Droit à l'enseignement en langue française
Vous avez droit à l'enseignement en langue française si vous êtes citoyen(ne) canadien(ne) et que vous pouvez répondre <<oui >> à n'importe laquelle des questions suivantes:

1. Le français est-il la première langue que vous avez apprise et le comprenez-vous toujours?

2. Avez-vous fait vos études primaires en français au Canada? (Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)

3. Avez-vous un ou des enfants qui ont fait ou qui font des études primaires ou secondaires en français au Canada?(Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)
- Conseil Scolaire**

Toute personne d'allégeance **non** catholique et qui **ne** jouit **pas** du droit à l'enseignement en français doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise.

Toute personne d'allégeance **non** catholique mais qui jouit du droit à l'enseignement en française doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise ou française.

Les catholiques qui **ne** jouissent **pas** du droit à l'enseignement en français doivent destiner leur taxes scolaires soit à un conseil d'écoles publiques de langue anglaise, soit à un conseil d'écoles séparées de langue anglaise.

Les catholiques qui jouissent du droit à l'enseignement en française ont le choix de destiner leurs taxes scolaires à l'un ou l'autre des conseils scolaires, à savoir écoles publiques de langue anglaise, écoles séparées de langue anglaise, écoles publiques de langue française ou écoles séparées de langue française.

Si vous **ne** confirmez **pas** votre préférence en matière de soutien scolaire, vos taxes scolaires seront destinée au conseil d'écoles publiques de langue anglaise.



SEPARATE SCHOOL SUPPORT LEASE

A Separate School Lease Agreement allows people who jointly own or rent a property to designate support to the Separate School Board when one owner or tenant is a non-Catholic.

The Separate School Lease Agreement allows the Catholic joint owner or tenant the right to designate the school support for the non-Catholic owner or tenant. Otherwise, the English-Public default designation applies as required by the Assessment Act.

This Lease is an Agreement between the Owners/Tenants of the property listed below and NOT the City of Toronto or the Toronto Catholic District School Board.

THIS LEASE MADE THIS _____ Day of _____ (Month) _____ (Year)

I / We

SURNAME (NON-CATHOLIC) Owner/Tenant

FIRST NAME (NON-CATHOLIC) Owner/Tenant

SURNAME (CATHOLIC) Owner/Tenant

FIRST NAME (CATHOLIC) Owner/Tenant

HEREBY do agree:

To lease the premises (***Property Address***) _____

in the **City of Toronto** to the herein named Catholic Lessee, for a term of ONE (1) year from the date this lease is signed. Said lease is automatically renewed yearly, but may be terminated by either party upon THIRTY (30) DAYS written notice.

THE PARTIES HERETO agree that the ONLY intent of this lease is to allow the property indicated above to be assessed for English Separate support. **THIS LEASE DOES NOT AFFECT THE OWNERSHIP OF THE PROPERTY.**

SIGNED, SEALED AND DELIVERED
in the presence of:

Signature (Non-Catholic) Owner/Tenant

Signature (Catholic) Owner/Tenant

Witness

FOR OFFICE USE ONLY

NBHD	COUNTY	MUN.	MAP/DIV	MAP/SUB	PARCEL	PRIM/SUB

GOVERNANCE AND POLICY COMMITTEE

PENDING LIST TO DECEMBER 4, 2017

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 GAP	ASAP	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Legal Counsel
2	June-2017 GAP	ASAP	Governance and Policy	Bring back after the Ministry of Education's Transportation report is considered (Update to Transportation Policies S.T.01, 03, 04 and 05)	Legal Counsel
3	Sep-2017 GAP	ASAP	Governance and Policy	Staff to look at options to improve efficiencies for Trustees, staff and the public to gain greater Order Paper, report and back-up materials (Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe)	Director of Education
4	Oct-2017 GAP	ASAP	Governance and Policy	Report to Board regarding CPIC's recommendations to the Community Engagement Handbook T07 , and if the recommendations are applicable to the Community Engagement Policy, a report to the GAP Committee meeting (TCDSB Community Engagement Handbook T07)	Legal Counsel