

# GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

## AGENDA JANUARY 16, 2018

**Angela Kennedy, Chair**  
Trustee Ward 11

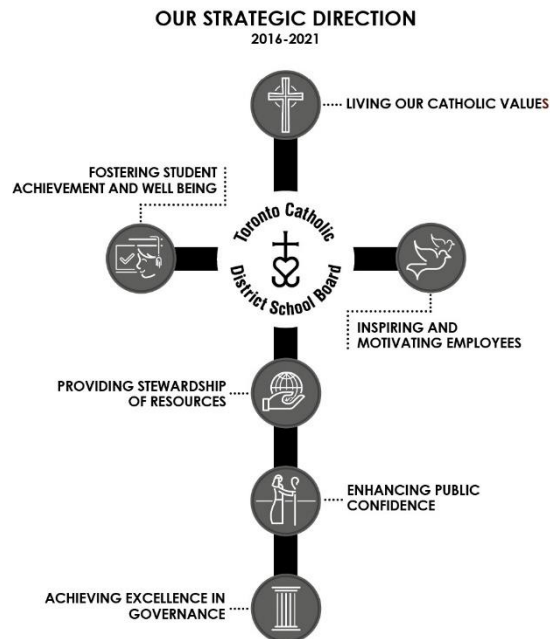
**Jo-Ann Davis, Vice Chair**  
Trustee Ward 9

**Ann Andrachuk**  
Trustee Ward 2

**Nancy Crawford**  
Trustee Ward 12

**Barbara Poplawski**  
Ex-Officio

**Maria Rizzo**  
Ex-Officio



### 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**

Tuesday, January 16, 2018

7:00 P.M.

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	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 December 4, 2017 for Public Session.	1 - 18
7. Delegations	
8. Presentation	
9. Notices of Motion	
10. Consent and Review	
11. Consideration of Motion for which Previous Notice Has Been Given	
11.a From Trustee Davis regarding Planned Work of the Governance and Policy Committee	19

**12. Unfinished Business**

**13. Matters referred or deferred**

Deferred from November 7, 2017 Meeting

- |      |   |         |
|------|---|---------|
| 13.a | Update to Rental of Surplus School Space and Properties Policies (B.R.01, B.R.03, B.R.04) | 20 - 28 |
|------|---|---------|

**14. Staff Reports**

- |      |  |          |
|------|--|----------|
| 14.a | Update to Accessibility Standards Policy (A.35) v.2  | 29 - 75  |
| 14.b | Update to Special Education Programs Policy (S.P.01) v.2   | 76 - 81  |
| 14.c | Update to Development Proposals, Amendments of Official Plans and Bylaws Policy (A.18)           | 82 - 86  |
| 14.d | Update to Continuing Education Instructors Policy (H.M.07)                                       | 87 - 92  |
| 14.e | Recommendation to Rescind Sabbatical Leave for Undergraduate or Non-Degree Study Policy (H.M.05) | 93 - 95  |
| 14.f | Recommendation to Rescind Sabbatical Leave for Postgraduate Study Policy (H.M.04)                | 96 - 98  |
| 14.g | Policy Priority Update January 2018 (Information)  | 99 - 106 |

**15. Listing of Communications**

**16. Inquiries and Miscellaneous**

**17. Updating of Pending List**

- |      |                                     |           |
|------|-------------------------------------|-----------|
| 17.a | Pending List as at January 16, 2018 | 107 - 108 |
|------|-------------------------------------|-----------|

**18. Adjournment**

**MINUTES OF THE REGULAR MEETING OF THE  
GOVERNANCE AND POLICY COMMITTEE  
MONDAY, DECEMBER 4, 2017**

**PUBLIC SESSION**

**PRESENT:**

**Trustees:**           A. Kennedy, Chair  
                          J. A. Davis, Vice-Chair – by Teleconference  
                          A. Andrachuk  
                          N. Crawford  
                          B. Poplawski

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

Pat Tari, Principal, St. Pius X Catholic School

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

**3.     Roll Call and Apologies**

The meeting convened with Trustee Poplawski in the Chair.

An apology was received on behalf of Trustee Rizzo.

**4.     Approval of the Agenda**

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the Agenda, as amended to include the Addendum, be approved.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Kennedy  
Poplawski

The Motion was declared

CARRIED

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

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the Minutes of the Regular Meeting held November 7, 2017 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Kennedy  
Poplawski

The Motion was declared

CARRIED

## **9. Notices of Motion**

- 9a) From Trustee Davis regarding Planned Work of the Governance and Policy Committee** will be considered at the January 2018 Governance and Policy Committee meeting.

## **13. Staff Reports**

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that Item 13a) be adopted as follows:

- 13a) Update to Accessibility Standards Policy (A.35) – received.**

Trustee Davis joined the meeting by teleconference at 7:12 pm.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that with reference to “*Purpose*”, *page 17*, the first sentence be divided and reworded as follows:

- The Toronto Catholic District School Board (TCDSB) is committed to providing an environment in all of its facilities that fosters independence, dignity *and* respect. *TCDSB is committed to* providing services that are free of barriers and biases to our students, parents/guardians, *Trustees*, the public and our staff.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy  
Poplawski

Andrachuk

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that with reference to “*Purpose*”, *page 17*, the word “*learning*” be included in the final paragraph.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED



MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that with reference to “*Scope and Responsibility*”, page 18, the word “*Trustees*” be included.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Kennedy  
Poplawski

Andrachuk  
Davis

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Andrachuk, that with reference to “*Policy*”, page 19, the introductory paragraph be written to better more broadly state the objectives of the policy for our students, staff, Trustees and the public.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

Trustee David requested that hyperlinks be added to the “Accessibility Plan” and “Accessibility Working Group” to the second paragraph under “Policy”, page 19.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Andrachuk, that with reference to “Training”, page 40, a hyperlink be added to the paragraph to provide specific information on what training is available e.g. Accessibility Accommodations training and how it can be accessed.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Andrachuk, that “Regulation 2”, page 19, be reworded as follows:

The TCDSB shall make reasonable efforts as required by the Accessibility for Ontarians with Disabilities Act (AODA) to ensure that policies ...

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford

Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Andrachuk, that “*Regulation 4*”, page 20, be deleted as it is repetitive of Regulation 3.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Andrachuk, that “*Regulations 6, 7 and 8*” be renumbered to “*Regulations 1, 2 and 3*” in order of priority so that they flow.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Crawford,  
that “*Regulation 10*”, *page 20*, be reworded with a general statement that the Toronto  
Catholic District School Board will accommodate anyone.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Crawford, that “*Regulation 11*” be merged with “*Regulation 10*”, page 20.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Crawford:

- That the word “*deal*” be replaced with a more suitable word, for example interact, communicate, throughout the policy, if necessary; and
- That with reference to “Regulation 9” page 20, the word “*periodically*” be defined.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy

Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy:

- That with reference to “Regulation 12”, page 21, the word “*also*” be removed; and
- That with reference to “*Regulation 14*”, page 21, the fourth bullet be rewritten to include the deletion of the word “*parts*” and replaced with a more suitable word, for example “*areas*”.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, that with reference to “*Regulation 12*”, page 21, “*employee*” be expanded to add additional groups, or add a new regulation to state how we can support people

beyond employees in emergency situations.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that with reference to “*Regulation 14*”, page 21, the word “*laws*” be replaced with “*standards*”.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, that with reference to “*Regulation 15*”, *page 21*, the specific procedures pertaining to the policy are incorporated.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, that a new Regulation be added at the end that provides contact details of the person with whom to communicate when accommodation needs are not met.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski



The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy:

- That with reference to “*Definitions*”, page 22, “network of school system working groups” is defined; and
- That consistency is maintained regarding the usage of either singular or plural in reference to “person with a disability” or “persons with a disability”.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Davis that with reference to:

- “*Definitions*”, “*Accessibility Working Group*”, page 22, “*Christian*” be removed from the last sentence;
- “*Definitions*”, “*Dignity*”, page 22, the Catholic Institution official definition be used; and

- “*Definitions*”, “*Equal Opportunity*”, page 22, “*is equal to that given to others*” be replaced with “*is equitable*”.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

The following additional amendments were made to the Multi-Year Accessibility Plan, page 25:

Trustee Crawford requested that:

- The third bullet be amended to read as such that “Hard copies will be made available to all departments, schools and the Catholic School *Parent Councils upon request*”; and
- The fourth bullet be amended to read as such that “Accessible formats of the plans are available from the Communications Department *upon request*”.

Trustee Poplawski relinquished the Chair to Trustee Kennedy.

Trustee Andrachuk requested that:

- The website information be hyperlinked in the first bullet; and

- The contact information for the Catholic Education Centre/Head Office be added to the second bullet.

MOVED by Trustee Crawford, seconded by Trustee Davis that:

- With reference to “*Vision of the TCDSB*”, *page 31*, a hyperlink be added and that the brackets be deleted; and
- With reference to *Members of Accessibility Working Group*, *page 32*,:
  - the second sentence be reworded to “Other members will join the group, *including persons of disability.....*”;
  - staff review the definition of the Accessibility Working Group; and
  - a hyperlink be added to the Accessibility Working Group application process.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

Trustee Crawford requested that “*Disability*”, *page 52*, be redefined.

MOVED by Trustee Davis, seconded by Trustee Crawford, that staff bring back the policy with all the amendments to a future Governance and Policy Committee meeting.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that Item 13b) be adopted as follows:

**13b) Update to Special Education Programs Policy (S.P.01)** received and that the Committee recommend to the Board that the Update to the Special Education Programs Policy (S.P.01) provided in Appendix A be adopted.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that Item 13c) be adopted as follows:

**13c) Update to Assessment Policy (F.M.03)** received and that the Committee recommend to the Board that the Assessment Policy (F.M.03) provided in Appendix A be adopted with a name change to the policy namely “*Direction of Property Taxes for Separate School Education Support*”.

MOVED in AMENDMENT by Trustee Poplawski, seconded by Trustee Crawford, that “*Direction of Property Taxes for Separate School Education Support*” be replaced with ” *Property Tax Support Direction for Separate School Education Support*.

Results of the Vote taken, as follows:

**In favour**

Trustees Davis  
Poplawski

**Opposed**

Andrachuk  
Crawford  
Kennedy

The Motion was declared

LOST

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

**In favour**

Trustees Crawford

**Opposed**

Andrachuk

Davis  
Kennedy  
Poplawski

The Main Motion was declared

CARRIED

## 17. Adjournment

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that the meeting adjourn.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Poplawski

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



*Jo-Ann Davis*  
*Trustee, Ward 9*  
*Email: [jo-ann.davis@tcdsb.org](mailto:jo-ann.davis@tcdsb.org)*  
*Voicemail/Fax: (416) 512-3409*

**To:** Governance and Policy Committee – Tuesday, January 16, 2018

**From:** Jo-Ann Davis – Trustee Ward 9

**Subject: Consideration of Motion - Planned Work of the Governance and Policy Committee**

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**MOVED BY:** Jo-Ann Davis, Toronto Catholic District School Board (TCDSB)

That in keeping with our MYSP and our stated goals of good governance, strengthening public confidence in our board and effective stewardship of public resources that:

1. A list of all planned work for the Governance & Policy committee be added to the pending list of each meeting agenda along with target dates for reporting.
2. If staff are unable to meet a target date for a committee report, that the date be updated in the agenda's pending list NO LESS than one meeting prior to the listed target date, with a new target date provided.
3. A table entitled 'Policy Metrics,' which includes columns detailing the following, be maintained and added to the 'Board Committees' page of the board website directly after 'Policies':
  1. Each policy (hyper link to policy)
  3. The reporting cycle (e.g. annual) for the policies metrics
  4. The relevant Board of Trustee Board or Committee meeting at which the results of the metrics to be publicly reported are to be presented
  5. A link to the last report on the metrics for the policy.

**Jo-Ann Davis**  
**Trustee Ward 9**



REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

UPDATE TO RENTAL OF SURPLUS SCHOOL SPACE  
AND PROPERTIES POLICIES (B.R.01, B.R.03, B.R.04)

*Let the wise hear and increase in learning, and the one who understands obtain guidance  
Proverbs 1:5*

Created, Draft	First Tabling	Review
October 24, 2017	November 7, 2017	

J. Volek, Acting Comptroller of Planning and Development  
M. Loberto, Sr. Coordinator of Development Services  
J. Howley, Supervisor of Planning Services

RECOMMENDATION REPORT

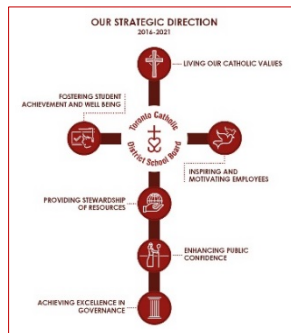
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Rory McGuckin  
Director of Education

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 that the existing *Rental of Properties B.R.03*; and *Rental of School Accommodation B.R.04* policies be rescinded due to redundancies already outlined in the Education Act and Ontario Regulations.

Additionally, that *Rental of Surplus School Space B.R.01* be amended and updated in meta policy format to reflect updated legislation and operational procedures and the change name of the policy to *Rental of Surplus School Space and Properties B.R.01*.

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

## B. PURPOSE

This recommendation report is on the Order Paper of the Governance & Policy Committee as it recommends a Policy revision.

## C. BACKGROUND

1. The Toronto Catholic District School Board (TCDSB) approved the following Real Property policies:

Policy #	Policy Title	Board Approval and/or Last Revision Date
B.R.01	Rental of Surplus School Space	September 2006
B.R.03	Rental of Properties	June 1986
B.R.04	Rental of School Accommodation	June 1986

For more detail on the policies listed above, refer to *Appendix 'A'*.

## D. EVIDENCE/RESEARCH/ANALYSIS

Due primarily to education legislative and funding changes since the time of policy approvals, particularly to *Ontario Regulation. 444/98: Disposition of Surplus Real Property*, as well as the reality that these policies have not been amended in 31 years (B.R.03 and B.R.04) and 11 years (B.R.01), these policies require an amendment, consolidation, and update into current meta policy format.

### **Rental of Surplus School Space (B.R.01):**

1. The *Rental of Surplus School Space* policy, approved in September 2006, requires that Toronto Catholic District School Board facilities shall be leased, where feasible, at fair market value with the exception of the outside agencies which shall be charged a rental rate equivalent to the Board's last fiscal period average Pupil Accommodation Grant (PAG) operating and renewal costs per square foot, including custodial maintenance, utilities, administration and insurance, which may be reviewed and adjusted annually.
2. Staff recommend that this policy be amended based on the following reasons:
  - The current policy is not in meta policy format and requires updates to align with current practice.
  - On June 6<sup>th</sup> 2017, leasing unit rates were updated to an occupancy cost recovery rate that includes deferred maintenance for charitable organizations.
  - Previous rates were based on the Pupil Accommodation Grant (which no longer exists) divided by the total square footage of the Board facilities which resulted in an under-recovery of costs.
  - All Board lease agreements, shared or otherwise, are dealt with on a case-by-case basis and subject to Board approval.
  - The leasing of surplus school space is governed by *Ontario Regulation 444/98; Disposition of Surplus Real Property*; Made under the *Education Act*.
3. *Rental of Properties B.R.03* approved in June 1986, states that residential properties acquired for a new school site or the expansion of an existing school site which cannot be demolished immediately, may be rented on a month-to-month basis.

4. *Rental of School Accommodation B.R.04* approved in June 1986, states that when the TCDSB is unable to conduct an approved educational program within its present plant, suitable accommodation may be rented.
5. Staff recommends that these policies be rescinded based on the following reasons:
  - All Board lease agreements, shared or otherwise, are dealt with on a case-by-case basis and subject to Board approval.
  - These policies are obsolete due to already defined process requirements outlined in the Education Act and Ontario Regulations.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored jointly by Policy Development and Development Services staff.
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**

1. That the Board rescind the following Real Property policies:
  - a. *Rental of Properties (B.R.03)*.
  - b. *Rental of School Accommodation (B.R.04)*.
2. That the amended policy *Rental of Surplus School Space & Properties (B.R.01)* be approved, as outlined in *Appendix 'B'*.

## Rental Of Surplus School Space B.R.01

<b>Date Approved:</b> September 20, 2006 – Board	<b>Dates of Amendment:</b> BM p. 177 June 1998, BM p 95, 16 Jan 97; BM p 112, 20 Jan 94; BM, 21 Jul 88; BM p 126, 19 Jun 86; BM p 182, Jan 83; BM p 904, Aug 80; BM p 938, Sep 80; BM p 110, Dec 80.
<b>Cross Reference:</b>	

### Policy:

1. The Toronto Catholic District School Board may lease, licence or otherwise make available surplus school space which has been declared surplus to the educational needs of the Board.
2. Surplus school space available for lease shall be circulated first to the coterminous school boards and preferred agencies in accordance with Ontario Regulation 444/98; Disposition of Surplus Real Property.
3. The Toronto Catholic District School Board reserves the right to reject any applications and applicants whose goals or activities are incompatible with the teachings of the Catholic Church.
4. For greater certainty the Toronto Catholic District School Board reserves the right to reject any applications, for any reason whatsoever, without limiting the generality of the foregoing, including any applications the Board considers incompatible with the educational and fiscal objectives of the Board.

### Regulations:

1. Outside agencies leasing surplus space in a Toronto Catholic District School Board facility shall pay a rental fee.
2. Toronto Catholic District School Board facilities shall be leased, where feasible, at fair market value with the exception of the following categories of outside agencies which shall be charged a rental rate equivalent to the Board's last fiscal period average PAG operating and renewal costs per square foot, including custodial, maintenance, utilities, administration and insurance, which may be reviewed and adjusted annually:
  - Catholic Church
  - Non-Profit Child Care
  - Non-Profit Charitable Organization
3. Non-Profit Before and After School programs shall operate under a 10 month, self-renewing Licence Agreement. The Licence Fee may be reviewed and adjusted annually.
4. All Lease and Licence Agreements are subject to Toronto Catholic District School Board approval.

## Rental Of Properties B.R.03

### Policy

Residential properties acquired for a new school site or the expansion of an existing school site which cannot be demolished immediately may be rented on a month-to-month basis.

### Regulations:

1. Properties may be rented to tenants on the following priority basis:
  - a) separate school supporters with dependents;
  - b) separate school supporters.
2. a) The rental rate for newly acquired and not previously rented properties will be the current market value unless otherwise approved by the Board.

b) The tenants will be responsible for the costs of the telephone rates, electricity, gas, heat, water and all other service charges, including general upkeep and minor repair.

c) The cost of major repairs, i.e., roof replacement, heating plant, plumbing and electrical, of the rented facilities will be the responsibility of the Board unless caused by negligence of the tenants.

3. The tenants will enter into the tenancy agreement with the Board.

4. If the property can be neither rented nor demolished, it will be properly secured, in accordance with local bylaws.

*BM p 126, 19 Jun 86; BM p 909, Aug 80.*

## **Rental Of School Accommodation B.R.04**

### **Policy**

When the TCDSB is unable to conduct an approved educational program within its present plant, suitable accommodation may be rented.

*BM p 126, 19 Jun 86; BM p 187, Feb 71.*



**POLICY SECTION:** BUILDINGS/PLANT/GROUNDS  
**SUB-SECTION:** RENTALS/PERMITS  
**POLICY NAME:** RENTAL OF SURPLUS SCHOOL SPACE  
& PROPERTIES  
**POLICY NO:** B.R. 01

<b>Date Approved:</b> June 1986	<b>Date of Next Review:</b> November 2022	<b>Dates of Amendments:</b> November 16, 2017
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**Cross References:**

Ontario Regulation 444/98 – Disposition of Surplus Real Property  
Child Care Centre policy (B.R.02)

*Amending Rental of Surplus School Space (B.R.01)*

*Rescinding Rental of Properties (B.R.03) and Rental of School Accommodation  
(B.R.04)*

**Purpose:**

This policy sets out parameters for rental of surplus school space and other board properties.

**Scope and Responsibility:**

This policy applies to all Board properties and rental agreements. The Director is responsible for this policy with the support of the Development Services Department.

**Alignment with MYSP:**

Living Our Catholic values

Strengthening Public Confidence

Providing Stewardship of Resources



**POLICY SECTION:** BUILDINGS/PLANT/GROUNDS  
**SUB-SECTION:** RENTALS/PERMITS  
**POLICY NAME:** RENTAL OF SURPLUS SCHOOL SPACE  
& PROPERTIES  
**POLICY NO:** B.R. 01

### **Policy:**

The Toronto Catholic District School Board (TCDSB) may lease, licence or otherwise make available surplus school space which has been declared surplus to the educational needs of the Board. ~~Residential properties acquired for a new school site or the expansion of an existing school site which cannot be demolished immediately may be rented on a month to month basis. When the TCDSB is unable to conduct an approved educational program within its present plant, suitable accommodation may be rented.~~

### **Regulations:**

#### *Rental of Surplus School Space*

1. Surplus school space **and properties** available for lease shall be circulated first to the coterminous school boards and preferred agencies in accordance with *Ontario Regulation 444/98; Disposition of Surplus Real Property*.
2. The TCDSB reserves the right to reject any applications and applicants whose goals or activities are incompatible with the teachings of the Catholic Church.
3. For greater certainty the TCDSB reserves the right to reject any applications, for any reason whatsoever, without limiting the generality of the foregoing, including any applications the Board considers incompatible with the educational and fiscal objectives of the Board.
4. Outside agencies leasing surplus space in a TCDSB facility shall pay a rental fee.
5. TCDSB facilities shall be leased, where feasible, at fair market value with the exception of the following categories of outside agencies which shall be charged a **occupancy cost recovery** rental rate ~~equivalent to the Board's last fiscal period average PAG~~ which includes operating and renewal costs per square foot,



**POLICY SECTION: BUILDINGS/PLANT/GROUNDS**

**SUB-SECTION: RENTALS/PERMITS**

**POLICY NAME: RENTAL OF SURPLUS SCHOOL SPACE  
& PROPERTIES**

**POLICY NO: B.R. 01**

including custodial, maintenance, utilities, **deferred maintenance**, administration and insurance, which may be reviewed and adjusted annually:

- Catholic Church
- Non-Profit Child Care
- Non-Profit Charitable Organization

6. Non-Profit Before and After School programs shall operate under a 10 month, self-renewing Licence Agreement. The Licence Fee may be reviewed and adjusted annually.

7. All Lease and Licence Agreements are subject to ~~Toronto Catholic District School Board~~ approval.

#### **Evaluation and Metrics:**

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

**Facilities and Development Services will continue to monitor and review the policy.**





## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEEUPDATE TO ACCESSIBILITY STANDARDS POLICY  
(A.35) (VERSION 2)

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

Created, Draft	First Tabling	Review
December 19, 2017	January 16, 2018	
Caitlin Kavanagh, Coordinator of Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

**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 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 amendments also include Trustee recommendations from the December 4, 2017 Governance and Policy Committee meeting.

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

## B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.
2. Trustee request through approved motion during the Governance and Policy Committee meeting held on December 4, 2017:

*Staff to bring back the policy with the following revisions to an upcoming GAP meeting:*

1. **“Purpose”, page 17** – the first sentence be divided and reworded as follows:
  - *The Toronto Catholic District School Board (TCDSB) is committed to providing an environment in all of its facilities that fosters independence, dignity **and** respect.*
  - *Start a new sentence to read..”**TCDSB is committed to providing services that are free of barriers and biases to our students, parents/guardians, Trustees, the public and our staff.***
2. **“Purpose”, page 17** -add the word “learning” to be included in the final paragraph.
3. **“Scope and Responsibility”, page 18** - add the word “Trustees”.

4. ***“Policy”, page 19*** – the introductory paragraph to be written to better more broadly state the objectives of the policy for our students, staff, Trustees and the public.
5. ***“Policy”, page 19*** - add hyperlinks to the Accessibility Plan and Accessibility Working Group to the second paragraph.
6. ***“Regulation 2”, page 19*** - be reworded as *“the TCDSB shall make reasonable effort as required by the Accessibility for Ontarians with Disabilities Act to ensure that.....”*.
7. ***“Regulations”, page 20*** - remove number 4 as it is repetitive of number 3.
8. ***“Regulations 6, 7, and 8”, page 20*** – be renumbered to 1, 2 and 3 in order of priority so that they flow.
9. ***“Regulation 10”, page 20*** – reword with a general statement that the TCDSB will accommodate anyone.
10. ***“Regulations”, page 20*** – merge regulation 11 with regulation 10.
11. ***“Regulation 4”, page 20*** - , replace the word “deal” with a more suitable word e.g. interact, communicate if necessary throughout the policy.
12. ***“Regulation 9”, page 20*** – define “periodically”.
13. ***“Regulation 12”, page 21*** - remove the word “also”.
14. ***“Regulation 12”, page 21*** - expand on “employee” to add additional groups or add a new regulation to state how we can support people beyond employees in emergency situations.
15. ***“Regulation 14”, page 21*** - replace the word “laws” with “standards”.

16. **“Regulation 14”, page 21** - rewrite the 4<sup>th</sup> bullet to include the removal of the word **“parts”** and replace it with a more suitable word e.g. areas.
17. **“Regulation 15”, page 21** - incorporate the specific procedures pertaining to the policy.
18. **“Regulations”, page 21** - add a new regulation that provides contact details of the person with whom to communicate when accommodation needs are not met.
19. **“Definitions”, page 22-**
- define **“network of school system working groups”**;
  - ensure consistency is maintained regarding the usage of either singular or plural in reference to **“person with a disability”** or **“persons with a disability”**.
20. **“Definitions”, “Accessibility Working Group”, page 22** - remove **“Christian”** from the last sentence.
21. **“Definitions”, “Dignity”, page 22** - use the Catholic Institution official definition.
22. **“Definitions”, “Equal Opportunity”, page 22** – replace **“is equal to that given to others”** with **“is equitable”**
23. **“Multi Year Accessibility Plan”, page 25** -
- 1<sup>st</sup> bullet: ensure the website information is hyperlinked;
  - 2<sup>nd</sup> bullet: add the contact information for the Catholic Education Centre/Head Office;
  - 3<sup>rd</sup> bullet: replace **“Advisory”** with **“Parent”** and add **“upon request”** at the end; and
  - 4<sup>th</sup> bullet: amend to read **“Accessible formats of the plan are available from the Communications Department upon request”**.

24. ***“Vision of the TCDSB”, page 31*** - add a hyperlink to *“Fulfilling the Promise Assembly of Catholic Bishops of Ontario”* and remove the brackets.

25. ***“Members of Accessibility Working Group”, page 32*** –

- *the 2<sup>nd</sup> sentence to be reworded to “Other members will join the group, including persons of disability.....”; and*
- *staff to review the definition of the Accessibility Working Group.*
- *Add a hyperlink to the Accessibility Working Group application process.*

26. ***“Training”, page 40*** – add a hyperlink to the paragraph to provide specific information on what training is available e.g. Accessibility Accommodations training and how it can be accessed.

27. ***“Disability”, page 52*** – redefine

3. Trustee request through approved motion during the Special Education Advisory Committee (SEAC) meeting held on December 6, 2017:

*SEAC recommends to the Board of Trustees the following:*

*[...]*

*2. Multi-Year Accessibility Plan:*

- a. That the Accessibility Working Group Committee also include parent representation; and*
- b. That IT services, but not limited to, be included in the list of Commitments to Accessibility Planning, Section 2.4, page 26 (Refer to Attachment - page 15);*

## **C. BACKGROUND**

1. The Multi-Year Accessibility Plan was on the December 6, 2017 Special Education Advisory Committee (SEAC) agenda for review and consultation.

2. 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.

## **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:****January 2023****Dates of Amendments:****January 25, 2018****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, **and** respect, **and TCDSB is committed** to providing services that are free of barriers and biases to our students, parents/guardians, **trustees**, 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 **learning**, 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, **trustees**, 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 Toronto Catholic District School Board is committed to maintaining an environment which actively promotes and supports human rights. As part of this commitment, the Board will make reasonable efforts to ensure that all policies, practices and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity for persons with disabilities.**

The TCDSB will identify barriers for people with disabilities through the process documented in the TCDSB's Multi-Year Accessibility Plan ([hyperlink](#)), primarily by the objectives of the TCDSB's Accessibility Working Group.

### Regulations:

1. The TCDSB ~~will~~ **shall** make reasonable efforts **as required by the *Accessibility for Ontarians with Disabilities Act*** 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.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

~~2. The TCDSB will strive to ensure that its policies, practices and procedures are consistent with the core principals as outlined in the AODA.~~

2. The TCDSB will ensure that the policy and Multi-Year Accessibility Plan are communicated to the public in a manner that accommodates all disabilities.

3. 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.

4. The Board of Trustees will ~~periodically~~ **annually** appoint external individuals to the Accessibility Working Group and will ~~periodically~~ approve the Multi-Year Accessibility Plan **at least once every five years**.

5. 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.

~~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.~~

6. 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.**

7. **The TCDSB will meet internationally-recognized Web Content Accessibility Guidelines (SCAG) 2.0 Level AA website requirements in accordance with Ontario's accessibility laws.**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

8. The TCDSB will advise that accommodations can be made during recruitment and hiring.
9. 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.
10. Where needed, the TCDSB will provide customized emergency information to help individuals with a disability during an emergency.
11. The TCDSB performance management, career development and redeployment processes will take into account the accessibility needs of all employees.
12. The TCDSB will meet accessibility standards when building or making major changes to public spaces. Public spaces include:
  - Outdoor play spaces
  - Outdoor paths of travel: sidewalks, ramps, stairs, and curb ramps
  - Accessible off-street parking
13. The TCDSB has procedures to prevent service disruptions to our accessible areas of our public spaces. ([TCDSB Notice of Disruption Document](#))
14. The TCDSB will modify or rescind an existing policy that does not respect and promote the dignity and independence of people with disabilities.
15. If accommodations are not met, individuals are encouraged to notify their area superintendent or the Superintendent of Human Resources.



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 **representing a variety of** ~~through a network of~~ school system working groups **and departments** 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, the 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 a person with a disability and does not diminish the person's importance.~~

**Human beings, created in the image and likeness of God; have by their very existence an inherent value, worth, and distinction.**

#### **Equal Opportunity**

Service is provided to persons with disabilities in a way that their opportunity to access goods and services is **equitable** ~~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.

**POLICY SECTION: ADMINISTRATION****SUB-SECTION:****APPENDIX NAME: MULTI-YEAR ACCESSIBILITY PLAN****Date Approved:**

September 12, 2013

**Date of Review:****December 2022****Dates of Amendment:****January 25, 2018****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*

Notification of Disruption of Service at TCDSB Procedures

**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](http://www.tcdsb.org) (www.tcdsb.org → FOR COMMUNITY → Accessibility Policy & Multi-Year Plan)
- Catholic Education Centre/Head Office (**Communications Department- 80 Sheppard Avenue East**)
- Hard copies will be made available to all departments, schools and the Catholic School Advisory **Parent** Councils **upon request**.
- Accessible formats of the plan ~~will be~~ **are** available ~~upon contact with~~ **from** the Communications Department **upon request**.



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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 **including but not limited** to facilities, **IT services**, 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, **including persons of disability and** 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
- **Parent Representative(s)**

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 Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase or any additions made to existing schools meet or exceed accessibility standards. Presently, there are four (4) new elementary school in construction – scheduled to open in late 2018 or the spring of 2019. The Board is proceeding with three (3) replacement secondary schools and four (4) replacement elementary schools. In addition, the Board has completed the construction of four (4) elementary school additions with three (3) other elementary school additions underway.**

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 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.



The Facilities Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. ([TCDSB Notice of Disruption Document](#))

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

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

**The Board operates a large number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells.**

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](http://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.

Link to training modules:

Accessibility Awareness:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx>

Customer Service Standards:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx>





~~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.



## ~~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**

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
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**

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
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**

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
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 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, any 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 **—established under the *Workplace Safety and Insurance Act, 1997*; ("handicap")**
- ~~(f) A "handicap" established under the Workplace Safety and Insurance Act, 1997.~~



## APPENDIX 2: TRUSTEES 2017-2018

### **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, Vice-Chair          | 416-512-3405 |
| 6.  | Frank D'Amico                    | 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,<br>Chair      | 416-512-3410 |
| 11. | Angela Kennedy                   | 416-512-3411 |
| 12. | Nancy Crawford                   | 416-512-3412 |
|     | Rhea Carlisle                    |              |
|     | Student Trustees                 | 416-512-3413 |
|     | Joel Ndongmi,<br>Student Trustee | 416-512-3417 |



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEEUPDATE TO SPECIAL EDUCATION PROGRAMS  
POLICY (S.P.01) (VERSION 2)

*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**

January 9, 2018

**First Tabling**

January 16, 2018

**Review**

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

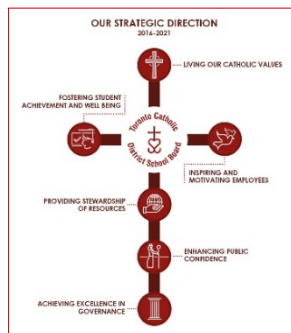
**RECOMMENDATION REPORT****Vision:**

*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) as presented at the December 4, 2017 Governance and Policy Committee meeting and also includes a recommendation from the December 6, 2017 Special Education Advisory Committee (SEAC) meeting.

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

## **B. PURPOSE**

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.
2. Trustee request through approved motion at the December 6, 2017 Special Education Advisory Committee meeting:

*SEAC recommends to the Board of Trustees the following:*

### ***3. Special Education Programs (S.P.01):***

- a. That the Special Education Programs (S.P.01) policy be renamed to Special Education Programs and Services; and*
- b. That an example of blind/low vision be included.*

## **C. BACKGROUND**

1. The recommendation from the December 4, 2017 Governance and Policy Committee meeting was on the December 14, 2017 Regular Board agenda.
2. The December 6, 2017 SEAC recommendations were also on the December 14, 2017 Regular Board agenda and the Board sent SEAC's recommendation to staff.
3. Staff have reviewed the December 6, 2017 SEAC recommendations and recommend that only the policy be renamed and that the "example of blind/low vision" is not appropriate to include.

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

The SEAC recommendation to include an example of blind/low vision in the policy is not appropriate within the policy as blind/low vision falls under a medical assessment. Therefore, blind/low vision would not be appropriate to add to the list under Regulation 2(b).

## **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 AND SERVICES  
**POLICY NO:** S.P. 01

<b>Date Approved:</b> January 1965	<b>Date of Next Review:</b> January 2023	<b>Dates of Amendments:</b> January 25, 2017 October 16, 1986 April 1968 December 1967
<b>Cross References:</b> 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:	<b>SPECIAL EDUCATION PROGRAMS AND SERVICES</b>
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 AND SERVICES**

**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 DEVELOPMENT PROPOSALS, AMENDMENTS OF OFFICIAL PLANS AND BYLAWS POLICY (A.18)

*You answered me, "The plan you have proposed is a good one."  
Deuteronomy 1:14*

**Created, Draft**

January 9, 2018

**First Tabling**

January 16, 2018

**Review**

Caitlin Kavanagh, Coordinator of Employee Relations & Policy Development  
John Volek, Acting Comptroller of Planning & Development

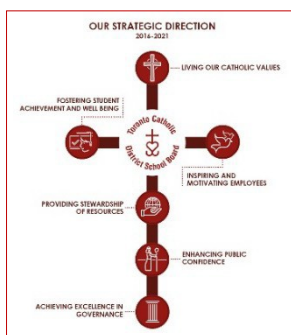
**RECOMMENDATION REPORT****Vision:**

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

## **A. EXECUTIVE SUMMARY**

This report recommends updates to the current Development Proposals, Amendments of Official Plans and Bylaws policy (A.18) to reflect current practices in meta policy format.

*The cumulative staff time required to prepare this report was 5 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 policy was approved in February 1980 and last amended January 22, 1987. It has not been reviewed or updated since.

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

1. Required amendments to the policy include how development applications which are more impactful to the TCDSB will be addressed.
2. The responses and impactful applications will be brought forward in an annual report to the Trustees.

## **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 Development Proposals, Amendments of Official Plans and Bylaws policy (A.18) provided in APPENDIX A be adopted.





**POLICY SECTION:** ADMINISTRATION

**SUB-SECTION:**

**POLICY NAME:** DEVELOPMENT PROPOSALS,  
AMENDMENTS OF OFFICIAL PLANS  
AND BYLAWS

**POLICY NO:** A.18

<b>Date Approved:</b> February 1980	<b>Date of Next Review:</b> <b>January 2022</b>	<b>Dates of Amendments:</b> January 22, 1987 <b>January 25, 2018</b>
<b>Cross References:</b>		
<b>Appendix</b>		

**Purpose:**

**This policy addresses the procedure for responding to development proposals, amendment to official plans or proposed zoning bylaw changes.**

**Scope and Responsibility:**

**This policy applies to the Planning Services department and all development reviews. The Director is responsible for this policy with the support of the Planning Services department.**

**Alignment with MYSP:**

**Living Our Catholic Values**

**Strengthening Public Confidence**

**Providing Stewardship of Resources**



**POLICY SECTION:** ADMINISTRATION

**SUB-SECTION:**

**POLICY NAME:** DEVELOPMENT PROPOSALS,  
AMENDMENTS OF OFFICIAL PLANS  
AND BYLAWS

**POLICY NO:** A.18

**Policy:**

The Toronto Catholic District School Board will respond to a development proposal, amendment to an official plan or a proposed City of Toronto bylaw change.

**Regulations:**

- 1. The Toronto Catholic District School board (“the Board”) will formally respond to all development proposals, official plan amendments and zoning by-law changes that adversely affect the Board. The Board may be adversely affected because of insufficient space to accommodate students as a result of the development proposal, official plan amendment or zoning by-law change.**
- 2. The proposals, official plan amendments, zoning by-law changes and their impacts will be presented to the Board of Trustees on a biannual basis.**

**Evaluation and Metrics:**

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

**The Director of Education will report responses referred to in Regulation 1 annually to the Board of Trustees for information.**



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEEUPDATE TO CONTINUING EDUCATION  
INSTRUCTORS POLICY H.M.07

*Day to day pours forth speech, and night to night declares knowledge. Psalm 19:2*

Created, Draft	First Tabling	Review
January 8, 2018	January 16, 2018	
Peter Aguiar, Superintendent of Education and Student Well-Being, Area 4 Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

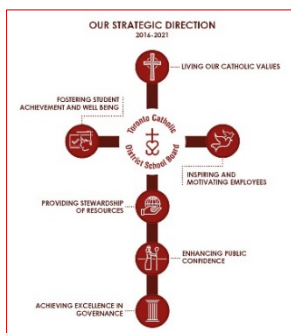
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## **A. EXECUTIVE SUMMARY**

This report recommends updating the current Continuing Education Instructor Policy (H.M.07) to incorporate changes to the Ontario certification of teachers, and the certification of instructors to teach English as a second language.

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

## **B. PURPOSE**

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

## **C. BACKGROUND**

1. The Continuing Education Instructor Policy (H.M.07) was approved on October 1977 and reviewed on October 16, 1986. It has not been revised or amended since.
2. In Ontario, teacher certification is now governed by the Ontario College of Teachers. The Ontario College of Teachers began operations on May 20, 1997. In 2010 the College introduced a new professional designation for members of Ontario's teaching profession-The Ontario Certified Teacher (OCT).
3. Instructors teaching non-credit English as a Second Language programs funded by the Government of Ontario or Government of Canada must hold a Teachers of a Second Language (TESL) accreditation.

## **D. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by policy development staff.
2. Further reports will be brought to Board if there are any significant changes to the certification of teachers in Ontario or to the Teachers of English as a Second Language accreditation.

## **E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

Staff responsible for hiring instructors for non-credit continuing education programs will ensure awareness of this policy to anyone applying for a position.

## **F. STAFF RECOMMENDATION**

Staff recommends that the revised Continuing Education Instructor Policy (H.M.07) provided in APPENDIX A be adopted.



**POLICY SECTION:** STUDENTS

**SUB-SECTION:** PROGRAMS

**POLICY NAME:** CONTINUING EDUCATION  
INSTRUCTORS FOR NON-CREDIT  
PROGRAMS

**POLICY NO:** H.M. 07

<b>Date Approved:</b> October 1977	<b>Date of Next Review:</b> January 2023	<b>Dates of Amendments:</b> January 25, 2018
<b>Cross References:</b> Ontario Teachers of College Act 1996, Reg. 347/02: Accreditation of Teacher Education Programs ( <a href="https://www.ontario.ca/laws/regulation/020347">https://www.ontario.ca/laws/regulation/020347</a> )  Teachers of English as a Second Language (TESL) Association of Ontario ( <a href="http://www.teslontario.org/accreditation">http://www.teslontario.org/accreditation</a> )		
<b>Appendix</b>		

**Purpose:**

The purpose of this policy is to provide regulations on the hiring of instructors for non-credit continuing education programs.

**Scope and Responsibility:**

This policy applies to any non-credit continuing education program delivered by the Toronto Catholic District School Board.

**Alignment with MYSP:**

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources



POLICY SECTION: STUDENTS  
SUB-SECTION: PROGRAMS  
POLICY NAME: CONTINUING EDUCATION  
INSTRUCTORS FOR NON-CREDIT  
PROGRAMS  
POLICY NO: H.M. 07

**Policy:**

Instructors of non-credit education programs shall be employed on a contract developed for instructors of **non-credit** continuing education **programs**. **The contract may be specific to the nature of the program.**

**Regulations:**

1. **All other relevant qualifications being equal,** ~~Ontario College—qualified teachers will be given priority will~~ **be given to instructors holding the Ontario Certified Teacher (OCT) qualification** in the hiring of instructors for **non-credit** continuing education programs.
2. **Instructors hired to deliver non-credit continuing education English as a Second Language programs shall possess the Teachers of English as a Second Language (TESL) Ontario Language Instructor Certificate**



**POLICY SECTION:** STUDENTS  
**SUB-SECTION:** PROGRAMS  
**POLICY NAME:** CONTINUING EDUCATION  
INSTRUCTORS FOR NON-CREDIT  
PROGRAMS  
**POLICY NO:** H.M. 07

**Definitions:**

**The Ontario Certified Teachers (OCT) designation is granted by the Ontario College of Teachers and required to teacher credit granting courses in Ontario.**

**The Teachers of English as a Second Language (TESL) Ontario Instructor Certification is designed for individuals interested in teaching adult ESL in Ontario, other Canadian provinces, or other countries.**

**Evaluation and Metrics:**

**The TCDSB will ensure the highest level of instruction in non-credit continuing education programs by hiring qualified instructors who, when possible, also hold be an OCT qualification.**





## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

## RECOMMENDATION TO RESCIND SABBATICAL LEAVE FOR UNDERGRADUATE OR NONDEGREE STUDY POLICY H.M.05

*There is a time for everything, and a season for every activity under the heavens.  
Ecclesiastes 3:1*

Created, Draft	First Tabling	Review
January 8, 2018	January 16, 2018	
Peter Aguiar, Superintendent of Education and Student Well-Being, Area 4 Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development		

### RECOMMENDATION REPORT

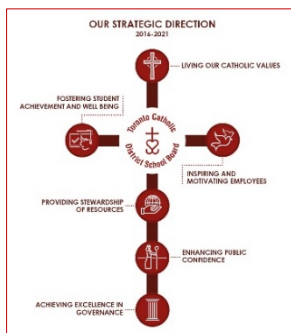
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## **A. EXECUTIVE SUMMARY**

This report recommends rescinding the Sabbatical Leave for Undergraduate or Nondegree Study because the TCDSB is no longer in the practice of granting this sabbatical.

*The cumulative staff time required to prepare this report was 3 hours*

## **B. PURPOSE**

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

## **C. BACKGROUND**

1. The Sabbatical Leave for Undergraduate or Nondegree Study Policy (H.M.05) was approved at the June 1973 Board and amended at the May 1984 Board and October 1986 Board. It was last reviewed on October 2006.
2. The policy allows for the Director of Education to yearly recommend two paid sabbatical leaves with full benefits for undergraduate or nondegree study to employees who are not provided for one within a collective agreement.
3. Since the policy was last reviewed in 2006 the Board is no longer in the practice of providing a sabbatical leave for undergraduate or nondegree study.

## **D. STAFF RECOMMENDATION**

Staff recommends that the Sabbatical Leave for Undergraduate or Nondegree Policy (H.M.04) attached in Appendix A be rescinded.

## TCDSB Policy Register

### Sabbatical Leave For Undergraduate Or Nondegree Study H.M.05

<b>Date Approved:</b> June 73	<b>Date of Review:</b> 2 Oct 06	<b>Dates of Amendment:</b> 16 Oct 86; 17 May 84
<b>Cross Reference:</b>		

#### Policy:

A sabbatical leave may be granted by the TCDSB upon the recommendation of the Director of Education for approved undergraduate/nondegree study to an employee who is not provided for within a collective agreement.

#### Regulations:

1. Support personnel with seven (7) years of successful experience with TCDSB may apply for a sabbatical to undertake approved undergraduate/non-degree study and 100% of their regular salary plus benefits will be paid.
2. The sabbatical study leave shall not exceed one year.
3. (a) The salary paid during a sabbatical leave shall be considered as a loan.  
  
(b) One third of the loan will be considered repaid for each year of employment after reassignment.
4. Applications for a sabbatical leave shall be made on or before the 31 December of the year preceding the special leave.
5. The TCDSB may grant up to two (2) sabbatical leaves per year.



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

## RECOMMENDATION TO RESCIND SABBATICAL LEAVE POLICY FOR POSTGRADUATE STUDY H.M.04

*There is a time for everything, and a season for every activity under the heavens.  
Ecclesiastes 3:1*

Created, Draft	First Tabling	Review
January 8, 2018	January 16, 2018	
Peter Aguiar, Superintendent of Education and Student Well-Being, Area 4 Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development		

### RECOMMENDATION REPORT

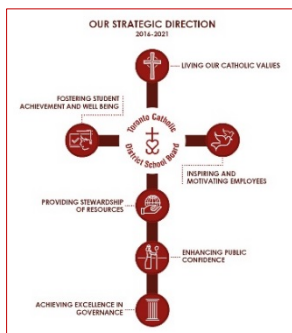
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Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report recommends rescinding the Sabbatical Leave for Postgraduate Study policy because the TCDSB is no longer in the practice of granting this sabbatical.

*The cumulative staff time required to prepare this report was 3 hours*

## **B. PURPOSE**

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

## **C. BACKGROUND**

1. The Sabbatical Leave for Postgraduate Study Policy (H.M.04) was approved at the June 1973 Board and amended at the October 1986 Board. It was last reviewed on October 2006.
2. The policy allows for the Director of Education to yearly recommend two paid sabbatical leaves with full benefits for postgraduate study to employees who are not provided for one within a collective agreement.
3. Since the policy was last reviewed in 2006 the Board is no longer in the practice of providing a sabbatical leave for a postgraduate study.

## **D. STAFF RECOMMENDATION**

Staff recommends that the Sabbatical Leave for Postgraduate Study Policy (H.M.04) attached in Appendix A be rescinded.

## TCDSB Policy Register

### Sabbatical Leave For Postgraduate Study H.M.04

<b>Date Approved:</b> June 73	<b>Date of Review:</b> 2 Oct 06	<b>Dates of Amendment:</b> 16 Oct 86
<b>Cross Reference:</b>		

#### Policy:

A sabbatical leave may be granted by the TCDSB upon the recommendation of the Director of Education for approved postgraduate study to an employee who is not provided for within a collective agreement.

#### Regulations:

1. (a) Employees with seven (7) years of successful experience with the TCDSB may apply for a sabbatical to undertake an approved postgraduate program of studies and will be paid 80% of their regular salary plus benefits.
- (b) Employees who undertake any program of studies at the request of the TCDSB shall be paid 100% of salary plus benefits and reimbursed for tuition fees.
2. The sabbatical study leave shall not exceed one year.
3. (a) The salary paid during a sabbatical leave shall be considered as a loan.
- (b) One third of the loan will be considered repaid for each year of employment after reassignment.
4. Applications for a sabbatical leave shall be made on or before the 31 December of the year preceding the special leave.
5. The TCDSB may grant up to two (2) sabbatical leaves per year.



## REPORT TO

# GOVERNANCE AND POLICY COMMITTEE

## POLICY PRIORITY UPDATE- JANUARY 2018

*The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want.*  
Proverbs 21:5

Created, Draft	First Tabling	Review
January 9, 2018	January 16, 2018	
Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development		
<b>INFORMATION REPORT</b>		

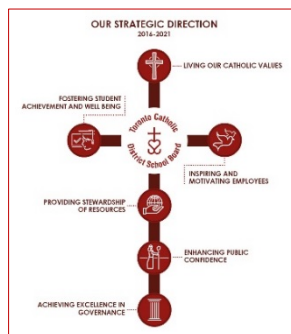
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L. Noronha  
Executive Superintendent  
of Business Services and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report provides the status of priority policies and sets out a policy work plan for 2018.

*The cumulative staff time required to prepare this report was 3 hours*

## **B. PURPOSE**

This Information Report is on the Order Paper of the Governance and Policy Committee through a Trustee request on January 10, 2018 in preparing the agenda for the January 16, 2018 Governance and Policy Committee meeting.

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

1. Staff have set out a tentative policy review work plan for 2018 including policies identified as priority as well as including other policies that are due for review pursuant to their policy review cycle timelines. This plan is attached in **APPENDIX A**.
2. **APPENDIX B** sets out a list of policies that are not scheduled for review in 2018 as they are considered lower priority.

## **D. METRICS AND ACCOUNTABILITY**

1. The information in this report will be monitored by policy development staff.
2. Further reports to the Governance and Policy Committee regarding priority policies and work plans will be brought as deemed necessary.

## **E. CONCLUDING STATEMENT**

This report is for the consideration of the Governance and Policy Committee.



**Policy Priority Review Schedule 2018**

**January**

Development Proposals, Amendments of Official Plans and Bylaws	A.18
Rental of Surplus School Space	B.R.01
Rental Properties	B.R.03
Rental of School Accommodation	B.R.04
Sabbatical Leave for Post-Graduate Study	H.M.04
Sabbatical Leave for Undergraduate or Non-Degree Study	H.M.05
Continuing Education Instructors	H.M.07
Special Education Programs	S.P.01

**February**

Conflict Resolution	H.M.19
Conflict of Interest: Employees	H.M.31
Student Trustee	T.02
Performance Appraisal: Director of Education	H.C.06
Smoke & Vapour Free Space	B.B.04

**March**

Electronic Communication Systems	A.29
Hand-Held (Mobile) Wireless Communication Device	A.31
First Nations, Metis and Inuit Voluntary Self-Identification	A.32
Prayer in Schools	S.23
First Nations, Metis and Inuit Voluntary Self-Identification	A.32
Advertising	A.03

**April**

Logo Use	T.16
Fair Practice in Hiring and Promotion	H.M.40
Access to Students in Schools	S.S.04
Trespass	S.S.14

**May**

Religious Accommodation	S.22
Copyright and Fair Dealing Guidelines	A.15
Copyright	A.11
Asthma	S.M.16
Anaphylaxis	S.M.15
Concussion Policy	S.26

**June**

Provision of Requested Information to an Individual Trustee	T.15
Electronic Participation in Meetings of the Board, Committees of the Board, and the Committee of the Whole Board	T.19
Involvement in Municipal, Provincial and Federal Elections	H.M.25
Filling a Trustee Vacancy	T.18

**September**

Code of Conduct Policy	S.S.09
Progressive Discipline	S.S.10
Victim's Rights	S.S.13
Suspension and Expulsion Policy	S.S.01

**October**

Permits	B.R.05
Environmental Practice--Waste Management and Purchasing	B.M.06
Bullying Prevention and Intervention	S.S.11

**November**

School Excursions	S.E.01
Catholic Parent Involvement Committee	P.04
Catholic School Parent Councils	S.10
Communications Policy	A.37

**December**

Blessing and Official Opening of Schools	S.08
Combined (Split) Grade Classes for Elementary Schools	S.24
Elementary Admission and Placement Policy	S.A.01
Elementary School Attendance Boundary Review Policy	S.A.03
Good Neighbour	S.25

**Outdated Policies- Low Priority- Not scheduled for 2018 review**

<b>NAME</b>	<b>NO.</b>	<b>SECTION</b>	<b>Last Review</b>
Curriculum Booklets--Use by other boards	A.08	Administration	Jun-06
Credit Union	A.10	Administration	Jun-06
Art Collection	A.22	Administration	Jun-06
Credit and Purchase Cards	A.24	Administration	Mar-07
Letterhead	A.26	Administration	Jun-06
Information and Communication Technology - Hardware and Software Standards	A.34	Administration	Apr-12
Parking--Church Use	B.G.05	Buildings/Plant/Grounds - Grounds	Jun-86
Vandalism	B.M.01	Buildings/Plant/Grounds - Miscellaneous	Jun-86
Plaques for New Schools	B.P.02	Buildings/Plant/Grounds - Plant	Jan-87
Signage--New Sites and Building Projects	B.P.03	Buildings/Plant/Grounds - Plant	Jun-86
Signing Officers	F.M.02	Finance - Miscellaneous	Apr-86
Offering of Hospitality or Gifts	F.M.07	Finance - Miscellaneous	Apr-11
Border Brokers	F.P.03	Finance - Purchasing	Nov-86
Disposal of Surplus or Obsolete Furniture, Fixtures and Equipment	F.P.07	Finance - Purchasing	Mar-10
Eastern Rite Employees' Holy Day	H.M.01	Human Resources - Miscellaneous	Oct-06
Catholicity and School Support	H.M.08	Human Resources - Miscellaneous	Oct-86
Twenty-Five Year Club	H.M.09	Human Resources - Miscellaneous	Jan-07
Retirement Ceremonies	H.M.10	Human Resources - Miscellaneous	Jan-07
Employment Equity (Affirmative Action)	H.M.11	Human Resources - Miscellaneous	Mar-10

## APPENDIX B

Probationary and Permanent Appointments	H.M.15	Human Resources - Miscellaneous	Apr-87
Work Creation Program	H.M.18	Human Resources - Miscellaneous	Jan-07
Subsidy of Individual Courses	H.M.20	Human Resources - Miscellaneous	Jan-88
Catholic Equity and Inclusive Education Policy	H.M.24	Human Resources - Miscellaneous	Aug-11
Charter of Rights of the Family	H.M.26	Human Resources - Miscellaneous	May-90
AIDS (Acquired Immune Deficiency Syndrome)	H.M.27	Human Resources - Miscellaneous	Oct-87
Caretaker Deployment	H.S.03	Human Resources - Support	Jan-86
Permit Supervisors	H.S.06	Human Resources - Support	Jan-88
Remuneration-- Employment elsewhere during working hours	H.S.08	Human Resources - Support	Dec-87
Qualifications--Catholicity	H.T.01	Human Resources - Teaching	Jan-86
Employment of Former Priests and Religious	H.T.02	Human Resources - Teaching	Jan-86
Qualifications--Religious Education Courses	H.T.05	Human Resources - Teaching	Jan-86
Religious Education--Board of Education Schools	H.T.06	Human Resources - Teaching	Jan-86
Religious Education Course Requirement	H.T.09	Human Resources - Teaching	Mar-92
Insurance for School Volunteers	I.01	Administration	Sep-06
Parents and Professional Activity Days	P.03	Parents	Dec-06
School Events: Communications and Invitee Protocols	S.02	Schools	Sep-12
School Organization Change	S.05	Schools	Sep-06
National Flag	S.06	Schools	Sep-06
School Names	S.07	Schools	Oct-06
Lunchroom Supervision and Facilities	S.11	Schools	Apr-85

**APPENDIX B**

Program Advertising for Secondary Schools and Continuing Education	S.20	Schools	Jan-90
Prayer in Schools	S.23	Schools	Sep-06
Placement of Pupils	S.A.02	Students - Admissions and Placement	Jan-08
Student Councils	S.M.02	Students - Miscellaneous	May-04
Fund Raising in Schools	S.M.04	Students - Miscellaneous	Dec-06
Fees for Learning Materials and Activities Rationale	S.M.09	Students - Miscellaneous	Jun-12
Student Fees Handbook	S.M.09	Students - Miscellaneous	Jun-12
Cafeterias--Secondary Schools	S.M.13	Students - Miscellaneous	Jun-06
Student Pregnancy	S.M.14	Students - Miscellaneous	Jun-06
Police/School Board Protocol	S.S.	Safe Schools	Jun-11
Dress Code for Pupils	S.S.07	Safe Schools	Jun-11
Conflict of Interest: Trustees	T.01	Trustees	Nov-02
Board Room Seating Arrangement	T.03	Trustees	Sep-98
Trustee Honorarium	T.05	Trustees	Nov-12
Appointees to Municipal Boards and Organizations	T.08	Trustees	Nov-85
Interrelations of Committees	T.10	Trustees	Nov-85

## GOVERNANCE AND POLICY COMMITTEE

### PENDING LIST TO JANUARY 16, 2018

#	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 ( <b>Update to Chaplaincy Program Policy</b> )	Legal Counsel
2	June-2017 GAP	ASAP	Governance and Policy	Bring back after the Ministry of Education's Transportation report is considered ( <b>Update to Transportation Policies S.T.01, 03, 04 and 05</b> )	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 ( <b>Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe</b> )	Director of Education
4	Oct-2017 GAP	ASAP	Governance and Policy	Report to Board regarding CPIC's recommendations to the <b>Community Engagement Handbook T07</b> , and if the recommendations are applicable to the Community Engagement Policy, a report to the GAP Committee meeting ( <b>TCDSB Community Engagement Handbook T07</b> )	Legal Counsel

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